

**THE STUDENTS DIFFICULTIES IN READING DESCRIPTIVE TEXTS
AT THE TENTH GRADE STUDENTS
OF MADRASAH ALIYAH NEGERI BULELENG**

THESIS



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STATE ISLAMIC UNIVERSITY
OF KH ACHMAD SIDDIQ JEMBER
JUNE 2024**

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THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
In partial fulfillment of the requirements for bachelor's degree
Of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
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Has been examined and approved as requirement to obtain
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Faculty of Tarbiyah and Teacher Training
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Date: 21st June, 2024

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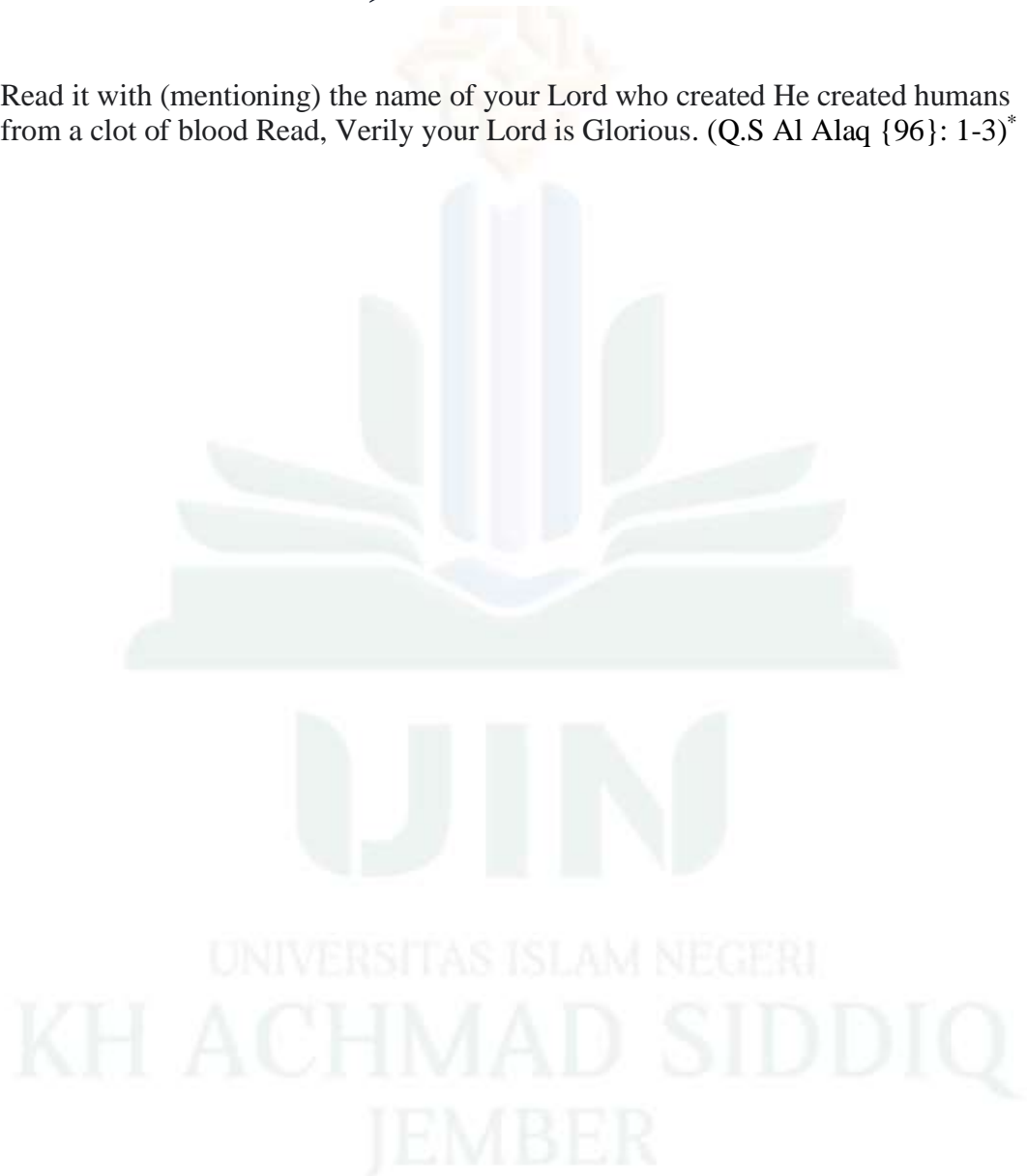


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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

Read it with (mentioning) the name of your Lord who created He created humans from a clot of blood Read, Verily your Lord is Glorious. (Q.S Al Alaq {96}: 1-3)*



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* Departemen Agama Republik Indonesia, Al-Qur'an dan terjemahannya (Bandung: Diponegoro, 2010), 23

DEDICATION

I proudly dedicated this thesis for:

1. My beloved mother Evi Malicha who always support me during my study and process in writing this research. I am so thankful for her kindness and patience.
2. My great elder sister Dyevi Audinna Sugiarto and my litle sister Maulida Azriel who always support me either in happiness or sadness and also give me some courage to stand when I fall and give me spirit when I am hopeless.
3. My big family, my cousin, my aunt, my uncle for their endless love and patience as well as their sharing in both happiness and sadness who have motivated.

By all those, I have been built as who I am today. Thanks without any limit for all of them. May Allah give all of you more than what I have got to be.



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I as researcher would like to express my special gratitude to the following people:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as a Rector of State Islamic University of KH ACHMAD SIDDIQ Jember who has given me opportunity to study in this institute.
2. Dr. H. Abd. Mu'is S.Ag., M.Si as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH ACHMAD SIDDIQ Jember who has facilitated me to study in this faculty.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I., as Head of the Department of Islamic Education and Languages who has implemented and managed education and teaching which has provided convenience to the author Dewi Nurul Qomariyah, S.S, M.Pd., as the head of English Education Study Program
4. As'ari, M.Pd. I., as my thesis advisor who has provided guidance, advice, and patience.

5. My all beloved lecturers who have been patient and generous to teach me anything about English and the general knowledge.
6. The principal of MAN Buleleng, Markhaban, S.Pd., M.Pd.I, and the staffs for giving me permission and helping me during my research in MAN Buleleng.
7. The English teacher, Enik Sri Wahyuni, S.Pd who gave me support and help me in conducting my research.
8. The students of tenth grade of MAN Buleleng who gave their time to participate in this research.

I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and other researcher who need it.

Jember, 30 May 2024

Rabi'atul Adawiyah Asy Syaafiyah

ABSTRACT

Rabi'atul Adawiyah Asy Syaafiyah, 2024 : *The Students difficulties in Reading Descriptive Texts at Tenth Grade of Madrasah Aliyah Negeri Buleleng.*

Keywords: *Students difficulties, Reading comprehension, Descriptive Text.*

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. In the reading learning process, the student must understand the content of the text to get the information from it. However, there were some difficulties faced by the students in reading English text. Therefore, it is important to know the students difficulties and the factors affecting them in reading as reading is one of important skills that should be mastered by the students.

There were two research questions in this research, those were: 1) what are the students reading aspects that usually considered as the students difficulties in reading descriptive text for tenth grade students of MAN Buleleng? And 2) What are the factors that affect students difficulties in reading descriptive text for tenth grade students of MAN Buleleng?. The objectives of this research were to identify the students reading aspects that usually considered as the difficulties in reading descriptive text and the factors affecting them.

This research applied a qualitative descriptive as research method. It was conducted in MAN Buleleng. The selection of participant technique was purposive to choose 4 participants out of 32 students based on the teachers recommendation. The data were gathered by interview, observation, and document review. While technique and data source triangulation were used to validate data.

