

**STUDENTS DIFFICULTIES IN READING COMPREHENSION
ON DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL
NUMBER 17 JAMBI CITY**

THESIS

*Submitted as a partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) In English Education*



**Written By:
Hani Yulia Ramdani
1800888203032**

**ENGLISH EDUCATION DEPARTMEN
FACULTY OF TEACHER TRAINING AND EDUCATION
BATANGHARI UNIVERSITY
JAMBI
2022**

APPROVAL

This thesis entitled "Students Difficulties in Reading Comprehension on Descriptive Text at Junior High School Number 17 Jambi City" written by:

Name : Hani Yulia Ramdani
Student Number : 1800888203032
Study Program : English Education
Faculty : Teacher Training and Education

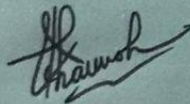
Has been corrected and approved to be tested in front of the board of examiners.

Jambi, February 18th, 2022

Accepted By:

First Advisor

Second Advisor



(Khidayatul Munawwaroh, S.Pd., M.Pd)



(Kartika Dewi, S.Pd., M.Pd)

Approved By:

The Dean of Teacher

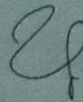
The Head of

Training and Education Faculty

English Education Program



Dr. H. Abdoel Gafar, S.Pd., M.Pd



Ridho Praja Dinata, S.Pd., M.Pd

DECLARATION

I am the undersigned belong in here:

Name : Hani Yulia Ramdani
NIM : 1800888203032
Place and Date of Birth : Sekernan, November 1st 2000
Gender : Female
Study Program : English Education

States that:

1. The thesis that I have written with the title Students Difficulties in Reading Comprehension on Descriptive Text at Junior High School Number 17 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by others, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, February 18th, 2022

I stated



(Hani Yulia Ramdani)

NIM 1800888203032

LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2021/2022 on:

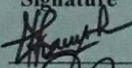
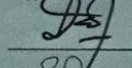
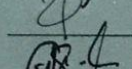
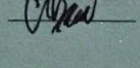
Day : Friday

Date : February 18th 2022

Time : 10 a.m.-11 a.m.


Place : Ruang Lab. Microteaching Universitas Batanghari

TEAM OF EXAMINERS

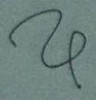
Name	Position	Signature
Khidayatul Munawwaroh, M.Pd	Chairman	
Kartika Dewi, M.Pd	Secretary	
Ridho Praja Dinata, M.Pd	Main Examiner	
Siti Aisyah, M.Pd	Examiner	

Ratified By:

The Dean of Teacher
Training and Education Faculty


Dr. H. Abdoel Gafar, S.Pd., M.Pd

The Head of
English Education Program


Ridho Praja Dinata, S.Pd., M.Pd

Motto

“Barang siapa yang menunjuki kepada kebaikan, maka ia akan mendapat pahala seperti pahala orang yang mengerjakannya.”

(HR. Muslim.)

“Orang yang hebat adalah orang yang memiliki kemampuan menyembunyikan kesusahan, sehingga orang lain mengira bahwa ia selalu senang.” (Imam Syafi'i.)

ABSTRACT

Ramdani Hani Y. 2022. Students Difficulties in Reading Comprehension on Descriptive Text at Secondary School Number 17 Jambi City. A Thesis. English Language Education, Faculty of Teacher Training and Educational, Batanghari University. The first advisor Khidayatul Munawwaroh, M.Pd. The second advisor Kartika Dewi, M.Pd.

The purpose of this study was to determine the students' difficulties in reading comprehension of descriptive texts at Junior High School Number 17 Jambi City. This research was conducted at Junior High School Number 17 Jambi City. This type of research is descriptive quantitative. The population of this study were students of class VIII at Junior High School Number 17 Jambi City. The sample of this study was 34 students of class VIII A. The researcher used a test instrument. The result of this research is that the students of class VIII A at Junior High School Number 17 Jambi City in reading descriptive texts are fair, because some students can understand descriptive texts. This can be seen from the test results, from 28 students. 2 students got very good, 8 students got good, 14 students got quite, and there were 4 students got very poor. The student who got the high score was 90, and the lowest score was 20. In reading comprehension, there are five indicators, these two indicators are included in the fair percentage category but have a high percentage compared to the other 3 indicators, namely Determining ideas 61% and detailed information 62%. Three of them, namely making inferences 46%, looking for references 48% and understanding vocabulary 54% are included in the fair category. The results show that the students at Junior High School Number 17 Jambi City are in the fair category.

Keywords: Reading Difficulties, Reading Comprehension, Descriptive Text

ACKNOWLEDGMENTS

Praise be to Allah SWT. for all the abundance of his grace and guidance so that the author can complete the preparation of this research proposal entitled "Students Difficulties in Reading Comprehension on Descriptive Text at Secondary School Number 17 Jambi". During In the implementation of writing this thesis, the author received a lot of help, guidance and direction from various parties. Therefore, on this occasion The author expresses his deepest thanks to:

1. My dear and beloved parents, M. Sani (father) and Susanti (mother) thanks for always prayed to God and support me for everything
2. H. Fachruddin Razi, S.H., M.H., as Rector of Batanghari University.
3. Dr. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of Teacher Training and Education Faculty of Batanghari University.
4. Ridho Pradja Dinata, S.Pd., M.Pd as the chairman of English Language Department of Batanghari University.
5. Khidayatul Munawwaroh, S.Pd., M.Pd as the first advisor and Kartika Dewi, S.Pd., M.Pd as the second supervisor, who has always patiently supervised the writer until the end of this chapter. Without him, the writer would not have been able to finish this thesis. I am very grateful to them. In addition, discussions and learning with him are very helpful in clarifying the ideas of the researcher. Thank you for the advice given so far.
6. All Lecturers of English Education Study Program and staffs who have taught and guide since the first year of her study.
7. The Teachers of English at Junior High School Number 17 Jambi City and eighth grade students who helped as the sample of the research.

8. My Friends in English Department 2018. Thank you for your support.
9. My Dear Dicky Pramudya, thank you for being in my life.
10. My Brothers, Setiawan Gunawardhani and M Nirwansyah Wardhani who always support me.
11. My Best Friends Suci Wulandari, Margareta Siagiaan, Ayu Ramandha Utami, Kristiani, Putri Adinda, Anggi Widia Sari, Meylisa Angrraini, Meidyta Rahayu, Lara Angleyni, Cici Parmita, Amirah, Wiwin Alawiyah, Meitri Pretinha and Lisa Kurnia. Thanks for always to help and support me.

Finally, the writer realizes that this thesis is still far from perfect. Therefore, suggestions and constructive input are highly expected by the author for the improvement of this thesis. The author hopes that it will be useful for all readers.

Jambi, February 18th, 2022

The Researcher

Hani Yulia Ramdani

TABLE OF CONTENTS

APPROVAL	i
DECLARATION	ii
LATTER OF RATIFICATION	iii
MOTTO	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
1.1. Background of the Research	1
1.2. Limitation of the Research	3
1.3. Formulation of the Research	3
1.4. Purpose of the Research	4
1.5. Significance of the Research	4
1.6. Definition of Key Terms	4
CHAPTER II REVIEW OF RELATIVE LITERATURE	6
2.1. Definition of Reading	6
2.2. Reading Comprehension	7
2.2.1. Reading Comprehension Strategies	9
2.2.2. Reading Comprehension Aspect	11
2.2.3. Factors Causing Difficulty in Reading Comprehension	13
2.3. Descriptive Text	15
2.4. Previous Research	18
2.5. Conceptual Framework	21
CHAPTER III RESEARCH METHODOLOGY	23
3.1. Research Design	23
3.2. Population and Sample	24
3.2.1. Population	24
3.2.2. Sample	24

3.3. Instrument of the Research.....	25
3.4. Technique of Data Collecting.....	25
3.5. Technique of Data Analysis	26
CHAPTER IV FINDINGS AND DISCUSSIONS.....	29
4.1. Findings.....	29
4.1.1. The Result of the test.....	29
4.1.2. Result analysis Indicator The Test	33
4.2. Discussion	39
CHAPTER V CONCLUSION AND SUGGESTION	42
5.1. Conclusion.....	42
5.2. Suggestion	43
REFERENCES	44
APPENDIXES.....	46

LIST OF TABLES

Table 1 Population of the Research	24
Table 2 Sample of the Research	25
Table 3 Specification of the Test	26
Table 4 Scoring Rubric of Reading Comprehension	26
Table 5 The Criteria of Mean Score	27
Table 6 Correct Answer, Score and Categories.....	31
Table 7 The Calculation of the Percentage of Difficult in Answering Main Idea Questions	34
Table 8 The Calculation of the Percentage of Difficult in Answering Making Inference Questions	35
Table 9 The Calculation of the Percentage of Difficult in Answering Locating Reference Questions	36
Table 10 The Calculation of the Percentage of Difficult in Answering Detail Information Questions.....	37
Table 11 The Calculation of the Percentage of Difficult in Answering Vocabulary Questions	38

LIST OF FIGURES

Figure 1 Conceptual Framework	21
Figure 2 Chart of the Percentage of Difficult Questions Items of Reading Comprehension.....	39

LIST OF APPENDIXES

Appendix I Reading Test	46
Appendix II The Answer Key	52
Appendix III The Students Test Score.....	53
Appendix IV The Total Mean Score of all Students of the Test	55
Appendix V The Calculation of the Percentage of Difficulty in Answering Main Idea Questions	56
Appendix VI The Calculation of the Percentage of Difficulty in Answering Making Inference Questions	57
Appendix VII The Calculation of the Percentage of Difficult in Answering Locating Reference Questions.....	58
Appendix VIII The Calculation of the Percentage of Difficult in Answering Detail Information Questions	59
Appendix IX The Calculation of the Percentage of Difficult in Answering Vocabulary Questions	60
Appendix X The Total of the Percentage of Difficult in Questions Items.....	61
Appendix XI The Calculation of Difficult Category for Each Questions Items ..	62
Appendix XII Chart of the Percentage of Difficulty Questions Items of Reading Comprehension	63
Appendix XIII Figure 3.....	64

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading is the basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read lots and understand the reading material in order to achieve better result in learning process. According to Grabe and Stoller (2002), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process.

