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Students Difficulties in Reading Comprehension on Descriptive Text at Second Semester FKIP in Batanghari University Jambi

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Abstract. *The aim of this research is to identify the educational abilities and achievements of the students. challenges or hardships In the field of reading comprehension, Paraphrased: regarding texts that provide detailed descriptions. This kind of investigation is Quantitative data refers to information that can be measured and expressed numerically. The population sizes The focus of this research investigation is on this particular study. According to the research, the difficulty level of answering main idea questions is determined to be 0.3%. The difficulty for students in answering inference questions is 0.14. Additionally, the percentage of challenging questions that involve intricate information is 0.12% out of four total question items. The rate of students who have trouble comprehending vocabulary is 0.14%. The overall average score for the exam is 84.6. Students therefore fulfill the requirements for achieving a high score. Researchers have arrived at the inference that students possess a strong comprehension of descriptive material.*

Keywords: *reading difficulties, reading comprehension, descriptive text*

INTRODUCTION

The skill of reading is fundamental and interconnected with other skills like writing, speaking, and listening. In order to enhance their learning outcomes, students must put in the effort to read extensively and comprehend the assigned materials. This implies that reading is a means by which students can access information and acquire knowledge during their educational journey. The research was carried out at Batanghari University Jambi during the second semester (A2) in the FKIP department. The researcher discovered that the reason behind students' difficulty in comprehending reading texts was their struggle with longer texts and their lack of understanding of reading techniques and information within the texts.

In English, it is important to have knowledge of five different types of texts: narrative text, procedure text, descriptive text, report text, and recount text. In this study, the investigator opted For descriptive wording. The researcher was curious about carrying out a study called: students difficulties in reading comprehension on descriptive text at second semester FKIP in Batanghari University Jambi. We hope that the findings of this research can be utilized by educators and learners to enhance the English teaching and learning methodology.

According to Harmer (2007), the act of reading helps in the process of acquiring a language. If students have a basic understanding of the text they are reading, the more they read, the more they improve their reading skills. Furthermore, the act of reading has a positive effect on students' knowledge of vocabulary, as well as their ability to spell and write. Reading can have a positive effect on students' ability to learn a second language. Reading has the potential to enhance one's abilities in language, such as reading comprehension, verbal communication, and auditory comprehension.

Different specialists describe reading as a process where the reader responds and comprehends the text they have read based on their prior knowledge. Therefore, the reader engages in the activity with the intention to extract information and gain knowledge from the text, utilizing their existing background knowledge. They instinctively integrate their existing knowledge with new information obtained from their readings. In this manner, readers may occasionally derive fresh insights and reach new conclusions. According to Lems et al (2010), word recognition is the act of accessing and identifying individual words. On the other hand, comprehension refers to the process of grasping meaning or information.

In the study conducted by Brown (2001), it was found that Reading comprehension involves understanding the meaning of a text. In other words, the process of reading comprehension involves using mental faculties to comprehend written material. To sum up, comprehension plays a crucial role for readers since reading holds no value without

understanding. The significance of reading skills for students cannot be overstated as they enhance comprehension and enable readers to navigate texts more effortlessly. The reader's knowledge base is a crucial concept for understanding reading comprehension. This is how the reader comprehends the significance of a text.

Literature Review

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 meanings from context, scanning, skimming, inferring, predicting, summarizing, questioning, making inferences, intensive and extensive reading. According to Nuttal (1982) noted that reading comprehension strategies into four kinds, there are skimming, scanning, intensive and extensive reading.

Reading Comprehension Aspect

According to Nuttal (1982), 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 referenceces understanding vocabulary , conclusions, and and detailed information information These aspects are considered as difficulties faced by students in understanding the text. The main idea is a statement that explains 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.)

1. 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..
2. 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.

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 information is necessary in order to draw conclusions.based on a book, draw conclusions. This implies that the text's hints will enable pupils to generate hypotheses, gather knowledge from it, and make conclusions.

Factors Causing Difficulty in Reading Comprehension

Difficulty is something that is difficult to analyze. This can be seen in student errors or errors in the learning process. In fact, many students often have difficulty understanding reading. These difficulties translate into poor student performance on reading tests. According to Westwood (2004) learning difficulties is applied to students who are not making adequate progress within the curriculum, particularly in basic skills areas covering language, literacy and numeracy. College learning is difficult for some students for a number of reasons, including challenges with their studies. 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.

Descriptive Texts

According to Kane (2000) 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.

METHOD

This chapter presents the discussions of the research method. It is including type of the research, population and sample, technique of data collection, and technique of data analysis. For this study, a descriptive quantitative research approach was used. The researcher shares the data in both numerical and descriptive formats. Quantitative research involves analyzing the correlation between different variables to test objective theories. According to Creswell (2003), quantitative research design involves gathering data that can be measured and analyzed using statistics to provide support for the study. Furthermore, quantitative research involves gathering and evaluating numerical data to generate statistical information and detect trends within the study.

The total number of participants in this study was 18 students, who were all in their second semester at Batanghari University's FKIP program. These students formed a single class. The researcher chose to use purposive sampling in order to determine the sample for this study. Purposive sampling involves selecting subjects based on a specific purpose rather than their level or area. Researchers utilized examinations to acquire information. The scientist utilized a reading examination that contained 20 multiple choice inquiries focused on descriptive passages. Students are requested to answer the questions by using the knowledge they possess. Once the test is finished, the answers will be assessed according to the scoring guidelines for the rubric on reading comprehension.