The result of the research showed that the students reading aspects that usually considered as the students difficulties in reading descriptive text faced by the students were related to word comprehension that included difficult vocabularies such as synonym, antonym, and reference, sentence comprehension included difficulty finding specific and general information, paragraph comprehension as difficult to determine the main idea, and text comprehension as difficult to make conclusion. While the affecting factors in reading descriptive text included the teaching technique, and learners environment.

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CHAPTER I

INTRODUCTION

This chapter present an introduction to the research. The parts of this chapter are research background, research questions, research objectives, research significances, definition of key term, and procedures of research.

A. Research Background

Language is an important communication tool, not only for communicating thoughts and ideas but also for building friendship and cultural bonds. According to Wardhaugh, language is arbitrary vocal symbols used for human communication. Based on the understanding of the language above, it can be concluded that language is communication tool to help us interact with other people.²

One of the important languages is English because English is an international language. Some countries used English as their second language. If we speak English to people in another country, they would understand even though their first language was not English. Therefore, learning English is very important for our education. Badan Standar Nasional Pendidikan (BNSP) stated that English is one of the compulsory subjects to be studied.³ The students learn four languagskills in English. They are listening, speaking,

² Wardaugh, an *Introduction to Linguistics "Teaching and learning"* (Banjarmasin: PBS FKIP UNLAM, 2007),

³ BNSP. *Per²mendiknas RI NO.22 Tahun 2006 Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah*. Jakarta

reading, and writing. English learners would use those four language skills in teaching- learning activities. One of the crucial skills is reading.

According to Harmer, reading is a complex process that involves instruction between the readers, language, and ideas of the text.⁴ That is reading includes all knowledge of social functions, language features, and the generic structures of the text. They are not required to understand every part of a sentence or paragraph, but they must understand the message to be conveyed by the author.

On another side in the holy Qur'an, reading is an important skill that should be learned. There is a verse that states the existence of reading stated in Al-Qur'an that is surah Al Alaq: 1-3

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

Read it with (mentioning) the name of your Lord who created He created humans from a clot of blood Read, Verily your Lord is Glorious.⁵

Based on those verses, Allah SWT instructs us to read widely, because it would have an impact when we look for the information, especially in the modern era some information could be known from reading. As a proverb said that reading is the window of the world. It means reading would open up our insight into many things, therefore we must improve our habit to read because by reading a learner could develop his or her language competence. In this research, the researcher focused on reading skills, especially in reading

⁴ Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007), 99.

⁴ Departemen Agama Republik Indonesia, *Al-Qur'an dan terjemahannya* (Bandung:Diponegoro,2010), 23.

comprehension. Reading comprehension is important to help the students develop knowledge, skills, and experience. When students can comprehend written text and combine their understanding with previous knowledge, they will be able to identify simple facts presented in the text, make judgments about the content of the text, and relate the text to other sections and situations. Therefore, if the teacher knows about the comprehension level of students, the teacher automatically knows the students difficulties in comprehending the text.⁶

According Mc Whorter in an article journal which was written by Mosleh stated that to be able to comprehend better, the reader must know the basic comprehension units in reading, they are words, sentences, paragraphs, and whole text.⁷ While King and Stanly said that there were five components that may help to read carefully, those were finding factual information, finding main idea, finding the meaning of vocabulary, identifying reference, and making reference.⁸ These aspects are regarded as difficulties that the students encountered in comprehending the text.

These problems may happen because the first language of Indonesian students had a different form, sound, vocabulary, and structure from

⁶ Mosleh habibullah "Techniques In Teaching Reading Comprehension" Journal (OKARA, 2, no. 3 (2012). 224-225.

⁷ Hana Junika. "An Analysis Of Students" Reading Comprehension In Recount Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu". (Thesis, University of Sultan Syarif Kasim Riau, 2018).

⁸ Peter Westwood, *Reading and learning difficulties a process of teaching and assessment* (Australia: Acer press, 2001), 16.

English. They were good at translating texts but struggle to understand what the underlying meaning and purpose were outside the text. According to Peter many different factors contribute as the cause of students difficulties in understanding text. Some of those factors are located within some within the teaching technique, and some within the learners environment. MAN Buleleng is one of Senior High Schools in Buleleng. This school used new curriculum. The basic competence of reading contained in this school syllabus is that students must be able to understand the contextual meaning of social functions text.

The selection of this topic is crucial because reading comprehension difficulties pose a significant challenge in the language learning process for middle school students. During the language development phase, students often struggle with reading comprehension in the context of descriptive texts.

This analysis could provide deep insights into the difficulties students face when reading descriptive texts and the factors that influence these difficulties. This subject was chosen to gain a better understanding of the challenges students encounter in developing their reading skills. With this understanding, teachers can design more effective teaching strategies to help students improve their reading proficiency, thereby enhancing the quality of their reading comprehension.

That condition was supported by an interview with one of the English teachers in MAN Buleleng, the teacher said that there were still many students who had problems in understanding English text, and they were always

confused to comprehend the reading text. In the reading learning process, the student must understand the content of the text to get the information from it.

Students often encountered difficulty in reading especially when they faced difficult or ambiguous words. Sometimes it made them lose interest in reading, so they did not get the content of the text due to the high level of vocabulary associated with the text.

From explanation above, it can be concluded that it is necessary to identify the students difficulties and the factors affecting them in reading as reading is one of important skills that should be mastered by the students. Therefore, the researcher conducted research under the title **“The Students difficulties in Reading Descriptive Texts at Tenth Grade of Madrasah Aliyah Negeri Buleleng.”**

B. Research Questions

Based on the research background above, the researcher formulated the following research questions that would be answered in the result of this research:

1. What are the students reading aspects that usually considered as the difficulties in reading Descriptive text for tenth grade students of MAN Buleleng?
2. What are the factors that affect students difficulties in reading Descriptive text for tenth grade students of MAN Buleleng?

C. Research Objectives

Based on the research questions above, the objectives of this research were:

1. To identify the students reading aspects that usually considered as the difficulties in reading descriptive text for the tenth grade of MAN Buleleng in reading descriptive text.
2. To identify the factors that affect the students difficulties in reading descriptive text by tenth grade of MAN Buleleng.

D. Significances of Research

The results of this research were expected to provide theoretical and practical knowledge, which were explained as follows:

1. Theoretically

The result of this research was expected to increase knowledge about the progress and development of English learning, especially about the students difficulties and the factors affecting them in reading descriptive text, and can be a reference for further research.

2. Practically

- a. For English Teachers of MAN Buleleng

The teachers can identify various students reading aspects that usually considered as the students difficulties and the affecting fact or them in reading descriptive text. Then, the teachers can know what they need to be increased in the level of students reading comprehension.

Finally, teaching can be improved as well as students reading abilities

b. For Further Researchers

This research can be used as a reference in conducting further research, to assist future researchers in conducting better research.

E. Definition of Key Terms

The following definitions were given to make the same understanding between the researcher and the readers in order to avoid the misunderstanding in comprehending the research. These were:

1. Students Difficulties

Difficulties in reading refer to problems associated with reading. It is a condition where the students do not understand with the aspects of reading such as word, sentence, paragraph and text comprehension.

2. Reading Comprehension

Reading comprehension is often conceptualized with different functions at each level consisting of word comprehension, sentence comprehension, paragraph comprehension, and whole-text comprehension.

3. Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose to describe and reveal a particular person, place, or thing. So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete person

or an object is like, whether its form, its properties, its amount and others.

The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

F. Structure of Thesis

Structure of Thesis

The arrangement of discussions pertains to the sequence of how the thesis discussion progresses, beginning from the introduction section up to the concluding section. The writing style follows a descriptive narrative approach instead of presenting a table of contents. The research discussion systematics are presented below:

Chapter I presents an introduction to the thesis, encompassing the research background, focus, objectives, significance, definitions of important terms, and a systematic discussion that will guide the research.