According to Kennedy (1981:192), reading comprehension is a thought process in which readers become aware of an idea, understand it in their experimental setting, and interpret it in relation to their needs and goals. Comprehension is important in language because students can get information, ideas and knowledge. You could explain that reading is a combination of word recognition, intelligence and emotion intertwined with prior knowledge to understand a text. Reading comprehension is the ability to understand ideas and information when reading a text. In addition, reading is important for students to learn about the information available in a text.

According to Westwood (2001, p. 33) the difficulties for most poor readers are compounded by the fact that they do not possess, and are not aware of, effective strategies to help them extract meaning. They don't have a mental action plan to help them find the main points, important details and key concepts or to draw conclusions. They only handle the printheads. They do not think deeply about what

they read and do not interact cognitively with the information. This makes it difficult to go beyond the literal level of understanding.

Reading is an active process, involving the interpretation of parts, not just receiving messages, which students can not understand to obtain information or carry out lessons and tasks in the learning process. Because when students have a good understanding of reading in English, it will help them acquire and enrich their knowledge. Therefore, the researcher believes that it is important to conduct an investigation based on this topic with the assumption that each student may have different difficulties in understanding reading texts in English. Many students have difficulty in reading. They usually experience difficulty understanding the text and students can not understand it well. Reading without understanding the meaning is an empty act. The meaning of the text depends on how the brain processes the information in the text and is supported by existing knowledge. Teachers must also know and overcome difficulties in understanding English texts when reading, because understanding texts while reading is an important skill and indicator of students' reading achievement.

This research was conducted at Junior High School Number 17 Jambi City, which is a school that implements the 2013 curriculum. In Junior High School Number 17 Jambi City, the researcher found that the cause of students' lack of understanding of reading texts was that students were difficult to read longer texts, students did not understand about reading texts and text information and also when the researcher interviewed the teacher and the researcher got questions recapitulation of the scores that have been found, the researchers get some students have low scores ranging from 30 to 70. Based on the KKM of school is 70.

There are five types of text in English that we must know are narrative text, procedure text, descriptive text, report text and recount text. In this research, the researcher chose descriptive text.

In sum, based on the explanation and the problems experienced by the students above, the researcher was interested in conducting a research entitled "Students Difficulties in Reading Comprehension on Descriptive Text at Junior High School Number 17 Jambi City ". It is hoped that the results of this study can be used by teachers and students in improving the teaching and learning process of English.

1.2 Limitations of the Research

This study will focus on analyzing the difficulties in reading comprehension of descriptive texts by students of Junior High School Number 17 Jambi City. After identifying the research problem, the researcher limited this research to the students' difficulties in reading comprehension of descriptive texts. Researcher limit the problem only to the class VIII Junior High School Number 17 Jambi City. The researcher wants to analyze the difficulties faced by students in reading comprehension of descriptive texts.

1.3 Formulation of the Problem

What are the difficulties in reading comprehension of descriptive texts in class VIII Junior High School Number 17 Jambi City?

1.4 Purpose of the Research

The purpose of this research is to find out the students' difficulties in reading comprehension of descriptive texts in class VIII Junior High School Number 17 Jambi City.

1.5 Significance of the Research

The advantages of this research are as follows:

1. For Teacher

This research will be useful for teachers to diagnose students' difficulties in reading comprehension of descriptive texts.

2. For Students

This research will help students in understanding the contents of descriptive text reading. This research is also useful for students to help them be active in reading and motivate them to read as often as possible.

3. For Researcher

Can add insight into the problem of reading comprehension difficulties in descriptive texts in the field and of course to improve the competence of researchers as prospective educators.

4. For Future Researchers

Provide an overview for future researchers who want to study the same case, hopefully this research can be a source of information and reference.

1.6 Definition of Key Terms

The following key terms are used to help readers share the same interpretation in understanding the research:

1. Reading Comprehension

According to Klinger (2007, p. 8) defines that reading comprehension involves much more than readers' responses to the text. According to Snow (2002, p. 11) reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language. Its mean that students dealing with the process of catching meaning to form a deeper understanding of information and idea from the written text.

2. Reading Difficulties

According to Westwood (2001, p. 31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. In addition according to Westwood (2001, p. 33) the difficulties for most poor readers are compounded by the fact that they do not possess, and are not aware of, effective strategies to help them extract meaning. They do not have any mental plan of action to help them find main points, important details and key concepts or to form conclusions. They just tackle the print head-on. They do not think deeply about what they are reading and do not interact cognitively with the information. This makes any progression above the literal level of understanding difficult to achieve.

2. Descriptive Text

According to Kane (2000, p. 351) Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual & experience, but description also deals with other kinds of perception. Its mean that descriptive text is a text which tell experience related with the sense, such a visual, feeling, smell and others.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Reading

According Harmer (2007), reading is beneficial for language acquisition. Supplied that students extra or much less recognize what they read, the greater they read, the better they get at it. Additionally reading has an advantageous impact on students' vocabulary information, on their spelling and writing. However, reading will give good impact to the students' second language. Reading could improve their language skill like reading, speaking and listening.

According to Daiek (2004) defines reading is the process of creating meaning through written messages. It is what organizes and shapes the process of ideas in the mind. Read too is the process of expressing ideas or propositions in words that will help the reader to organize their reading through the text. By expressing the idea of reading, readers are able to increase their focus on finding and solving problems by organize written texts into reading activities.

According to Nuttal (2000), reading is the result of the interaction between the writer's mind and the reader's mind. In this process the reader tries to create the meaning created by the writer. Moreover, readers have discovered by figuring out what the main idea is from their reading text. Apart from that they maintain their basic skills in writing, listening and speaking, reading is an important aspect to improve their critical thinking.

Reading is the process by which readers learn from what they have read and put it into an academic context as part of their education. In the classroom, some teachers often use texts or books as a means to deliver subjects. Next, the teacher

asks students to read the text to capture the information so that they can understand the material.

Other experts define reading as an activity in which the reader reacts and understands the text read in relation to their previous knowledge. So the activity is carried out by the reader because he wants to get information and knowledge from the text, while the reader has his own initial knowledge. They automatically combine their knowledge with new knowledge from what they have read. In this way, readers will sometimes draw new conclusions as new insights for them.

Reading consists of two related processes, word recognition and word understanding. Word recognition refers to the process of understanding how written symbols correspond to spoken language. Lems, Miller, and Soro (2010:65) state that "word recognition is the process of accessing and recognizing individual words." Comprehension is the process of understanding meaning or information.

In sum, reading is an activity carried out by looking at writing that aims to understand the content of the text in order to get information and know the meaning of the text. By reading, students can benefit from information that is not provided by teachers at school.

2.2 Reading Comprehension

Reading comprehension is a process of thinking activities to gain knowledge about the meaning of written texts. According to Westwood (2008, p. 31), reading comprehension can be defined as an active thinking process in which the reader intentionally constructs meaning to form a deeper understanding of the concepts and information presented in a text. To understand text, readers must use

the information they have processed to filter, interpret, organize, and reflect on the information they enter from the page.

Reading comprehension is the process of understanding the meaning of a written text. According to Snow (2002, p. 11), reading comprehension is the process of extracting and constructing meaning through interaction and engagement with written language. Students go through the process of understanding meaning to gain a deeper understanding of information and ideas in written texts. According to Woolley (2001, p. 15) Reading comprehension is the process of giving meaning to the text. That is, reading comprehension uses thought processes to understand written texts.

Reading comprehension is not just remembering text or reading comprehension returns the data found while reading. Not only data from readings, data that has been processed by the reader also has the effect of showing that the reader is actively involved in constructing meaning. This also confirms that the interpretation or understanding that may be formed by one reader is not necessarily the same as the understanding that constructed by other readers from the same reading. Readers filter reading based on background knowledge, bias, and other tendencies regarding methods of interpreting text.

Reading comprehension is a complex developmental process that requires the coordination of certain cognitive, linguistic, social, and textual processes. Based on this statement, reading comprehension is the ability to read a text, process it, and understand its meaning. While this definition may sound simple, it is not always easy to teach, learn, or practice. A person's ability to understand a text is influenced by its nature and ability, one of which is the ability to make conclusions. When

word recognition is difficult, students use too much processing power while reading individual words, affecting their ability to understand what they are reading. Reading comprehension should be improved, including improving vocabulary and reading strategies.

In academics, reading aims to learn something new. Learning will succeed when there is a change of mind from knowing something unknown. Once students know something, they need to understand it so they can apply their knowledge in real life, or at least pass school exams. To achieve this successful process, students must have the skills to understand it well while reading the text.

In sum, it means that text comprehension is very important for students, because reading is not just a mechanical skill. It helps readers understand the world, learn about the past, and plan for the future.

In conclusion, comprehension is very important as a reader, because without comprehension reading is nothing. Reading skills are important for students and understanding them will make the text easier for readers to read. The text knowledge base on the part of the reader is a very important reading comprehension concept. That's how the reader understands the meaning of a text.

2.2.1 Reading Comprehension Strategies

The students could improve their reading by make a lot of practice. To help students improve their reading comprehension, there is several reading comprehension to helps students practice in reading comprehension. There are guessing meaning from context, scanning, skimming, inferring, predicting, summarizing, questioning, making inferences, intensive and extensive reading.

According to Nuttal (1996) noted that reading comprehension strategies into four kinds, there are skimming, scanning, intensive and extensive reading.

1. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. This means that skimming used to build students' self-confidence and understanding, which may meaning without reading every word in the text. Skimming helps readers to understand the main idea of the text before knowing it carefully. Students can do skimming in several ways such as reading the title or other headings and viewing pictures, reading the first and last paragraphs of the text (Islam and Steenburgh, 2009).

2. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). Meaning scanning is the ability to read text quickly to find the specific information needed such as a date, number, or name and pay attention to all unnecessary information. For example, a student about a list of names in the phone book to find the phone number. Scanning helps readers find information quickly without reading the entire text.

3. Intensive reading

Intensive reading is reading in detail. Usually has shorter text. A reader usually want to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of

information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.

4. Extensive reading

In extensive reading, readers often encounter longer sections of text. In reading, readers requires a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1987) identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the purpose of extensive reading is to build the reader's trust and interest.

2.2.2 Reading Comprehension Aspect

According to Nuttal (1996), there are five aspects of reading comprehension where students must understand the text well, such as determining the main idea or ideas, locating reference, understanding vocabulary, making conclusions and detailed information. These aspects are considered as difficulties faced by students in understanding the text.

1. Determine the Main Idea

The main idea is a statement that explains the author's intent about a topic. According to Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). As a result, the main idea is more difficult to find. Student may be confused to see what the main idea of a passage is and where is the main idea located.

2. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

3. Understanding Vocabulary

Students expand their vocabulary knowledge as they read passages, for example by finding the meaning of new words in the dictionary and guessing the meaning from context. Context helps students make general predictions about their meaning (Sharpe, 2005). This means that making predictions from context will help students understand the meaning of a passage without endlessly searching for each new word in the dictionary. Indeed, one of the problems of readers in understanding the material is the lack of vocabulary.

4. Making Inferences

By making inferences, students are expected to understand the text to find conclusions from the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. This means that the clues in the text will help students build assumptions and draw conclusions. So that they can answer these questions. The question is often stated in one of the following forms:

“From the passage, we can conclude that...”,

"It can be concluded...",

"What is the meaning of the above statement?".

Therefore, students sometimes have difficulty finding conclusions from the text because the meaning of the statement is not written in the text.

5. Detailed Information

The last type of questions that are usually found on reading tests are detailed or informational questions. This question is used to assess students' ability to understand the material given directly in the text. Some examples of detail questions include the following pattern:

“According to the passage, who is fighting for conversation in the forest?”,

"All of the following are true, except...",

"A person, date, or place is,,".

To understand and answer detailed questions, students can use exploratory strategies. To find answers to detailed questions, readers can type or underline keywords in the question and then look for synonyms for parts of the word.

2.2.3 Factors Causing Difficulty in Reading Comprehension

Difficulty is something that is difficult to analyze. This will be seen in student errors or errors in the learning process. In fact, many junior high school students often have difficulty understanding reading. These difficulties translate into poor student performance on reading tests. So, from these factors emerged some difficulties in reading comprehension.

According to Westwood (2004, p. 53) learning difficulties is applied to students who are not making adequate progress within the school curriculum, particularly in basic skills areas covering language, literacy and numeracy. Students problems is variety of reasons these students do not find learning easy in school. Westwood (2001, p. 26) mentioned that three factors contribute to students

difficulty in learning to read, some factors are located within the learner's background, some within the teaching technique, and some within the learner environment.

1) Learners' Background

The learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before.

a) Interest and Motivation

Students must be interested when in study something because this is important for students will be excited for the material in the learning process. Motivation is one of the most important factors in second language acquisition. Students who have low motivation in learning will make their achievement low because motivation is an essential factor to make teaching and learning process more effective and efficient.

b) Learners' prior Knowledge

Learners' prior knowledge is activating what they already know and building initial knowledge that they need in order to access information for reading text. Students' background knowledge and experiences can illuminate the reading but should not replace attention to the text itself. Active students' prior knowledge and build further background knowledge in preparation for new learning before reading activities.

2) Teaching Technique

Teaching technique is very important in the learning process. The teacher must have strategy in teaching technique. It means that the teacher careful in choosing the technique to teach because it is related to the students understanding the material, especially for teaching reading.

3) Learners Environment

There are two influence in learners environment. The first is school condition. The most important about condition of school for students. School achievement, which is complete equipment, facilities can help the learning process. The second is home condition. The school which has lack of learning media such as English book will influence the students learning difficulties in reading. It means learning reading process become ineffective in students understanding about the material.

2.3 Descriptive Text

According to Kane (2000, p. 351) description is about sensory experience-how something looks, sounds, feels. It's mostly about visual experiences, but descriptions also relate to other types of perception. This means that descriptive text is a text that tells experiences related to understanding, such as: visuals, feelings, smells and others. This means that students read describing things, such as pictures, people, objects, animals, and places. In the descriptive text, students must describe what the details of the object look like. As a result, students clearly receive information about objects or pictures when reading the text.

The descriptive text is one of the texts that must be understood by the class VIII at Junior High School Number 17 Jambi City. The researcher uses descriptive

text because this text is included in the 2013 Curriculum for first year junior high school students. According to the English Curriculum for Junior High Schools, descriptive text is defined as a text that describes something, someone, or a place in detail. The purpose of this text is to tell the reader how the writer feels.

According to Hammound (1992, p. 78) the descriptive components of the text are:

A. General structure of descriptive text.

The general structure is a written text arrangement system. The general structure of descriptive text is:

- 1) Identification: which identifies the person, place, or thing to be described.
- 2) Description: describes the characteristics or parts of things, people or places.

B. Language features

- 1) Using certain nouns

A noun is something that will be described in the text. For example: my bag, mother, butterfly, etc.

- 2) Using the simple present tense
- 3) Using detailed noun phrases

It is used to provide detailed information about the subject. For example: has a mole on the right cheek.

- 4) Using many types of adjectives

Used to describe, number, and classify an object. For example: a pair of beautiful eyes, a tough dad, etc.

5) Using related verbs

It is used to provide information about the subject. For example: my mother is very beautiful.

6) Using action verbs

It is used to clearly state the situation. For example: my sister ran into my arms.

7) Using thinking verbs and feeling verbs

They are used to express the author's personal view on the subject. For example: I think he is a diligent boy.

8) Using figurative language

Descriptive uses figurative speech such as, simile, metaphor. Example: the woman is white as milk.

9) Using adverbs

Used to provide additional information. For example: on a green field. Isern explained that reading descriptive text is like drawing for the reader because the author's goal is to paint a picture with words.

Therefore, when reading descriptive texts, readers should be able to close their eyes and imagine what images are described in the text, and what the images look like through reading the text. However, in reality, it is very difficult to imagine something that is not real. Students must understand the entire content of the text in order to understand the intent and be able to answer questions from the text. As a result, many students have difficulty in understanding descriptive texts.

2.4 Previous Studies

Previous research is very important for researchers as a guide in conducting this research. There are several references related to this research.

The first research is Students' Comprehension in Reading Descriptive Text at the Tenth Grade of Senior High School Eleven Muaro Jambi. This research was conducted by Nuraini, Department of English Education, Faculty of Tarbiyah and Teacher Training at UIN Sulthan Thaha Saifuddin Jambi 2019. The purpose of this study was to know the students' comprehension in reading descriptive text at the Tenth Grade of Senior High School Eleven Muaro Jambi.. In this study, researchers used descriptive quantitative. The data were collected by test. The researcher used reading test to find out the students' reading comprehension. The instrument in this research was reading descriptive text test. The result of test to 77 students of the tenth grade students of senior high school eleven muaro jambi showed that the students have low in answering the reading comprehension test. The result of the student test score (see table 4.10) only two students could answer correctly 33 question items of 40 question items with the test score of 82,5. Based on the result of study, the students' Tenth Grade of senior High School Eleven Muaro Jambi in comprehending descriptive text was low.

The second study, entitled Students' Difficulties in Reading Descriptive Text at the First Year of SMKS Sempena Rokan Hilir. This research was conducted by Ayu Azhari in 2020 Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. The objective of this Research to find out the students' difficulties in reading comprehension descriptive text at the first grade of Smks Sempena Rokan Hilir and to find out the factors that cause

difficulties in reading comprehension descriptive text at the first grade of Smks Sempena Rokan Hilir. This research is a descriptive quantitative research. In collecting the data, this research used test and questionnaire. The result of this study are the highest percentage for the students' difficulties is that students are not able to identify understanding vocabulary with total percentage of difficulties 75.23% 2 and the research found the factors students difficulties in reading comprehension descriptive text caused by learners' background with total percentage of difficulties 54.92% and Learners' environment with total percentage difficulties 28.87%.

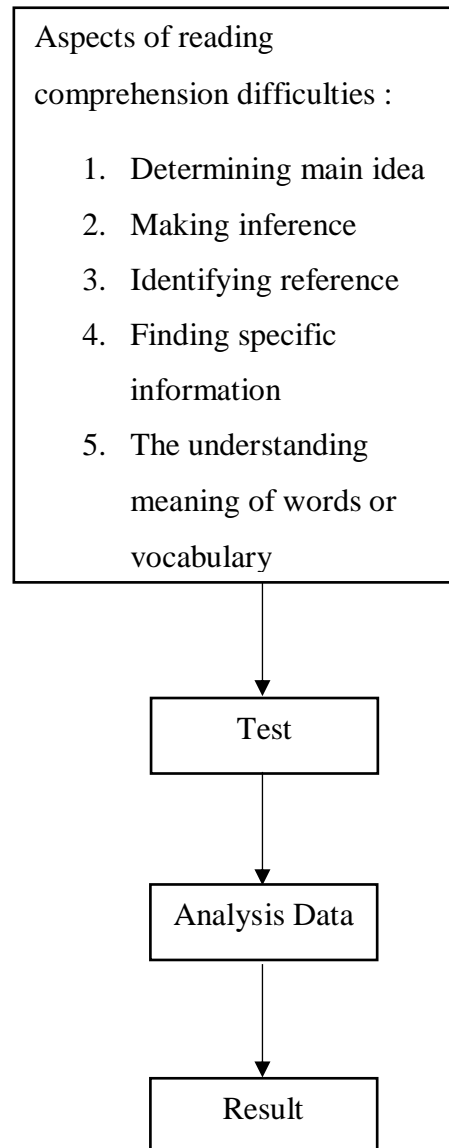
The last entitled Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions. This study was written by Hamza Al-Jarrah & Nur Salina Binti Ismai, Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Terengganu, Malaysia. This study aims to investigate reading comprehensions difficulties among EFL learners in higher learning institutions. The study employed quantitative method, 100 out of 281 Arab students of Universiti Sultan Zainal Abidin (UniSZA) and Universiti Malaysia Terengganu (UMT) were selected to participate in responding to the questions. This study used test to specifically investigate the difficulties faced by the EFL learners in reading comprehension. Cross tabulation was used to analyze data from the test. Findings from the test indicated that the major difficulty faced by the Arab EFL learners is inability to recognize the types of text. This study concludes that the reading comprehension difficulties faced by Arab EFL learners in the selected institutions could affect their English language proficiency and academic performance. To find solutions to these difficulties, there is a need for shared efforts of English language

teachers, instruction policy makers, public and private bodies responsible for educational policy learning and implementation, and the EFL learners.