The researcher administered a reading assessment to students in order to assess their level of understanding in reading. The purpose of the reading test is to assess students' challenges in understanding and comprehending descriptive texts. The researcher aims to assess students' ability to answer a reading test by administering it to them. Student's incorrect responses serve as a gauge for determining whether they are encountering challenges or not.

Table 1
Specification of the Test

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

Source: Nuttal (1982)

Table 2
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

Source: Depdikbud (2005)

The test was conducted and then the researcher manually used a mathematical scoring formula. The scores will undergo statistical analysis in order to determine the test results of the students.:

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

Furthermore, this will assist the researcher in calculating the overall average score of test results for an entire class using the following formula:

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

Where, $\overline{X}$: Mean of the score; ΣX : The sum of the entire students score result; n : The total number of students (Gay, 1981)

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

Table 3
The criteria of mean score

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

Source: processed data

RESULT

The findings of the study are based on samples obtained from a class of 17 students during a test using purposive sampling in the second semester. Due to their absence, some students decide not to finish the exam. There were 14 students that participated in taking the test and responding to the questions. The test will be given on May 22, 2023. In the second semester, Batanghari University Jambi administers the FKIP test. Before the exam, the researcher gave a brief introduction and explanation of what the students should do. The researcher then gave 20 multiple-choice questions in English as part of an exercise on descriptive text.

Table 4
Correct Answer, Score and Categories

No	Number of Students	Correct Answer	Score	Categories
1.	Student 1	16	80	Excellent
2.	Student 2	18	90	Excellent
3.	Student 3	17	85	Excellent
4.	Student 4	16	80	Excellent
5.	Student 5	17	85	Excellent
6.	Student 6	18	90	Excellent
7.	Student 7	15	75	Good
8.	Student 8	17	85	Excellent
9.	Student 9	18	90	Excellent
10.	Student 10	17	85	Excellent
11.	Student 11	18	90	Excellent
12.	Student 12	15	75	Good
13.	Student 13	17	85	Excellent
14.	Student 14	18	90	Excellent

Source: processed data

In addition to the results of this score table. Researchers may arrive to the conclusion that pupils have their own outcomes that contradict their beliefs by asking them to select the best answer from a list of options after reading a descriptive text. Additionally, after describing the score table above, researchers determined the results of the total score of all students using the average score procedure below.

$$\overline{X} = \frac{\Sigma X}{n} = \frac{1185}{14} = 84,6$$

The pupils' challenges in determining the primary idea by responding to questions about it. For the primary concept section, the researcher creates four questions. Questions 1, 2, 3, and 4 are items on the primary theme.

Table 5
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	0	0,0%	0,3%
2.	2	1	0,2%	
3.	3	4	0,3%	
4.	4	5	0,4%	

Source: processed data

There are four questions for creating references. Question 5,6,7, and 8 had the materials for creating references. The table below has further information.

Table 6
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.	5	2	0,14%	0,14%
2.	6	4	0,16%	
3.	7	2	0,14%	
4.	8	2	0,14%	

Source: processed data

Question 10, 11, 12, and 13 had the material for seeking references. The table below has further information.

Table 7
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.	9	2	0,14%	0,12%
2.	10	1	0,07%	
3.	11	2	0,14%	
4.	12	2	0,14%	

Source: processed data

The Students' Difficulties Responding to Questions with Detailed Information The researcher has submitted four questions (question 13, 14, 15, and 16). The proportion of difficulty for each item in the detail information questions is shown in the following table.

Table 8
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.	13	1	0,07%	0,12%
2.	14	2	0,14%	
3.	15	2	0,14%	
4.	16	2	0,14%	

Source: processed data

The table below shows the outcomes of calculating the percentage of difficulty for language difficulties.

Table 8
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.	17	2	0,07%	0,14%
2.	18	3	0,21%	
3.	19	1	0,14%	
4.	20	1	0,14%	

Source: processed data

According to the researcher's summary, queries that are classified as being easy fall into several groups. The Easy group, which has a range of 0.3% to 4.2%, includes all of them. Examination results from the second semester show that pupils are not having trouble answering reading comprehension questions. Two kids fit into the good group and twelve students fit into the outstanding category, according to the conclusions of the student test results (see table 6). However, the majority of pupils received Easy ratings. As a consequence, the average exam score is 84,6. Students, by this definition, satisfy the requirements for a good score. The information above makes it quite evident that the test results are in acceptable shape. Thus, researchers can conclude that pupils have a firm grasp of descriptive content.

CONCLUSION

The researcher came to a conclusion on the students' challenges with reading comprehension of descriptive texts based on the study's data and analysis. The five signs of reading comprehension are identifying the primary concept, drawing inferences, finding references, locating details, and comprehending language. There are two areas where pupils do not have problems with reading comprehension: the first is vocabulary knowledge, and the second understands lengthy reading comprehension phrases. The third is reading techniques and inspiration to read or develop reading skills. Reading Comprehension test of second semester (A2). Students' are categorized as difficult types is 4,2%, It can be concluded the percentage had been very good. It can be concluded that the most students had easy in Reading Comprehension.

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