Chapter II provides a review of relevant literature, including prior research and the theoretical framework adopted for the study.

Chapter III outlines the research methods employed, covering research approaches and designs, research locations, research subjects, data collection techniques, data analysis, data validity, and research procedures.

Chapter IV presents an overview of the research object, including the presentation and discussion of data and findings.

Chapter V contains the conclusions and recommendations derived from the research results.

CHAPTER II

REVIEW OF LITERATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous research and theoretical framework.

A. Previous Research

The research about analyzing the students difficulties in reading descriptive text is not the first time. Before this research, there had been many researchers analyzed about students difficulties in reading descriptive text at school. The researcher had chosen four relevant previous research.

The first research was conducted by Hani Yulia Ramdani (2022) entitled “Students Difficulties In Reading Comprehension On Descriptive Text At Junior High School Number 17 Jambi City” showed that the factor of causing the students difficulties found in comprehending English reading text there are difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.⁹

Secondly, a thesis which was written by Putri Wulandari (2024) entitled “An Analysis of Students Difficulties in reading Comprehension at the first semester of the tenth grade students of SMKN 01 Natar”.¹¹ the research focus on analyzing the student difficulty in reading

⁹ Hani Yulia Ramadani, “Students Difficulties In Reading Comprehension On Descriptive Text At Junior High School Number 17 Jambi City”, (Thesis, Of Batanghari, 2022).

comprehension based on preliminary research, showed that the students still faced difficulties in reading comprehension related to their aspect and factors of reading comprehension. After analyzing the data, the result showed that there were eight difficulty aspect for student in reading comprehension (vocabulary).¹⁰

The third conducted by Dwi Larasati (2019) entitled “An Analysis of Difficulties in Comprehending English Reading Text at the Eleven Grade Students of MA LAB UIN-Sumatera Medan” showed that the factor of causing the students difficulties found in comprehending English reading text there are difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.¹¹

The last was an article journal which was written by Adinda Adriyani Pais (2020) entitled “Students” Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar”.¹² This research focus to analyze students' difficulties in learning reading and to analyze strategies used by students to improve their ability to learn reading. The finding of this research showed that most

¹⁰ Putri Wulandari, “An Analysis of Students” An Analysis of Students Difficulties in reading Comprehension at the first semester of the tenth grade students of SMKN 01 Natar”, (Thesis, State Islamic Institute Of Raden Lintang Lampung, 2024)

¹¹ Dwi Larasati, “An Analysis of Difficulties in Comprehending English Reading Text at the Eleven Grade Students of MA LAB UIN-Sumatera Medan”, (Thesis, State Islamic University Of North Sumatera Medan, 2019)

¹² Adinda Adriyani Pais, “Students” Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar”. (Thesis, University of Muhammadiyah Makassar, 2020)

students have difficulty in learning to read in terms of Lack of vocabulary, Cannot understanding main ideas in text, grammatical confusion, cannot capture the topic text, lack of structure text, cannot answer the question text properly and correctly.

Table 2.1
Similarities and Differences between Previous Research and This Research

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	Hani Yulia Ramdhani “Students Difficulties In Reading Comprehension On Descriptive Text At Junior High School Number 17 Jambi City”	Both researches researched about students reading difficulties	The previous research used quantitative research, while this research used qualitative research design.
2.	Putri Wulandari “An Analysis of Students Difficulties in reading Comprehension at the first semester of the tenth grade students of SMKN 01 Natar”	<ul style="list-style-type: none"> a. Both researchers used qualitative as the research design. b. Students difficulty in Reading comprehension 	The previous research used document analysis and questionnaires, to collect the data

Based on the table above, it could be seen that all of the researchers had their own ways to analyze their subject of the research. This research had a similarity with all of previous researches that its focus on students difficulties in reading or the factor are influence the students difficulties in reading comprehension. Most of previous researches focused on students difficulties in reading comprehension only or the factor are affect the students difficulties in reading comprehension only. Meanwhile, this research was different with the other previous researches because this research focused on both of them using a qualitative research design.

B. Theoretical Framework

This theoretical framework presents a review of related literature. It consists of English language teaching, teaching reading and reading.

1. English Language Teaching

Firstly, within the field of English Language Teaching (ELT), effective communication is regarded as the principal objective of language learning. According to Communicative Language Teaching (CLT) theory, formulated by scholars like Wilkins (1976) and Canale & Swain (1980), the emphasis in language acquisition is on developing communicative competence through meaningful interactions. This approach perceives language as a tool for real-life communication scenarios, emphasizing the appropriate usage of language in diverse contexts. Secondly, cognitive theory plays a crucial role in ELT by focusing on the mental processes involved in acquiring language. Supported by research from cognitive

psychologists such as Piaget (1954) and Vygotsky (1978), this theory suggests that learners actively construct knowledge by connecting new information with their existing understanding. This deeper comprehension allows educators to tailor learning strategies to meet the individual needs of learners. Thirdly, the constructivist approach in ELT highlights the active participation of students in constructing their understanding through firsthand experiences and reflection. Scholars such as Bruner (1966) and Vygotsky (1978) articulate constructivism as a method that promotes contextual and situational learning, empowering students to independently explore meanings and relationships between language concepts. Lastly, socio-cultural theory enriches English language learning by emphasizing the significance of social interaction and language use within cultural contexts. Developed by Vygotsky (1978) and further elaborated by academics like Lantolf (2000) and Wenger (1998), this theory posits that language acquisition occurs through interactions with peers who possess greater knowledge, as well as through language use in everyday settings. By comprehensively understanding these theoretical frameworks, research in ELT can design teaching strategies that are not only more effective but also tailored to the specific needs and characteristics of English language learners. Therefore, Chapter II of research provides a robust foundation for analyzing ELT practices and exploring their theoretical implications within the broader educational landscape.

2. Teaching Reading

In the world of English Language Teaching (ELT), the teaching of reading skills holds a pivotal role, particularly in enhancing students' overall language proficiency. The foundation of effective reading instruction is grounded in several key theoretical perspectives, including the bottom-up, top-down, and interactive models. The bottom-up model, as advocated by theorists such as Gough (1972), emphasizes the sequential processing of text from letters to words to sentences, thereby focusing on the fundamental skills of decoding and word recognition. This approach ensures that learners develop a strong foundation in the mechanics of reading, which is essential for fluent and accurate comprehension.

Conversely, the top-down model, supported by scholars like Goodman (1967) and Smith (1971), highlights the importance of prior knowledge and predictive strategies in reading comprehension. This theory posits that readers utilize their background knowledge, expectations, and contextual clues to construct meaning from the text. By emphasizing the cognitive processes involved in reading, the top-down approach encourages students to engage actively with the text, making predictions and inferences that enhance their understanding. This model is particularly effective in teaching students to read for meaning and integrate new information with their existing knowledge base.

The interactive model of reading, as proposed by Rumelhart (1977), combines elements of both bottom-up and top-down approaches, suggesting that reading comprehension involves a dynamic interplay between the readers linguistic knowledge and cognitive strategies. This model recognizes that readers

simultaneously process information at multiple levels, integrating visual, syntactic, semantic, and pragmatic cues to construct meaning. The interactive approach underscores the need for balanced reading instruction that addresses both the decoding of text and the activation of prior knowledge and comprehension strategies, thereby fostering a more holistic development of reading skills.

Effective teaching strategies for reading, therefore, must incorporate insights from these theoretical frameworks to address the diverse needs of learners. Teachers can design reading activities that balance phonics and word recognition exercises with comprehension tasks that promote critical thinking and contextual understanding. By integrating bottom-up, top-down, and interactive methods, educators can create a supportive and enriching learning environment that enhances students reading proficiency and fosters a lifelong love for reading. This comprehensive approach not only improves students academic performance but also equips them with the necessary skills to navigate and interpret complex texts in their everyday lives.