Based on the previous research above, researchers have aspects of differences and similarities that are studied. First, the similarities between the research conducted by Nuraini and Ayu Azhari are that they both examine students' difficulties in reading comprehension of descriptive texts and both use test instruments. The difference is that in determining the students' difficulty in reading comprehension of descriptive text, the researcher uses five aspects of reading comprehension, namely Determining main idea, Making inference, Locating reference, Detailed information and Understanding vocabulary. Researchers want to know in which aspects students find it difficult to understand reading descriptive text. In addition, the researchers also analyzed the students' incorrect answers to determine the level of difficulty of students reading comprehension of the description text. Second, the similarity between the research conducted by Hamza Al-Jarrah & Nur Salina is that they both examine students' difficulties in reading comprehension. The difference from the research conducted by Hamza Al-Jarrah & Nur Salina is in that the researcher examines students' difficulties in reading comprehension and focuses on the type of descriptive text.

2.5 Conceptual Framework

Figure 1
Conceptual Framework



From the description of the conceptual framework above, researchers can use it to build this research. To find out what are the difficulties of students in reading comprehension.

First, the researcher will distribute the test in the form of a paper containing descriptive text and questions. Second, after students complete the test the researcher will see the results of the student's answers, and the researcher will analyze the answers. In the end, the researcher found the result of students' difficulties in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

This research is descriptive quantitative research. Where the researcher presents the data in numerical and descriptive form. Quantitative research is an approach for testing objective theories by examining the relationship among variables. Creswell (2003) states that quantitative research design is the collection data of information that can be quantified and subjected to statistical treatment in order to support the research. In addition, quantitative research is the process of collecting and analyzing numerical data that can be used to produce statistics and identify patterns of the research.

These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2014:32). It means, quantitative research conducted by researcher to collecting the data by gather the result of a study by establish it through writing, interpreting, and analyzing the data of study result.

According to Gay (2005, p. 183) states that "descriptive" quantitative research involves the collection of numerical data to test hypotheses or answer questions about the current status which is carried out either through self-reports collected through questionnaires or interviews or through observation". In other words, it is useful for investigate a variety of educational problem. Descriptive quantitative is used in this study because the data obtained by the researcher is based on quantitative data, then the researcher explains the results of the data in descriptive form.

3.2 Population and Sample

3.2.1 Population

Population is important part in some research, because the researcher wants to know and like to see the result of the study from the group which has researcher interest towards the group of individuals who has same characteristic (Creswell, 2012: 142). The population of this research was all of students eighth grade at SMPN 17 Jambi. There consist of 9 classes. The population of class eighth grade is 292 students who are divided into the classes.

Table 1.
Population of the Research

No	Class	Population
1.	VIII A	33
2.	VIII B	32
3.	VIII C	33
4.	VIII D	33
5.	VIII E	31
6.	VIII F	31
7.	VIII G	31
8.	VIII H	32
9.	VIII I	35
Total		291

Source: Administrasion of SMP N 17 Jambi

3.2.2 Sample

In the sampling technique, the researcher used random sampling technique. According to Kerlinger (2006: 188), simple random sampling is a method of drawing from a population or universe in a certain way so that every member of the population or universe has an equal chance of being selected or taken.

Table 2.
Sample of the Research

No	Class	Students		Total
1.	VIII A	MALE	PEMALE	33
		18	15	

Source: Administrasion of SMP N 17 Jambi

3.3 Instrument of the Research

Research instrument is a tool to collect research data. Researchers used tests to obtain data. Tests is carried out directly at the school. The researcher used a reading test consisting of 20 multiple choice questions related to descriptive texts. Students are asked to fill in the questions based on the knowledge they have. After the test is complete, the answers will be evaluated by the scoring criteria for the rubric of reading comprehension adapted from the Ministry of Education and Culture (2005:27) to assess students' ability to answer questions.

After the tests were completed, the researcher was able to collect all available data. This study used a test to determine students' difficulties in reading comprehension descriptive texts.

3.4 Technique of Data Collection

The researcher gave a reading test to students to measure reading comprehension. Reading test aims to test the students difficulties in reading comprehension of descriptive texts . By giving a reading test, the researcher tries to find out whether the students can answer the test well or not. Wrong answers from students are used as an indicator of whether students find difficulties or not. Then the researcher conducted a test by giving questions consisting of 20 multiple choice

questions. The researcher also used five aspects of reading comprehension in this test.

Table 3.
Specification of the Test

No	Indicator of the Text	Question
1.	Determining main idea	1,6,14,18
2.	Making inference	2,7,13,16
3.	Locating reference	3,10,15,17
4.	Detailed information	4,9,12,19
5.	Understanding vocabulary	5,8,11,20

Soure: Nuttal (1982)

Table 4.
Scoring Rubric of Reading Comprehension

No	Criteria	Score
1.	The meaning and structure are correct	4
2.	The meaning is correct and some errors of structure	3
3.	Some errors of meaning and structure	2
4.	The meaning and structure are incorrect	1
5.	No answer	0

Depdikbud (2005:27)

3.5 Technique of Data Analysis

In analyzing the data the researcher used descriptive method. In this method the researcher had used manual mathematic scoring formula after conducting the test. these scores will be analyzed statistically to find out the students score test result below:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total Question}} \times 100$$

After the researcher gather the students score result. The researcher used the Mean (X) for counting all score result of entire students. In addition this will aid

the researcher to create the total average score of test result in entire one class through the formula below:

$$\bar{X} = \frac{\Sigma X}{n}$$

Where,

\bar{X} : Mean of the score

ΣX : The sum of the entire students score result

n : The total number of students (gay, 1981:298)

After the researcher totaling the result of mean score, the researcher then used certain criterion based on Best's (1981) criterion in order to know the categories of mean score result below:

Table 5.
The criteria of mean score

Categories	Total Mean Score
Excellent	76 – 100
Good	51 – 75
Fair	26 – 50
Poor	0 – 25

Next, the researcher also used the measurement of percentage to know the percent of difficult item of each question types. It used the following formula as Arikunto (2006: 12) suggested:

$$P = \frac{F}{N} \times 100\%$$

Where,

P = Proportion or index of difficulty

F = Number of the students who answer the item incorrect

N = The total number of the students

The classification of value difficulty, adopted in Arikunto (1998:246)

Interval	Classificasion
0-30	Easy
31-70	Fair
71-100	Difficult

The researcher also measured the average percentages of incorrect answer by using measurement of the mean:

$$A = \frac{\sum P}{N}$$

Where,

A = Average

$\sum P$ = The total percentage of incorrectness

N = The total of the students

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In chapter IV, the researcher will describe the research findings. The purpose of this study was to analyze students difficulties in reading comprehension of descriptive texts in class VIII Junior High School Number 17 Jambi City. The research data is based on the findings in the test with samples obtained by random sampling and then obtained class VIII A with a total of 33 students. There are some students who do not fill the exam because they are not present. So total students who participated in answering the test were 28 students. Class VIII A is divided into session 1 and session 2. The division of sessions is due to the Covid-19 pandemic.

The purpose of the test is to measure the problems faced by students in reading comprehension of descriptive texts. The findings obtained from the reading test, the test is multiple choice. Researcher can see the response of reading comprehension.

The researcher analyzed all the data obtained from the research and took data that supports research aspects. Researchers make questions from aspects in reading comprehension. These aspects consist of: determining main idea, making inference, locating reference, detailed information, and understanding vocabulary.

4.1.1 The Result of the test

The test is given in January 9th 2022 for session 1 and January 10th 2022 for session 2. The test is held once in the school. Next, the researcher did an introduction and a brief explanation about what students should do. After that, the researcher gave

an exercise on descriptive text in the form of multiple choice in English which consisted of 20 questions.

The researcher gave 90 minutes to the students to answer the questions. After completed, students then collect the exercises, so that the researcher can check their answers right away. Of the 34 students there are 27 students who have submitted their answer sheets to researcher. Furthermore, after the researchers collected student tests, the researchers gave scores and made a table of categories and indicators to find out the results of students' reading comprehension after reading do the test.

After collecting the scores of all students, the researcher then made a table of student scores to calculate all students' scores on the test. In this section, the researcher takes the results of students students' reading comprehension of descriptive text from the test. Scores are categorized into four categories. The first excellent is awarded for a score of 76-100. Good is awarded for a score of 51-75. Fair is awarded for a score of 26-50. Poor given for a score of 0-25. By category above, the researcher can find determine the students' difficulties in reading comprehension of descriptive text. The table consists of 28 students, which was made by researchers to determine student scores. The following table presents of the students class VIII A Junior High School Number 17 Jambi City correct answer and score in reading comprehension test.