3. Reading

a. Definition of Reading

Reading is the beginning in acquisition of knowledge. Reading is an important issue which is not only about enjoyment but also a necessity; the fundamental tool of education. Reading is not a simple subject because, in its research the reader should discover the ideas from a text-based on the writers point of view. Penny Ur stated that reading means “reading and understanding”.¹³ She also stated some

¹³ Lia Maretnowati, “The Effectiveness of Pre-Reading Activities in Student’s Comprehension In Reading Descriptive Text”, (Thesis, University Of Syarif Hidayatullah, 2014

assumptions about the character of reading that we need to perceive and decode letters to read words, we need to know all the words to understand the meaning of a text the more symbols (letters and words) there are in a text, the longer it will take to read it we gather meaning from what we had read; our understanding of a text comes from understanding the words of which it is composed.

Nunan stated that reading is a set of skills that are required to from sense and derive meaning from printed words. The activity of reading also involves the ability to decode the printed words within in the key in reading. The decoding activity impacts the reader in making sense. Reading also requires deriving meaning, which is additionally stated by Anderson. He also adds that reading is not only pronouncing the words correctly, but also comprehending what they mean.¹⁴

According to Harmer, reading is a complex process that involves instruction between the reader, language, and ideas of the text.¹⁵ That is, reading includes all knowledge of social functions, language features, and the generic structure of the text. They are not required to understand every part of a sentence or paragraph, but they must understand the message the writer wants to convey.

Based on the explanation above, it can be concluded that reading could be a process of decoding words from the text by interacting with the contexts and involving the readers previous knowledge to comprehend them. Reading is not only saying words and sentences, but also understand the meaning contained by the words and sentences. After they read a text, they need actively relate their prior

¹⁴ David Nunan, *Discourse Analysis* (London: Penguin English, 1993), 249.

¹⁵ Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007), 99.

knowledge about the contexts. For instance, when they read a text with pictures, they have to look at the pictures also. They describe the context of the text. Therefore, the meaning of a text is derived from the prior knowledge of the readers that interact with words in the context of the text to make sense.

b. Purpose of Reading

Every person has a purpose when he doing something. It is the same with a reader when they read a text or book. A reader has a reason and purpose by doing this activity, whether he reads to get some information or for fun only. According to Rivers in Nunan stated that usually, the second language learners will want to read for the following purposes:¹⁶

- 1) To obtain new information for some purposes or because they are curious about something. If you read something, it will help you to get new things by enabling you to teach yourself in any area of life you are curious about. For instance, the children usually read a text or a book after they think that the text is interesting and new for them. So, their curiosity appears in them to read the text or a book. It will help to develop their mind and imagination, thus, the creative side of the child.
- 2) To obtain instructions on the way to perform some tasks for his other work. Mostly, the second language learners read a text because they get instruction from their teacher to fill assignments.
- 3) Reading also serves to tell us about the position in the game, as well as how things should be thing the game (game rules). So that we know

¹⁶ Nunan, *Discourse Analysis*, 250

how to play the game without being taught by others.

- 4) To know what is happening or has happened (as reported in newspapers, magazines, reports), and also to know when or where something will happen or what is available. For example in Kalimantan there has been a flood, so we can know the actual information about the phenomenon by reading in magazines and others without having to go there to find out about its realness.¹⁷

While Wallace classifies the purposes of reading asked for personal reasons as follow:

- 1) Reading for survival

Reading for survival is reading a text that is very crucial for life, for example a warning sign, an admonition sign, an instruction sign, etc. Survival reading serves the immediate need.

- 2) Reading for learning

It is expected to be exclusive in school. Reading is the support for learning in the class. The reader needs to translate the text, literally or metaphorically, to learn vocabulary, to identify the useful structure, to use a text as a model for writing, and to practice pronunciation.

- 3) Reading for pleasure

It is reading to get happiness. A reader want to enjoy rhythm or

¹⁷ Jo McDonough and Christopher Shaw, *Material and Method in ELT* (Malden: Backwellpublishing, 2003), 90.

rhyme of the text. Meanwhile, reading is very important to do for all people as what has been stated, there are main reasons for reading that is reading for pleasure.¹⁸

Based on the explanation above, we can conclude that there are some purposes of reading. Every person has a purpose when he reads something. By reading, learners can get new information that can add or enrich their knowledge.

c. Type of Reading Activity

Williams stated that there is the type of reading activity namely pre reading, while reading, and post reading.¹⁹

1) Pre-Reading Activities

Pre-reading activities are some activities simply consisted of the question to which the reader is required to find the answer from the text. Before reading the text, the teacher spent sometime introducing the topic or material use of some technique. That technique is skimming, scanning, predicting, and an active schema. It can be concluded that the pre-reading activities phase tried to do are:

- a) To introduce the students or learners interest in the topic and material.
- b) To motivate the students or learners by giving a reason for reading.

¹⁸ Catherine Wallace, *language teaching: A Scheme for Teacher Education* (New York: Oxford University Press, 1992), 6-7.

¹⁹ Robert William, *language: a reader for writers* (Boston: Houghton Mifflin, 1984), 37.

c) To provide some languages preparation for the text and material.

2) While-reading activities

are phase draw the text, rather than the students or learners previous ideas to reading. The aim of the while-reading activities phase are:

- a) To help to understand of writers purpose.
- b) To help to understand the text structure.
- c) To clarify the text and the material.

3) Post Reading

The aim post-reading work is:

- a) To consolidate or reflect upon what has been read.
- b) To relate the text and the material to students or learners own knowledge interest.

From the explanation above, teaching reading is an important part of teaching- learning activity. It is a process where the teacher helps students to comprehend the text an admonition sign, an instruction sign, etc. Survival reading serves the immediate need.

4. Reading Comprehension

a. Definition of Reading Comprehension

According Klingner, Vaughn, and Broadman stated that reading comprehension is a process of interaction between readers and what they bring to the text, such as previous knowledge or background and strategy use. This

process also includes variables related to the text, such as the readers' interest in the text and their understanding of the text genre.²⁰ That is the process of how readers are able to combine what they get from reading with their previous knowledge. Thus, in reading comprehension, readers need to understand about components included in the texts. To achieve reading comprehension, the reader should do some strategies. According to May there are seven strategies to achieve comprehension.²¹ A reader should:

- 1) Predict the next words
- 2) Confirm his/her prediction
- 3) Change his/her prediction if necessary
- 4) Correct his/her own miscues
- 5) Use substitution that get us closer to the authors meaning

Jannete et al state that reading comprehension involves much more than readers responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types). Finally, it can be concluded that reading comprehension is the process of making meaning from a written text. Therefore, reading comprehension is a complex process by which

²⁰ Klinger, Jannete et al. *Teaching Reading Comprehension to Students with Learning Difficulties*

²¹ Anderson, Mayer, *A Taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objective* (New York: Longman), 116.

a reader tries to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.²²

Comprehending means understanding the meaning or the point of a topic where it does to get the meaning of something because it is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge. Therefore, it can be concluded that Reading Comprehension is a readers ability in understanding, evaluating, and utilizing the text to find information in accordance with the readers purpose. In order to find the information, readers should be able to find the writers idea whether it is explicitly or implicitly stated in the text. To comprehend and get the maximal benefit from reading, the readers should understand the approaches in reading.

b. Components of Reading Comprehension

There are many components of reading comprehension which have they own characteristic. King and Stanly stated in a thesis which was written by Hana Junika, there were five components that may help to read carefully, they are:²³

1) Finding factual information

In finding factual information, it requires readers to scan specific detail. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of

²² Jannete, *Teaching Reading Comprehension to Students with Learning Difficulties*, 8

²³ Hana Junika. "An Analysis Of Students" Reading Comprehension In Descriptive Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu".

information that help the reader guess the text about. In one among all kinds is through making inquiries to find factual information like reason, purpose, result, comparison, means, identify, time and amount during which most of the solution are often found within the text. The question usually appears with 5W+H question.

2) Finding main idea

Finding main idea of a paragraph consist of many sentences and selects the thought not only within the beginning of paragraph but also in the middle and at the top of paragraph. Determining idea is one of the most important skills in reading comprehension to find the main point of the passage by summarizing the passage. The main idea is important because it tells what the text is mainly about. If the readers are difficult to determine the main idea, so they will not know the purpose of the text.

3) Finding the meaning of vocabulary

In finding the meaning of vocabulary, it is often done by guessing it within the context or opening dictionary to be sure that vocabulary meaning is correct, and appropriate with the original word or basic meaning, then it can understand position of structure and word performance in context. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

4) Identifying reference

In order to avoid repeated words or phrases, the author used words reference and being able to identify the word of phrases to help readers understanding the reading. Reader needs to identify the reference of pronoun when the reference appears recently in the text and has been mentioned earlier. It is the signal to reader find the meaning elsewhere in the text.

5) Making inferences

Making inferences is skill where the reader has to be able to read between line to draw logical and make an accurate prediction. An inference is when the students take clues from the text plus what the teacher means. The teacher will not always tell them everything, so they need to use inference to understand and visualize the text. The students will make inferences to help them understand what they are reading While Mc Worther stated that there are 4 basic comprehensions in reading, they are words, sentences, paragraphs, and whole text.²⁴

a) Words

Edward R. Sipay and Albert J. Harris in their book techniques of Teaching Reading say: The first and the most important in comprehension is the difficulty in vocabulary. Words are very crucial for reading comprehension. Since reading is getting the meaning, lack of vocabulary will lead to great difficulty understanding the content of

²⁴ JH. Mc Whorter, *Guide to College Reading* (New York: Little and Brown Company, 1989), 90

the reading material.

According to Wood, to get sense of the text, the first step is the reader has to identify the smallest unit of meaning. His statement supports that word is very important thing in a text. It could be a factor that affects the students reading comprehension. In this case, the students are demanded to have more vocabularies to make them easier in comprehending the words meaning.

b) Phrase

In addition to know the meaning of words, the reader must know other skills in order to understand phrase perfectly.

According to linguists and grammarians, the concept of a "phrase" has several definitions and explanations that are important to understand in the context of language and writing. Here are some perspectives from experts on phrases:

According to Noam Chomsky, a prominent figure in modern linguistics, defines a phrase as a group of words forming a unit with grammatical function and meaning beyond the words that form it.

According to the Oxford English Dictionary, a phrase is defined as a group of words forming a grammatical unit, smaller than a sentence but not forming a clause.

From these perspectives, a phrase is a crucial grammatical unit in understanding language structure. They form parts of larger sentences and help organize ideas clearly and cohesively in writing and everyday

conversation.

c) Sentences

In addition to know the meaning of phrase, the reader must know other skills in order to understand sentences perfectly. Roe Burn in their book *better ways to teach reading* stated that sentence includes phrases, punctuation and the structure of the sentence itself. According to Grellet the central parts of a sentence are subject + verb. A verb tells what the subject is doing. The subject can be a person, animal or thing.²⁵

Hughes states that there are three kinds of sentence in English such as:²⁶

(1) Simple Sentences

A simple sentence has one subject and one verb. The subject tells what or who does something, and the verb tells the action or condition.

(2) Compound Sentences

A compound sentence is composed of two simple sentences joined together by a comma, and coordinating conjunctions such as for, and, nor, but, or, yet, and so. In other words, there are two independent clauses at a compound sentence.

(3) Complex sentences

²⁵ Grellet, *Developing Reading Skills: A Practice Guide in Reading Comprehension* (Cambridge: Cambridge University Press, 2002), 15.

²⁶ Hughes, *Testing for Language teacher* (Cambridge: Cambridge University Press), 10.

A complex sentence has an independent clause and a dependent clause which is connected by subordinating conjunctions such as when, after, before, while etc.

d) Paragraph

Comprehension of paragraphs is essential in all reading. According to R. Mecullough Strang comprehension consists of identification of the topic sentence, the sentence that contains key ideas, and the interpretation of its details. According to Mc Whorter, paragraph is a group of related sentences that develops one main idea thought about a single topic. To understand a paragraph, there are three basic parts namely: topic sentence, supporting sentence, and concluding sentence.²⁷ Those types of sentences play an important and different role.

(1) Identifying Topic Sentence

Mc Whorter notes that most often the topic sentence is placed in the first sentence of a paragraph. Bram states a good paragraph normally focuses on only one central idea that is expressed in the topic sentence. Generally, the topic sentence is presented in the first sentence of paragraph, but sometimes it can be found in the middle or in the last of the paragraph. Wong argues that a topic sentence in a paragraph states the main idea. It means finding out the main idea or the main point

²⁷ JH. Mc Whorter, *Guide to College Reading*.

stated in a paragraph.

(2) Identifying Supporting Details

In a paragraph, the topic sentence must be followed by the supporting details to develop and explain it considering that carries main information. In accordance with this idea, Wong maintains that supporting details are facts, examples, explanations, definitions and any other kinds of details that develop or support the main information or topic sentence.

(3) Identifying Concluding Sentence

Beside the topic sentence and the supporting details, there is also a concluding sentence that is put in the last of the paragraph. According to Wong, the concluding sentence is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph.²⁸

e) Whole text

Roe and Burn in their book state that Understanding whole selections cannot be achieved easily without understanding the prerequisite. The understanding of whole selections depends on the understanding of the smaller unit of word, phrases, sentences, and paragraphs. Wood claims that one way to recognize and understand the whole text is by understanding the parts first, the smallest units

²⁸ Wong, *Essential Writing Skills* (New York: Congress Catalogue), 386

meaning, and then to combine them to understand the whole. It means that the students need to comprehend the whole texts meaning in order to know the complete information and comprehension about the texts.

Those aspects of comprehension above are regarded as difficulties that the students encounter in reading the text.

c. Causes of Difficulty in Comprehending Reading Text

Many different factors contribute to the cause of students difficulties in understanding text. Some of those factors are located some within the teaching technique and some within the learners environment.

1) Teaching Technique

Teaching is more than just making decisions about which specific teaching technique to adopt. It is a complex process that involves making decisions about what we want to teach, how we want to teach it, and how we know that we have been successful in teaching it. Effective teachers are very skillful in formulating the objective of the lesson. They think through the objective carefully, making sure that the objective relates to the overall plan of the language program and is formulated in ways that are achievable and measurable.

The teacher is one of school environmental factors who has important role to increase students learning achievement. The teacher is a subject in education who has duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process,

especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become source of learning difficulties if the teacher does cannot choose the right technique to teach the material. Therefore, the teacher of reading should be careful in choosing the text and giving the texts, because they are related to the students reading comprehension.

2) Learners Environment

The environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning English, without practice and applied it outside school, he will not understand English perfectly. Home and school are the two kinds of learners environment that can influence their learning reading achievement.²⁹

a) Home condition

It cannot be neglected that parents play important role in the home. Every student needs attention from her/his parents to reach her/his learning achievement. Since learning English is not the same as learning Indonesian, children need parents guidance to learn about English especially reading English two kinds of learners environment that can influence their learning reading achievement.

²⁹ Peter Westwood, *Reading and learning difficulties a process of teaching and assessment*

b) School condition

The school condition also can be the cause of students learning difficulties. School which lack of learning media, such as English books will influence the students ability in learning reading. It makes the learning reading process become ineffective and will be hamper students understanding about the material. The students reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students comprehension in the text/paragraph given, not at the right level of the difficulty of the readers or the students.