Students scores:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total Question}} \times 1$$

Table 6.
Correct Answer, Score and Categories

No	Number of Students	Correct Answer	Score	Categories
1.	Student 1	15	75	Good
2.	Student 2	7	35	Fair
3.	Student 3	5	25	Poor
4.	Student 4	6	30	Fair
5.	Student 5	10	50	Fair
6.	Student 6	6	30	Fair
7.	Student 7	7	35	Fair
8.	Student 8	7	35	Fair
9.	Student 9	4	20	Poor
10.	Student 10	12	60	Good
11.	Student 11	4	20	Poor
12.	Student 12	7	35	Fair
13.	Student 13	14	70	Good
14.	Student 14	16	80	Excellent
15.	Student 15	5	25	Poor
16.	Student 16	6	30	Fair
17.	Student 17	15	75	Good
18.	Student 18	15	75	Good
19.	Student 19	15	75	Good
20.	Student 20	6	30	Fair
21.	Student 21	8	40	Fair

22.	Student 22	10	50	Fair
23.	Student 23	18	90	Excellent
24.	Student 24	8	40	Fair
25.	Student 25	15	75	Good
26.	Student 26	7	35	Fair
27.	Student 27	5	25	Poor
28.	Student 28	11	55	Good

$$\begin{aligned}
 \text{Student 1} &= \frac{15}{20} \times 100 \\
 &= 0,75 \times 100 \\
 &= 75
 \end{aligned}$$

$$\begin{aligned}
 \text{Student 2} &= \frac{7}{20} \times 100 \\
 &= 0,35 \times 100 \\
 &= 35
 \end{aligned}$$

$$\begin{aligned}
 \text{Student 3} &= \frac{5}{20} \times 100 \\
 &= 0,25 \times 100 \\
 &= 25
 \end{aligned}$$

In addition to the results of this score table. Researchers can conclude that students have their own results in the way of their ideas by answering descriptive text multiple choice questions. Furthermore, after the explanation of the score table above, researchers have made the average score of all the results of the total score of all students with using the average score formula below:

$$\bar{X} = \frac{\Sigma X}{n}$$

$$\bar{X} = \frac{1320}{28} = 47,1$$

In addition, the total mean test score is 47,1. Which mean students are in all categories score criteria fair. From the results above, it is evident that the test results in fair. Which means that the researcher can conclude that the students quite understand the descriptive text.

Based on the table above, it can be seen that class VIII A students can not answer all the questions correctly. It can be concluded that the students in this class have a fair categories of understanding in reading descriptive text, it can be seen from the test results that 2 students scored in the excellent category and 8 students scored in the good category. There are some students who understand the descriptive text, they only make some mistakes and there are also students who do not understand the descriptive text, but most of them do not understand it and make a lot of mistakes.

4.1.2 Result analysis Indicator The Test

The researcher analyze from the result of test to find out students difficulties in reading comprehension on descriptive text. The question items were divided into five types that are determining main idea, making inference, locating reference, detailed information, and understanding vocabulary.

1. The Students Difficulty in Answering Main Idea Questions

Class VIII A students answer questions to determine the main idea. Writer make four questions for the main idea part. Items on the main idea are questions 1,6,14 and 18.

Table 7.
The Calculation of the Percentage of Difficult in Answering
Main idea Questions.

No	Question items number	The number of students incorrect answer	Percentage of difficulty question item	The percentage of reading for main idea difficulty
1.	1	15	53%	61%
2.	6	22	78%	
3.	14	17	60%	
4.	18	15	53%	

The result reveals that 15 of the students (53%) answered question number 1 incorrectly. It shows that the questions are categorized fair. Furthermore, it is 22 of the students (78%) answered question number 6 incorrectly. It means that it is categorized fair. Moreover, 17 of students (60%) answered question number 14 incorrectly. It means that it is categorized fair. Question number 18 are answered by 15 of the students (53%) incorrectly. It means that the questions are categorized fair.

Based on the calculation interval, students in answering questions about the main idea are classified as fair at the 61% interval.

2. The Students Difficulty in Answering Making Inference

The researcher provided four question items to find out the difficulty in making inference of the passage. For making reference questions, there are four questions. The questions items for making reference appeared in question 2, 7, 13 and 16. For detail, it is at the following table.

Table 8.
The Calculation of the Percentage of Difficult in Answering
Making inference Questions.

No	Question items number	The number of students incorrect answer	Percentage of difficulty question item	The percentage of reading for making inference difficulty
1.	2	22	78%	46%
2.	7	6	21%	
3.	13	12	42%	
4.	16	13	46%	

The result shows that 22 of the students (78%) answered question number 2 incorrectly. It means that the level of difficulty is difficult. Otherwise, 6 of the students (21%) answered question number 7 incorrectly. It means that the questions are easy to answer for students. Besides, question number 13 could not be answered by 12 of the students (42%). It means that the questions is fair to answer. Question number 16 are answered by 13 of the students (46%) incorrectly. It means that the questions are categorized fair.

Based on the table above, the difficulty item percentage that the students have for making reference is 46% of four question items. It can be concluded that the questions are fair for students in answering making reference.

3. The Students Difficulty in Answering Locating Referency Questions

For locating reference questions, there are four questions. The questions items for locating reference appeared in question 4, 8, 3 and 5. For detail, it is at the following table.

Table 9.
The Calculation of the Percentage of Difficult in Answering
Locating reference Questions

No	Question items number	The number of students incorrect answer	Percentage of difficulty question item	The percentage of reading for locating refence difficulty
1.	3	17	60%	48%
2.	10	8	28%	
3.	15	11	39%	
4.	17	19	67%	

The result shows that 17 of the students (60%) answered question number 3 incorrectly. It means that the question is categorized fair. Otherwise, 8 of the students (28%) answered question number 10 incorrectly. It means that the question is easy question for students. There are question number 15 could not be answered correctly by 11 of the students (39%). It means that the question is categorized fair. Furthermore, 19 of the students (67%) who answered question number 17 incorrectly. It means that the question is categorized fair.

Moreover, the percentage of difficult item for this types is 48% of four question items. It means that the question is categorized fair. It can be concluded that the students have fair level of difficulty in answering locating references questions.

4. The Students' Difficulty in Answering Detail Information Questions

For detail information, there are four questions provided by the researcher (question 4, 9, 12, and 19). The following table provides the percentage of difficulty item for detail information questions.

Table 10.
The Calculation of the Percentage of Difficult in Answering
Detail Information Questions

No	Question items number	The number of students incorrect answer	Percentage of difficulty question item	The percentage of reading for detail information difficulty
1.	4	15	53%	62%
2.	9	15	53%	
3.	12	19	67%	
4.	19	21	75%	

Based on the table above, it found that question number 4 and 9 got the same percentage 53%. It means that the level questions of difficulty is fair. There are 19 of the students (67%) answered question number 12 incorrectly. It means that the question is fair for students. There are 21 of the students (75%) answered the questions number 19 incorrectly. It means that the question is difficult question.

Furthermore, the calculation of the percentage of difficult item that the students have for detail information questions is 62% of four question items. It can be concluded that the students have fair level of difficulty in answering detail information questions.

5. The Students' Difficulty in Answering Vocabulary Questions

There are four question items asking the students to find out the most similar words which could replace the words presented in the passages. For the calculation of percentage of difficulty for understanding vocabulary questions, the result is presented in the following table.

Table 11.
The Calculation of the Percentage of Difficult in Answering
vocabulary Questions

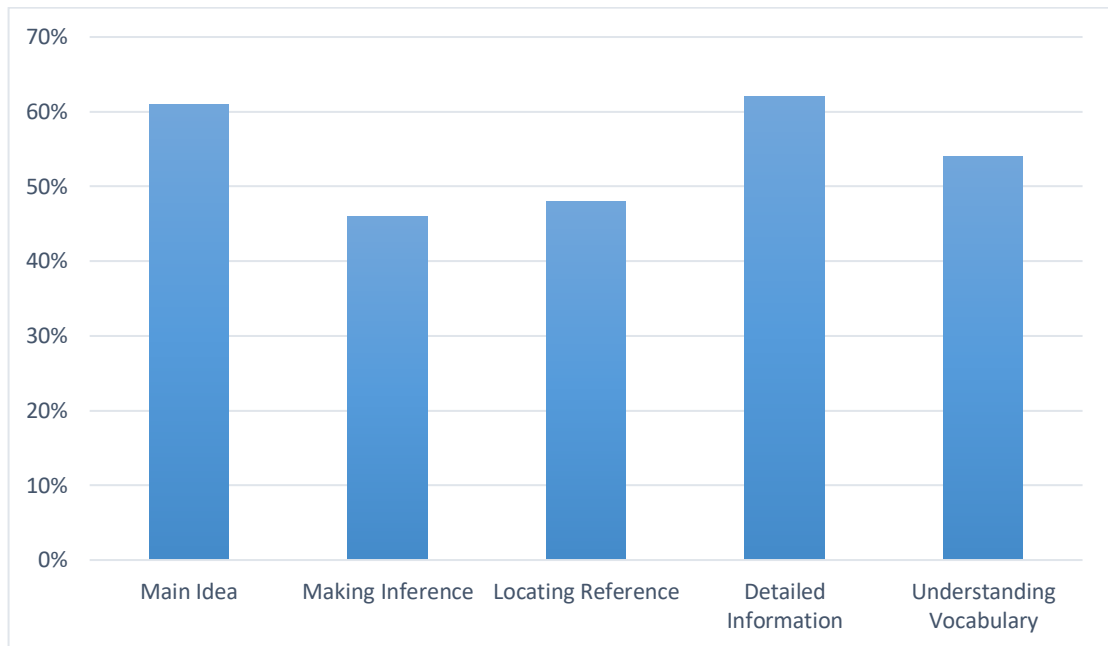
No	Question items number	The number of students incorrect answer	Percentage of difficulty question item	The percentage of reading for understanding vocabulary difficulty
1.	5	9	32%	54%
2.	8	13	46%	
3.	11	15	53%	
4.	20	24	85%	

The percentage of the students' difficulty in understanding vocabulary of the passage varied from 32% to 85%. There are 9 of the students (32%) answered question number 5 incorrectly. It means that the question is categorized fair for students. Otherwise, 13 of the students (46%) answered question number 8 incorrectly. It means that the question is categorized fair. Besides, 15 of the students (53%) answered number 11 incorrectly. It means that the question is categorized fair question for students. 24 of the students (85%) answered question number 20 incorrectly. It means that it is also categorized difficult.