5. Descriptive Text

a. Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

b. Generic Structures of descriptive Text

There are several basic structures that we follow when creating descriptive text to make sure our composition is correct. The actions are as follows:

- 1) Identification : includes introducing the subject of the description the person, animal, location, or thing.
- 2) Description : In descriptive writing, an author describes a creature, an object, a place, or a person by describing its form, color, and any other pertinent details.

c. Types of Description Text

There are five types of descriptive text namely, describing process, describing an event, describing personality, describing object and describing place.

1) Describing Process

Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.

2) Describing an event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable., she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

3) Describing a personality

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin),

emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

4) Describing an object

To describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

5) Describing a place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

d. The Language Features of descriptive Text

Descriptive writings make use of a variety of linguistic devices to clearly and vividly describe or explain an item, location, event, or phenomenon. Some typical linguistic devices found in descriptive texts are listed below:

1) Adjectives

Adjectives are used to give specifics or descriptions of an objects attributes or physical traits. "Big," "beautiful," "colorful," etc. are some examples.

2) Nouns

In the descriptive paragraph, nouns are used to refer to the items that are being described. "Beach," "mountain," "car," and so on are a few examples.

3) Verbs

Verbs are nonetheless employed in descriptive writings to describe what is happening or being done in a particular context, even though they may not necessarily be focused on actions or activities. Take "standing," "coloring," "playing," etc. as examples.

4) Adverbs

Adverbs can be used to provide details about the whereabouts, timing, and frequency of an object or event. "Quickly," "there," "yesterday," and so on are some examples.

5) Conjunctions

To link one section of the descriptive text to another, use conjunctions. The terms "and," "or," "but," etc. are examples.

6) Auxiliary Verbs

To create verb tenses that are appropriate for the context given in the description text, auxiliary verbs are employed. Some examples are "has," "is," "will," and so on.

CHAPTER III

RESEARCH METHOD

In this chapter, the research approach is covered. It is made up of the following: research design, research setting, research topic, data collection and analysis methods, and data validity.

A. Design of Research

Qualitative research was used in this study to understand the experiences and phenomena of the research subject, including behaviors, perceptions, motives, and actions. Additionally, it utilized descriptive research, focusing on systematically and thoroughly describing the difficulties faced by students and the influencing factors in their understanding of descriptive texts in the XD class of MAN Buleleng.

B. Location of Research

The research was carried out at MAN Buleleng, which is situated on Seririt Street in Gilimanuk, Buleleng. This school was selected by the researcher for several reasons. Apart from being the location of the researcher's community service program (KKN), the school also provided English language learning guidance once a week. The school was chosen in part because it was one of the establishments that used reading comprehension in texts that are descriptive.

C. Participants in Research

Purposive sampling was used by the researcher to choose research participants, in which data that suited the project's goals, objectives, and research questions were specifically picked. This method aimed to select individuals who could purposefully contribute to understanding the research problem and central phenomena. The participants consisted of an English teacher and students from the XD class. The researcher conducted interviews with the English teacher and selected students with both high and low reading comprehension skills. A total of 4 students, comprising 3 girls and 1 boy, were interviewed by the researcher.

D. Data Collection Technique

The researcher data collection techniques, as well as the instruments and materials utilized for the study, were covered in this section. The researcher visited the field directly to gather data since it was necessary for the research's focus and aim, and because the data must be representative, the information gathered had to be pertinent to the issues covered in the study. Proper method selection could yield objective evidence to back up this study. When gathering data, the variables to be studied are observed through observation, interview, and other means.³⁰

The following methods of data collection were employed by the researcher to obtain the data :

³⁰ Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Bumi Aksara, 2006), 232.

1. Interview

An interview is a gathering of two people for the purpose of exchanging ideas and information through a sequence of questions and answers. The goal was to facilitate communication and cooperatively develop meaning around a certain subject.³¹ Researchers could encourage respondents to have a more comprehensive understanding of their experiences by using interviewing strategies. Researchers could investigate significant issues that might not have been taken into account in the research strategy by conducting interviews.

Semi-structured (in-depth) interviews were used in this study. Compared to structured interviews, semi-structured (or in-depth) interviews are more adaptable. In an interview format where respondents are asked for their thoughts and opinions, the goal is to publicly highlight difficulties. Its great degree of flexibility is why the researcher selected this format for the interviews. Despite having prepared questions, researchers can add additional questions as needed during the interview process. Interviews were conducted face-to-face with informants to openly explore problems, where respondents were asked for their opinions and ideas.³²

³¹Esterberg, Kristin G, *Qualitative Methods in Social Research* (New York: Mc Graw Hill, 2002), 212.

³² Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 320.

The purpose of the interview was to gather data through conversations with ten students from the XD class at MAN Buleleng and a teacher. These interviews took place after the reading comprehension instruction sessions. The information gleaned from these interviews concerned the challenges and variables impacting the students' ability to understand descriptive texts in MAN Buleleng XD class.

2. Observation

The researcher used nonparticipant observations in this study, which entailed the researcher acting only as an observer and not taking part in the actions of the research object. The purpose of the observation was to gather information on the teaching-learning process of reading activities with reference to the elements that influenced students' difficulty in reading descriptive texts. The researcher made notes about the process of teaching and learning in order to collect the data.

3. Document Review

To collect data, the researcher used document review. Examining teacher-produced materials, such as reading comprehension worksheets for pupils, was part of this process. The information was taken from these worksheets that MAN Buleleng tenth grade students were using. By analyzing the students' worksheets, the researcher identified their challenges in comprehending descriptive texts.

E. Technique of Data Analysis

Analysis of data in qualitative research was a time consuming and difficult process because typically the researcher faced massive amounts of field notes, interview transcripts, audio recordings, video data, real actions, or information from documents. Those must be examined and interpreted. This research used data analysis developed by Miles and Huberman, they were data condensation, data display, drawing and verification conclusion.³³

1. Data Condensation

Data condensation is the initial phase of data analysis, entailing the selection, filtering, simplification, and transformation of data from diverse texts and empirical materials. The researcher examined pertinent data in this study, especially those concerning the challenges faced by students and the variables affecting their understanding of descriptive texts in the XD class at MAN Buleleng. These data were then analyzed and categorized to facilitate drawing conclusions, particularly for the academic year 2022/2023.

2. Data Display

Presenting the data was the next stage. Data presentation in qualitative research can take several forms, including tables, charts, and succinct summaries. This aims to facilitate understanding of what is happening

³³ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis* (United States of America: Arizona State University, 2014), 10.

and enable further planning based on the understanding gained.

3. Drawing and Verification Conclusion

The last step was the stage of drawing conclusions based on findings and verifying data. As explained above, the initial conclusions put forward were still temporary and would change if strong evidence was found to support the next stage of data collection. This process of obtaining evidence was called as data verification. If the conclusions expressed at the initial stage were supported by strong evidence in a sense consistent with the conditions found when the researcher returns to the field, the conclusions obtained are credible. After presenting and evaluating the data, the researcher made findings based on the examination of the students' challenges and the factors impacting their comprehension of descriptive in the XD class of MAN Buleleng for the academic year 2022/2023.

F. Data Validity

Data validation is performed to ensure the accuracy of research results from the perspectives of the researcher, participants, or general readers. This study employs triangulation as a method to evaluate data reliability.