In short, it is 54% of difficulty faced by the students in understanding vocabulary of reading comprehension. It can be concluded that the questions are categorized fair questions for students in answering vocabulary questions.

In order to simplify the distribution of the percentage of difficulty item in reading comprehension text questions, the researcher presents the percentage of the difficulty item in the following chart.

Figure 2
Chart of The Percentage of Difficulty Question Items of Reading Comprehension



Based on the difficult percentage in the chart above, the researcher summarizes that there are no types that are categorized as difficult and easy types of questions. All belong to the fair category with an interval of 46%-62%.

4.2 Discussion

The test results of 28 students of class VIII A shows that students do not have difficulty in answering reading comprehension test. In general, from the results of student test scores (see table 6) there are 2 students in the excellent category and 8 students in the good category. Meanwhile, most of the students scored in the fair category. Therefore, the total test mean score is 47.1. Which means that students are in the category of sufficient score criteria. From the results above, it can be seen that the test results are in reasonable condition. This means that researchers can conclude that students understand descriptive text enough.

Moreover, based on the calculation of the difficulty index of each item (see Appendix IV) it was found that there were 2 items that were categorized easy questions, 14 question items are categorized as fair questions and 4 question items categorized as difficult questions. In particular, the calculation of the difficulty index shows that test questions numbered 2, 6, 19 and 20 are categorized as difficult questions for students. Then, some students out of 28 students can answer these questions correctly. Only 6 students can answer the question numbers 2 and 6. In addition, only 7 students could answer question number 19 with correct. Not only that, 4 students can answer question number 20. Question number 20 is categorized as the most difficult question with a difficulty interval of 85% because only 4 students can answer this question correctly.

Furthermore, for main idea questions, most of the question items are of this type considered a difficult question for students (see Appendix IV). However, the percentage of difficulty of this type of item is 61% not included in the difficult category. By percentage all the difficulty questions are presented in table 7, the main idea questions are included in the fair category.

Questions 2, 7, 13, and 16 making inference questions (see table 8). Students are in the fair category to answer this type of question because the percentage of difficulty of this item is 46%. Students need to see and use context hints in the passage since answers create inference questions not directly stated in the section so that students can answer inference questions correctly. The making inference are included in the fair category.

Questions 3, 10, 15 and 17 are questions about locating references. Three question items from the four questions are categorized as fair questions. They are

numbers 3, 15 and 17 (see Table 9). Finding reference questions was considered not too difficult for students because the percentage of difficulty items for this question was 48%.

Question 4, 9, 12 and 19 are a matter of detailed information. Three of the four questions are categorized as fair questions. They are numbers 4, 9 and 12. One of the four questions included in the difficult category is question 19 (see table 10). Detailed information is considered not too difficult for students because the percentage of difficulty items for this question is 62% and is included in the category of fair. But, among 5 percentages, detailed information is the highest percentage.

Finally, questions 5, 8, 11 and 20 are about understanding vocabulary. Three of the four questions are categorized as fair questions. They are numbers 5, 4 and 11. One of the four questions included in the difficult category is question 20 (see table 11). Understanding vocabulary is considered not too difficult for students because the percentage of difficulty items for this question is 54% and is included in the fair category.

From the discussion above, some of the difficulties faced by students of class VIII A at Junior High School Number 17 Jambi City in the reading comprehension test did not experience difficulties in reading comprehension of descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In the previous chapter the researcher has stated that the purpose of This study aims to determine the difficulties faced by students VIII A at Junior High School Number 17 Jambi City in reading comprehension of descriptive texts. Student difficulties related to types of reading comprehension test questions. After analyzing the data obtained From the test, the writer concludes that the students of class VIII A at Junior High School Number 17 Jambi City had no difficulty in answering the reading comprehension test.

Based on the results of the analysis, the reseacrher conclude that in general, class VIII A at Junior High School Number 17 Jambi City in reading comprehension of descriptive text is fair, because some students can understand descriptive text. This can be seen from the test results, from 28 students. 2 students got excellent, 8 students got good, 14 students got fair, and there are 4 students become very poor. Students who get high marks are 90, and the low number is 20.

In reading comprehension there are five indicators, two indicators are the percentage category is fair but has a high percentage compared to the other 3 indicators, namely Determining idea 61% and detailed information 62%. Three of them, namely making inference 46%, locating reference 48% and understanding vocabulary 54% are included in the fair category.

5.2 Suggestion

From the conclusions above, the author tries to formulate several recommendations for teachers and students of class VIII A at Junior High School Number 17 Jambi City which can be useful for them in preparation for the reading test understanding.

1. For students

They should learn more about reading comprehension such as reading skills, reading strategies, and test-taking strategies for reading tests which can be useful when they are dealing with reading comprehension test. Moreover, often practice reading and do reading comprehension tests can help students to have a reliable understanding and be familiar with reading test, so as to minimize students difficulties in reading comprehension test.

2. For Teacher

Teachers are expected to be able to teach students how to improve their ability in reading comprehension, especially skills and strategies in reading comprehension tests to help students overcome difficulties in reading comprehension of English texts. Teacher should provide interesting material to improve students' reading skills, such as provide students with authentic material. It is recommended that teachers need apply various teaching techniques in teaching reading to achieve better reading comprehension. Teachers need to teach their students about different types of reading comprehension questions to make these questions more common comprehensive and better understood by students.

REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ayu, A. (2020). "Students' Difficulties in Reading Descriptive Text at the First Year of SMKS Sempena Rokan Hilir". Skripsi. Riau: UIN Suska Riau.
- Brown, H. D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company.
- Creswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitive Research 4th Edition*. Boston: Pearson.
- Daiek, D., & Anter, N. (2004). *Critical Reading For Collage And Beyond*. New York: MC Graw Hill.
- Depdikbud. (1985). *Petunjuk Pelaksanaan Proses Belajar Mengajar dan Petunjuk Pelaksanaan Penilaian*. Jakarta : Departemen Pendidikan dan Kebudayaan.
- Gay, L.R. (1987). *Educational Research: Competency for Analysis Application. Third Edition*. Colombus Ohio: Merry Publishing Company.
- Grabe, W., & Stoller. (2002). *Teaching and Researching: Reading*. New York: Longman.
- Grellet, F. (1999). *Developing Reading Skills a Practical Guide to Reading Comprehension*. Cambridge: Cambridge University Press.
- Hammond, J. (1992). *English for Social Purposes*. Sydney: National Centre for English Language Teaching and Research Macquarie University Sydney.
- Hamza, A., & Nur, S. (2018). "Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions". Malaysia: University Sultan Zainal Abidin.
- Harmer, J. (2005). *How to Teach English: An Introduction to the: Practice of English Language Teaching* . Essex: Longman.
- Kane, T. S. (2000). *The Oxford Essential Guide to Writing*. New York: Oxford University Press.
- Kennedy, E. C. (1981). *Methods in Teaching Developmental Reading 2nd Edition*. United States of America: Peacock Publisher, Inc.

- Kerlinger. (2006). *Asas–Asas Penelitian Behaviour*. Edisi 3, Cetakan 7. Yogyakarta: Gadjah Mada University Press.
- Kopitski, M. (2007). *Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language)*. Minnesota: Hamline University.
- Lems, Kristin, Leah, D., Miller, & Tenena, M. S. (2010). *Teaching Reading to English Language Learners*. New York: Guilford Press.
- Longan, J. (2002). *Reading and Study Skill: Seventh Edition*. Atlanta cape Community College. Published by McGraw-Hill Companies. New York.
- Macleod, M. (2011). *Types of Reading*, accessed on <http://www.readinganswer.com/html>.
- Nuraini. (2019). “Students’ Comprehension in Reading Descriptive Text at The Tenth Grade Senior High School Eleven Muaro Jambi”. Skripsi. Jambi: UIN Sulthan Thaha Saifuddin.
- Nuttal, C. (1982). *Teaching Reading Skill in Foreign Language*. London: Heinemann Educational Books.
- Sharpe, J. P. (2005). *How to Prepare the TOEFL Test 11th Edition*: Ohio.
- Snow, C. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. New York: RAND.
- Sudjono, A. (2001). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada, Jakarta.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D* Bandung: Alfabeta.
- Vener, D. (2002). *Landmark School Outreach Program: Finding the Main Idea*.
- Westwood, P. (2004). *Learning and Learning Difficulties: A Handbook for Teachers*. Victoria: Acer Press.

LIST OF APPENDIXES

Appendix I

Reading Test

Direction :

1. Write down your name and class
2. Give the cross sign (X) for the answer that you choose

Name :

Class :

The following text is for questions 1 to 5

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There IS a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

<https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

1. The main idea of the paragraph above is ...
 - a. The furniture in the writer's bedroom
 - b. The kinds of furniture in a bedroom
 - c. The bed in the writer's bedroom
 - d. The writer's bedroom
2. What is the bed like?
 - a. A cozy wooden bedroom.
 - b. In the center of the room.
 - c. Nice and large.
 - d. Small but nice.