In this research, source triangulation and technique triangulation are utilized. **Triangulasi Sumber** is testing the credibility of data by comparing information obtained from multiple different sources. For example, if you collect data from three different sources on the same

topic, you can compare and confirm the consistency of the information obtained. **Triangulasi Teknik** is testing the credibility of data by using different techniques to collect data from the same source. For instance, you can combine interviews, observations, and document analysis to gather data from the same respondent. In this way, you can see if the data collected through various techniques is consistent and mutually supportive. Source triangulation involves using various sources to obtain similar data, aiding in verifying information from different time frames. Meanwhile, technique triangulation is conducted by collecting the same data using different techniques or methods. After acquiring observational data during the reading teaching and learning process, particularly regarding students' reading comprehension, the researcher compares it with interview results from various sources (teachers and students) and related documents.

G. Procedure of Research

In this section, the research implementation plan would be carried out by researchers, starting from preliminary research, design development, actual research, and report writing.³⁴

The research stages consisted of pre-field stages, fieldwork stages, and data analysis stages.

1. Pre-field stage

³³ Tim Penyusun, Pedoman Penulisan Karya Ilmiah (Jember: IAIN Jember Press, 2020), digilib.uinohjhas.ac.id

There were several stages of activities that researcher must do. In this stage, one consideration was added the needs to be understood, namely research ethics in the field in the activities and considerations described below:

- a. Prepare research designs
- b. Select the research field
- c. Take care of licensing
- d. Explore and assess the field
- e. Select and use informants
- f. Prepare equipment
- g. The issue of research ethics

2. Stage of fieldwork

After getting the research licence, the researcher entered the research object and collected the data with interview, observation, and document review to get the information about the students reading aspects that usually considered as the the Students Difficulties in Reading Descriptive Texts at Tenth Grade of Madrasah Aliyah Negeri Buleleng

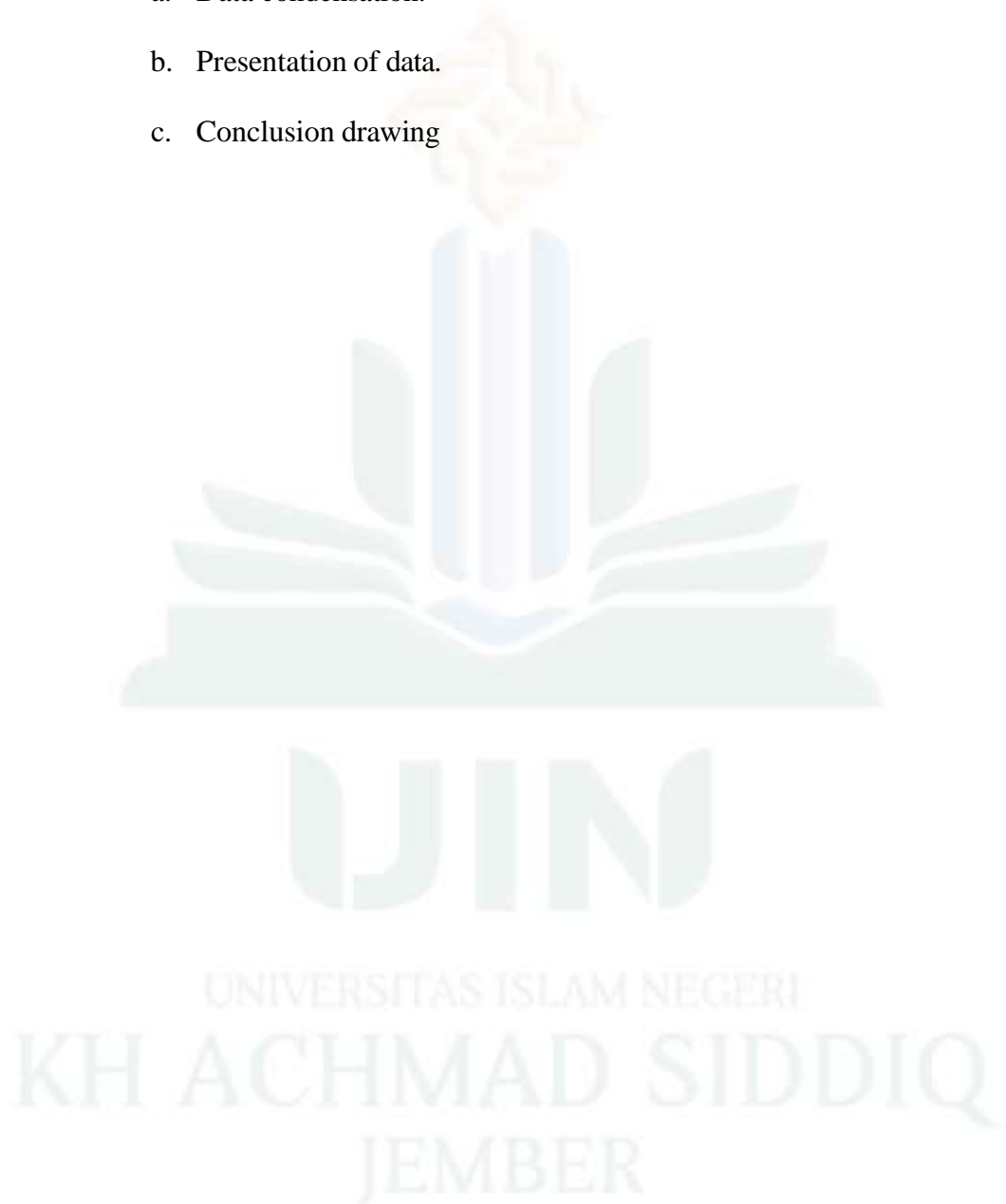
- a. Understand the background of research and preparation
- b. Enter the field
- c. Participate while collecting data

3. Data analysis phase

The data analysis phase was the last stage of the research

process that was discussed in the previous chapter. At this stage, the activities included:

- a. Data condensation.
- b. Presentation of data.
- c. Conclusion drawing



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The researcher provided two things in this chapter: data analysis and research findings, together with a discussion. According to research findings, following the collection of data from the XD class at MAN Buleleng, the researcher analyzed the students reading comprehension, identified the reading aspects that the students typically considered to be their difficulties, and determined the factors that influence the students comprehension of descriptive texts. The researcher reviewed the research findings in the discussion section along with the previously offered supporting concepts.

A. The Description of The Object

1) The History of MAN Buleleng

Madrasah Aliyah Negeri Buleleng, commonly known as MAN Buleleng, is the only MAN (Islamic Senior High School) in Buleleng Regency, Singaraja. Its establishment originated from Muslim figures in Patas Village, Gerogak District, who aimed to provide facilities for children in the area as there were no institutions equivalent to a senior high school (MA) level. Additionally, they wanted to prevent children from attending public schools. In 1990, the school was named MA Nurul Ulum, then in 1993, it was changed by the government to MAN Patas, and in 2017 until now, it has been renamed MAN Buleleng as the sole MAN in Buleleng Regency. The following are the names of the founding initiators of MAN Buleleng: Mr. Abdullah Latif.

1. Mr. H. Multazam.
2. Mr. H. Lukman.
3. Mr. H. Lukman. 45
4. Mr. H. M. Isa
5. Mr. Bacok Nadre

The following are the names of the principals who have served at MAN Buleleng from the beginning until now:

1. Drs. Bacok Nadre
2. Mr. H. Husnan Anwar, S.Ag (1991-1996)
3. Mr. H. Kholiq Hasan, S.Ag (1996-1997)
4. Mr. Multazam, S.Ag (1997-1999)
5. Mr. Muchtarom, S.Ag (1999-2001)
6. Drs. Sunarto, MPd I (2001-2002)
7. Drs. Moeh. Saleh (2002-2004)
8. Drs. Achmad Yani, MA (2004-2009)
9. Drs. Mohammad Syafi'I, MM (2009-2014)
10. Mr. Moh. Anwar, S.Pd.,M.Pd (2014-2015)
11. Mr. Fathul Bari S.Pd.,M.Pd (2015-2017)
12. Mr. Markhaban S.Pd.,M.Pd. I (2017-Present)

As for the background of the establishment of the boarding school, it originated from the ideas of several principals who initially were unable to realize it. Finally, in 2017, Raudhatul Thalibin boarding school was established. The purpose

of establishing this boarding school is to accommodate students who live far away (>25 km), to equip students in religious education, and to familiarize them with religious activities.