3. Where is the bed?
 - a. In the middle of the room
 - b. Beside the room
 - c. Behind the room
 - d. In front of the room

4. Where is the location of the desk lamp?
 - a. On the table
 - b. Next to the bed
 - c. Next to the table
 - d. Behind the alarm clock

5. What is the function of the alarm clock?
 - a. To give information about the weather
 - b. To wake the writer up in the morning
 - c. To make the writer sleep
 - d. To tell the time to sleep

The following text is for questions 6 to 8
Giraffe

This giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

<http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

6. The purpose of the text above is....
 - a. To describe about giraffe
 - b. To tell about tall animal
 - c. To describe Ragunan zoo
 - d. To tell about tall animals

7. How the eyes of the giraffe look like?
 - a. They are big and black
 - b. They are big and brown
 - c. They are small and brown
 - d. They are small and black

8. "Its tail is long with thick hair..." The antonym of the word "long" is....
 - a. Beauty
 - b. Strong

- c. Short
- d. Thin

The following text is for questions 9 to 10

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss. Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

<http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

- 9. When does Timmy usually give a kiss to the writer? When the writer ...
 - a. Fells hungry
 - b. Goes to sleep
 - c. Comes home
 - d. Wakes up
- 10. Why is the writer almost impossible to be angry at his cat? Because ...
 - a. It has innocent round eyes
 - b. Most of the time, it is a good cat
 - c. It gives the writer kiss
 - d. It always wakes up early

The following text is for questions 11 to 12

My Classroom

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

<https://www.sekolahbahasainggris.co.id/10-soal-pilihan-ganda-bahasa-inggris-untuk-smp-kelas-8-part-ii-beserta-jawaban/>

- 11. "My classroom is very big ". The meaning of the underlined word is..
 - a. Large
 - b. Great
 - c. Fat
 - d. clean

12. Where does the teacher sit ?

- a. In front of the classroom
- b. Behind the whiteboard.
- c. Behind the table
- d. Under the map

The following text is for questions 13 to 15

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

<https://www.sekolahbahasainggris.co.id/10-soal-pilihan-ganda-bahasa-inggris-untuk-smp-kelas-8-part-ii-beserta-jawaban/>

13. How many dogs does the writer have?

- a. 1
- b. 2
- c. 3
- d. 4

14. The main idea of the paragraph above is ...

- a. The writer love dogs very much
- b. I love cat very much
- c. Dottie is a Dalmatian
- d. Casper is a dachshund

15. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because

- a. She like brownies
- b. She has brown ear
- c. She has brown fur
- d. She has black fur

The following text is for questions 16 to 17

Mecca is Islam's holiest city, home to the Kaaba Shrine and the Grand Mosque. The city is known for the annual Hajj pilgrimage, being one of the five pillars of Islam. In the 7th century, the Islamic Prophet, Muhammad, proclaimed Islam in the city. The city played an important role in the early history of Islam and now it is an important trading center. After 966, Mecca was led by local Sharifs, until 1924, when it came under the rule of the Saudis. In its modern period, Mecca has seen a great expansion in size infrastructure.

The modern day city is located in the capital of Saudi Arabia's Makkah Province, in the historic Hejaz region. With a population of 1, 700, 000 (2008), the city is located 73 kilometers (45 miles) inland from Jeddah, in a narrow valley and 277 meters (910 feet) above sea level.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.html>

16. What is the text about?

- a. Saudi Arabia.
- b. The size of the city
- c. The city of Mecca
- d. The location of the city

17. Why is Mecca important?

- a. It has more than 2 million inhabitants
- b. It has a modern infrastructure
- c. It is a world trade center
- d. It is a holy city

The following text is for questions 18 to 20

Toyota City

Toyota, a city in Japan, is on east central Honshu Island, in Central Aichi Prefecture on the Yahagi River. Toyota is the headquarter of the Toyota Motor Corporation and is a major automobile manufacturing and assembly center. A classic company town, it has a planned layout for its sprawling assembly plants, office complexes, and housing-developments for workers and their families. The city was formerly named Koromo, meaning "clothing" and prospered from the late 19th century until the 1930s as a center of the silk industry. Its development as an automobile manufacturing center began with the opening of the first assembly plant in 1937. The city's name was changed to Toyota in 1959 after the second plant, Motomachi, was opened and the population began to grow rapidly, Population (2002): 342, 835.

<http://www.ekowahyudi.my.id/2019/03/descriptive-text-soal-descriptive-text.html>

18. What is the main idea of the text?
- a. The history of the Toyota City
 - b. The geographical aspects of the Toyota City
 - c. The production of the Toyota Motor Corporation
 - d. The families and workers of the Toyota Motor Corporation
19. What was the old name of the Toyota City?
- a. Yahagi
 - b. Honshu
 - c. Koromo
 - d. Motomachi
20. The word “their” in the sentence ‘it has planned layout for its sprawling assembly plants, office complexes, and housing development for workers and their families’ refer to ...
- a. Workers
 - b. Headquarters
 - c. Cassembly plants
 - d. Housing developments

Appendix II

Answer Key

1. D	11. A
2. C	12. C
3. A	13. D
4. A	14. A
5. B	15. C
6. A	16. C
7. B	17. D
8. C	18. A
9. C	19. C
10. B	20. D

Appendix III

The Students Test Score

Number of Students	Correct Answer	Score
1	15	75
2	7	35
3	5	25
4	6	30
5	10	50
6	6	30
7	7	35
8	7	35
9	4	20
10	12	60
11	4	20
12	7	35
13	14	70
14	16	80
15	5	25
16	6	30
17	15	75
18	15	75
19	15	75
20	6	30

21	8	40
22	10	50
23	18	90
24	8	40
25	15	75
26	7	35
27	5	25
28	11	55

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total Question}} \times 100$$

$$\begin{aligned} \text{Student 1} &= \frac{15}{20} \times 100 \\ &= 0,75 \times 100 \\ &= 75 \end{aligned}$$

$$\begin{aligned} \text{Student 2} &= \frac{7}{20} \times 100 \\ &= 0,35 \times 100 \\ &= 35 \end{aligned}$$

$$\begin{aligned} \text{Student 3} &= \frac{5}{20} \times 100 \\ &= 0,25 \times 100 \\ &= 25 \end{aligned}$$

Appendix IV

The Total Mean Score of All Students of the Test

$$\bar{X} = \frac{\Sigma X}{n}$$

$$\bar{X} = \frac{1320}{28} = 47,1$$

Appendix V

The Calculation of the Percentage of Difficult in Answering

Main Idea Questions (Table 7.)

$$P = \frac{F}{N} \times 100\%$$

$$\text{Questions number 1} = \frac{15}{28} \times 100\%$$

$$= \frac{0,53}{28} \times 100\% = 53\%$$

$$\text{Questions number 6} = \frac{22}{28} \times 100\%$$

$$= \frac{0,78}{28} \times 100\% = 78\%$$

$$\text{Questions number 14} = \frac{15}{28} \times 100\%$$

$$= \frac{0,60}{28} \times 100\% = 60\%$$

$$\text{Questions number 18} = \frac{15}{28} \times 100\%$$

$$= \frac{0,53}{28} \times 100\% = 53\%$$

Appendix VI

The Calculation of the Percentage of Difficult in Answering Making Inference Questions (Table 8.)

$$P = \frac{F}{N} \times 100\%$$

$$\text{Questions number 2} = \frac{22}{28} \times 100\%$$

$$= \frac{0,78}{28} \times 100\% = 78\%$$

$$\text{Questions number 7} = \frac{6}{28} \times 100\%$$

$$= \frac{0,21}{28} \times 100\% = 21\%$$

$$\text{Questions number 13} = \frac{12}{28} \times 100\%$$

$$= \frac{0,42}{28} \times 100\% = 42\%$$

$$\text{Questions number 16} = \frac{13}{28} \times 100\%$$

$$= \frac{0,46}{28} \times 100\% = 46\%$$

Appendix VII

The Calculation of the Percentage of Difficult in Answering Locating Reference Questions (Table 9.)

$$P = \frac{F}{N} \times 100\%$$

$$\text{Questions number 3} = \frac{17}{28} \times 100\%$$

$$= \frac{0,60}{28} \times 100\% = 60\%$$

$$\text{Questions number 10} = \frac{8}{28} \times 100\%$$

$$= \frac{0,28}{28} \times 100\% = 28\%$$

$$\text{Questions number 15} = \frac{11}{28} \times 100\%$$

$$= \frac{0,39}{28} \times 100\% = 39\%$$

$$\text{Questions number 17} = \frac{19}{28} \times 100\%$$

$$= \frac{0,67}{28} \times 100\% = 67\%$$

Appendix VIII

The Calculation of the Percentage of Difficult in Answering

Detail Information Questions (Table 10.)

$$P = \frac{F}{N} \times 100\%$$

$$\text{Questions number 4} = \frac{15}{28} \times 100\%$$

$$= \frac{0,53}{28} \times 100\% = 53\%$$

$$\text{Questions number 9} = \frac{15}{28} \times 100\%$$

$$= \frac{0,53}{28} \times 100\% = 53\%$$

$$\text{Questions number 12} = \frac{19}{28} \times 100\%$$

$$= \frac{0,67}{28} \times 100\% = 67\%$$

$$\text{Questions number 19} = \frac{21}{28} \times 100\%$$

$$= \frac{0,75}{28} \times 100\% = 75\%$$

Appendix IX

The Calculation of the Percentage of Difficult in Answering Vocabulary Questions (Table 11.)

$$P = \frac{F}{N} \times 100\%$$

$$\text{Questions number 5} = \frac{9}{28} \times 100\%$$

$$= \frac{0,32}{28} \times 100\% = 32\%$$

$$\text{Questions number 8} = \frac{13}{28} \times 100\%$$

$$= \frac{0,46}{28} \times 100\% = 46\%$$

$$\text{Questions number 11} = \frac{15}{28} \times 100\%$$

$$= \frac{0,53}{28} \times 100\% = 53\%$$

$$\text{Questions number 20} = \frac{24}{28} \times 100\%$$

$$= \frac{0,85}{28} \times 100\% = 85\%$$

Appendix X

The Total of the Percentage of Difficult in Questions Items

$$A = \frac{\sum p}{N}$$

$$\text{Main Idea} = \frac{53\%+78\%+60\%+53\%}{4}$$

$$= 61\%$$

$$\text{Making Inference} = \frac{78\%+21\%+42\%+46\%}{4}$$

$$= 46\%$$

$$\text{Locating Reference} = \frac{60\%+28\%+39\%+67\%}{4}$$

$$= 48\%$$

$$\text{Detail Information} = \frac{53\%+53\%+67\%+75\%}{4}$$

$$= 62\%$$

$$\text{Vocabulary} = \frac{32\%+46\%+53\%+85\%}{4}$$

$$= 54\%$$

Appendix XI

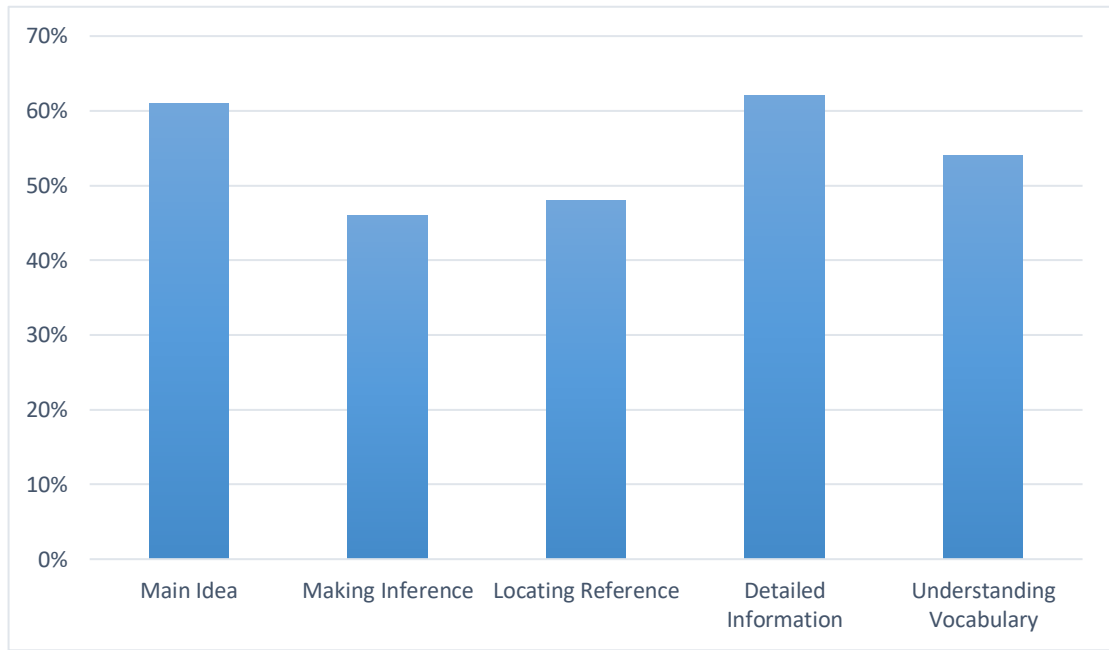
The Calculation of Difficulty Category For Each Question Item

Question Item Number	Incorrect Answer	Percentage of difficulty question item	Categories
1	15	53%	Fair
2	22	78%	Difficult
3	17	60%	Fair
4	15	53%	Fair
5	9	32%	Fair
6	22	78%	Difficult
7	6	21%	Easy
8	13	46%	Fair
9	15	53%	Fair
10	8	28%	Easy
11	15	53%	Fair
12	19	67%	Fair
13	12	42%	Fair
14	17	60%	Fair
15	11	39%	Fair
16	13	46%	Fair
17	19	67%	Fair
18	15	53%	Fair
19	21	75%	Difficult
20	24	85%	Difficult

Appendix XII

Chart of The Percentage of Difficulty Question Items of Reading

Comprehension






Appendix XIII

Figure 3

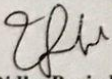




USULAN JUDUL DAN DOSEN PEMBIMBING SKRIPSI

I. Diajukan Kepada Yth. : Ketua Prodi : Yanti Ismiyati, M.Pd. Prodi Pend. Bahasa Inggris FKIP Universitas Batanghari	
II. Mahasiswa yang mengusulkan	
1. Nama	: HANI YULIA RAMDANI
2. NIM	: 1000008203032
3. Prodi	: Pend. Bahasa Inggris
III. Judul Skripsi yang diusulkan	Yang di Setujui
1. THE EFFECT OF USING POWER POINT ON THE READING SKILLS OF THIRD GRADE STUDENTS AT SECONDARY SCHOOL NUMBER 17 JAMBI CITY	3
2. STUDENTS PERSPECTIVE OF USING POWER POINT FOR READING SKILLS IN THIRD GRADE STUDENTS AT SECONDARY SCHOOL NUMBER 17 JAMBI CITY	
3. AN ANALYSIS OF STUDENTS DIFFICULTIES IN READING COMPREHENSION ON DESCRIPTIVE TEXT AT SECONDARY SCHOOL NUMBER 17 JAMBI CITY	
IV. Dosen Pembimbing yang diusulkan	Yang di Setujui
1. EFA SILVIA, S.Pd., M.Pd..... 2. KHIDAYATUL MUNAWWAROH, M.Pd	1. KHIDAYATUL MUNAWWAROH, M.Pd 2. KARTIKA DEWI.....
V. Masa Pembimbing	
Mulai dari s.d	
VI. Menyetujui, 2 September 2021 Ka. Program Studi,  <u>Yanti Ismiyati, M.Pd.</u> NIDN: 1031017302	Jambi, 2 September 2021 Mhs. Yang Mengusulkan,  <u>HANI YULIA RAMDANI</u>
VII.	
Mengetahui, Wakil Dekan I  <u>Silvia Fitriani, M.Pd.</u> NIDN: 1010058901	

*Gunakan huruf kapital untuk mengisinya

USULAN PERGANTIAN JUDUL SKRIPSI

I. Diajukan Kepada Yth. : Ketua Prodi : Ridho Praja Dinata, M.Pd. Prodi Pend. Bahasa Inggris FKIP Universitas Batanghari	
II. Mahasiswa yang mengusulkan	
1. Nama	: HANI YULIA RAMDANI
2. NIM	: 1000800203032
3. Prodi	: Pend. Bahasa Inggris
III. Judul Skripsi (Lama) AN ANALYSIS STUDENTS DIFFICULTIES IN READING COMPREHENSION ON DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL NUMBER 17 JAMBI SECONDARY SCHOOL NUMBER 17 JAMBI	
IV. Judul Skripsi (Baru) STUDENTS DIFFICULTIES IN READING COMPREHENSION ON DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL NUMBER 17 JAMBI CITY.	
V. Dosen Pembimbing yang diusulkan	Yang di Setujui
1. <u>khidayatul munawwaroh, M.Pd</u> 2. <u>Karika Dewi, M.Pd</u>	1. <u>khidayatul munawwaroh, M.Pd</u> 2. <u>Karika Dewi, M.Pd</u>
VI. Masa Pembimbing Mulai dari <u>6 september 2021</u> s.d <u>6 Maret 2021</u>	
VII. Menyetujui, Ka. Program Studi,  <u>Ridho Praja Dinata, M.Pd.</u> NIDN: 1019039401	Jambi, <u>20 Januari</u>2022 Mhs. Yang Mengusulkan,  <u>Hani Yulia Ramdani</u>
VIII. Mengetahui, Wakil Dekan I  <u>Dr. Silvia Fitriani, M.Pd.</u> NIDN: 1010058901	

*Gunakan huruf kapital untuk mengisinya

KARTU BIMBINGAN I (SATU)

SKRIPSI

NAMA MAHASISWA : HANI YULIA RAMDANI
 NIM : 1800000203032
 PROGRAM STUDI : Pendidikan Bahasa Inggris
 PEMBIMBING SKRIPSI I : KHIDAYATUL MUNAWWARAH, S.Pd, M.Pd
 JUDUL SKRIPSI : Students Difficulties in Reading comprehension
 on Descriptive Text at Junior High School
 Number 17 Jambi city

No	Tanggal Bimbingan	Uraian Bimbingan Skripsi	Paraf
1.		Revisy Title of the Research	
2.	17/11/2021	Latar belakang	
3.	13/12/2021	Instrument, formula test, formula for Questionary, Reference, Indicator of RC.	
4.	20/12/2021	Reuse chapter 3.	
5.	6/1/2022	OK for Seminar	
6.	24/1/2022	Revisi chapter 4-5	
7.	31/1/2022	check appendices	
8.	3/2/2022	check Referensi	
9.	10/2/2022	Complete your thesis	
10.	16/2/2022	OK for Examination	

Visi Misi Program Studi Pendidikan Bahasa Inggris FKIP UNBARJ
 "PS-PBI FKIP Unbari menjadi lembaga unggulan dalam menghasilkan guru pendidikan Bahasa Inggris yang profesional dan berakhlak mulia di tingkat regional pada tahun 2030."

KARTU BIMBINGAN II (DUA)

SKRIPSI

NAMA MAHASISWA : HANI YULIA RAMDANI
 NIM : 1000000205032
 PROGRAM STUDI : Pendidikan Bahasa Inggris
 PEMBIMBING SKRIPSI II : KARTIKA DEWI, S.Pd., M.Pd.
 JUDUL SKRIPSI : Students Difficulties in Reading comprehension
 on Descriptive Text at Junior High school
 Number 17 Jambi City

No	Tanggal Bimbingan	Uraian Bimbingan Skripsi	Paraf
1.	20/11/2021	Revisi chapter 1, Background	
2.	16/12/2021	literature motivasi	
3.	25/12/2021	Teori pengambilan data orang luar	
4.	7/1/2022	OK. for seminar	
5.	23/1/2022	chapter IV	
6.	28/1/2022	result analysis	
7.	1/2/2022	result & discussion	
8.	7/2/2022	chapter V conclusion & suggestion	
9.	11/2/2022	References	
10.	15/2/2022	OK. for sidang	

Visi Misi Program Studi Pendidikan Bahasa Inggris FKJP UNBARJ

**PS-PBI FKJP Unbarj menjadi lembaga unggulan dalam menghasilkan guru pendidikan Bahasa Inggris yang profesional dan berakhlak mulia di tingkat regional pada tahun 2030.*



YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 43 /JBR-01/B/2022
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : **Bapak/Ibu**
Kepala SMP N 17 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **HANI YULIA RAMDANI**
NIM : 1800888203032
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**“STUDENTS DIFFICULTIES IN READING COMPREHENSION ON
DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL NUMBER 17 JAMBI
CITY”**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 28 Januari 2022



Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502