2) School Profile

School Name : MAN BULELENG
 NPSN : 605474
 Education Level : MA (Islamic Senior High School)
 School Status : Public
 School Address : Jl.Raya Seririt – Gilimanuk Km.15, Patas Village, Grokgak District, Buleleng Regency, Bali Province, Indonesia Country
 Geographical Position:
 Latitude : -8.19552
 Longitude : - 114.814445

Supplementary Data

School Establishment Decree: Number 137.Year 1991 Date of Establishment Decree: July 21, 1991 Ownership Status: Ministry of Religious Affairs Operational Permit Decree: Number 137.Year 1991 Date of Operational Permit Decree: July 21, 1991 Special Needs Services Provided: None
 Account Number: 6527-45-375431-00-0 Bank Name: BRI (Bank Rakyat Indonesia)
 Branch/Unit: Grokgak
 Account Holder: BPG 132. MAN PATAS MBS (School Building Data): None
 Owned Land Area (m2): 9600
 Non-Owned Land Area (m2): 5000

Taxpayer Name: MAN Buleleng. Kab. Buleleng. Ditjen Pendidikan NPWP (Tax ID Number): 00.158.956.3.902.000

School Contact

Phone Number: 0362.3361846 Fax Number: N/A

Email: manpatassingaraja@gmail.com Website: Manbuleleng.sch.id Periodic Data

Operating Hours: Morning

Participation in School Operational Assistance Program (BOS): Willing to Participate

ISO Certification: Not Certified Yet

Electricity Source: PLN (State Electricity Company), Generator Set Power Capacity (watt): 16,000

Internet Access: 4G

Alternative Internet Access: N/A Other Data

School Principal: Markhaban S.Pd., M.Pd. I

Data Operator: Juliawati

Accreditation: A

Curriculum: Curriculum 2013

Sumber:

<http://50100490.siap-sekolah.com/sekolah-profil>

<https://referensi.data.kemdikbud.go.id/tabs.php?npsn=60105474>

3) Vision and Mission of MAN Buleleng

Madrasah Aliyah Negeri Buleleng strives to become an outstanding and high-achieving school while continuously prioritizing character education. The

vision of MAN Buleleng is to realize an Islamic madrasah that excels in achievements, masters science and technology, and is capable of actualizing itself within society.

To achieve this vision, MAN Buleleng has six missions, namely:

Creating an Islamic atmosphere within the Madrasah. Fostering a spirit of excellence in both religious and scientific fields. Implementing effective and programmed teaching and guidance processes. Enhancing discipline and responsibility among all elements of the Madrasah. Cultivating and developing cooperation with the environment and society. Completing facilities and infrastructure in accordance with the Minimum Service Standards (SPM).

B. Research Findings and Data Analysis

The data from the observation, interview, and document review were presented by the researcher in this section. The researcher determined the elements influencing the students' struggles with reading comprehension in descriptive texts faced by the XD of MAN Buleleng. Based on the outcomes of the document analysis, interview, and observation, the researcher elaborated the research findings as follows:

1. The students' reading aspects that usually considered as the students' difficulties in reading Descriptive text for the tenth Grade students of MAN Buleleng

In the field, the researcher found that there were some difficulties faced by the students in reading descriptive text dealing with word comprehension (vocabulary difficulties) for example : the word help the synonym is aid, sentence

comprehension (difficulty finding specific and general information) an example of a question is “from the text we know that?”, paragraph comprehension (difficult to determine the main idea) an example of a question is “what does the first paragraph tell us about?”, and text comprehension (difficult to make conclusion) an example of a question is “what is the conclusion from the text about?”.

a. Word Comprehension (Difficult Vocabulary)

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. Words are very crucial for reading comprehension. Since reading is getting the meaning, lack of vocabulary will lead to great difficulty understanding the content of the reading material.

In reading, the students need to be familiar with the vocabularies. It would make the students feel difficult to comprehend the text and to answer the question if they got so many unfamiliar vocabularies that they found in the text. It was explained by the student 1 as follow:

“I did not know the meaning of the words. Therefore, I did not understand the content of the text”.³⁵

It was also supported by students 4 as follows:

“I often felt confused to translate the text and I had difficulties to determine the synonym of the word because there were some vocabularies in the text, it was not familiar to me”.³⁶

It was explained by student 3 as follows:

“I had difficulties to determine the synonym and also antonym of the word because some vocabularies in the text were not familiar to me”.³⁷

³⁵ Student 1, *Interview*, Buleleng March 29th 2023

³⁶ Student 4, *Interview*, Buleleng March 29th 2023.

³⁷ Student 3, *Interview*, Buleleng March 29th 2023.

The teacher also added:

“The students often asked some difficult words in the text as the words were not familiar with them. Sometime, they tried to guess the meaning of those words, but most of them were incorrect”.³⁸

The statements above were strengthened by the observation that the researcher did. The researcher found that there were some students often asked the meaning of words to the teacher. Instead of answering the students question directly, the teacher asked them to write down the difficult word in their book. Besides, most of the students used dictionaries when learning English. Of course, it made difficult for the students to translate several words in the text if the students had lack of vocabularies. Therefore, they used a dictionary to help them when they read.³⁹

It was supported by the students worksheet.

Table 4.1

The Frequency of Students“ Reading Difficulty in finding the meaning of Vocabulary

See on Appendix IV

NO	Question Items' Number	Correct Answer	Incorrect Answer
1	3	2	2
2	7	1	3
3	11	1	3
4	13	1	3
5	16	4	0

³⁸Teacher, *Interview*, Buleleng March 30th 2023.

³⁹ Observation on March 30th 2023

The children did not provide accurate answers when asked to define vocabulary. Their worksheet showed that the majority of the responses were incorrect. For instance, in response to the following antonym question: what is the opposite of "beautiful"? While "ugly" is the appropriate response, the majority of students choose "pretty." In question number seven, it was evident. Only one student were able to correctly answer the question, while three students were unable to do so. In addition, as an illustration when responding to a synonym query: What does the term "colour" signify in relation to? The majority of students respond with "colorfull," even though the correct response is "color." The answer to question number 13 revealed it. "She takes care of the pet" was another example given in the inquiry. The term "She" denotes..." While "My sister" should have been the right response, "Mother" in question 11.⁴⁰

From the interview, observation and document review above, the researcher knew that the students had difficulties in recognizing the words. They were unable to guess the meaning of the word when they faced a difficult word in the text. Therefore, they felt confused to know the synonym of the word in the text. Word is very crucial for reading comprehension. Thus, it was known that understanding the meaning of words could influence their reading comprehension. Since reading is getting the meaning, lack of vocabulary would lead to great difficulty understanding the content of the reading material. Without recognizing the meaning of the words, it would be impossible to understand the content of the text correctly.

b. Sentence Comprehension (Related To Specific And General Information)

⁴⁰ Students worksheets

The second challenge the students encountered was understanding sentences (especially compound and complicated sentences), which involved extracting both general and specific information from the text.

The explanation provided by student 1 served as its foundation.

"I had trouble understanding the text's primary idea because I was only translating it word for word with a dictionary. Occasionally, I would question my buddy and teacher if I didn't understand those phrase. One more, I even overlooked the verbs second form simple past."⁴¹

Student number 3 also mentioned:

"There are moments when I find it challenging to understand a sentence because I don't understand the meaning of certain words."

After that, I simply assumed what the statement was about. Furthermore, if the phrases contained multiple clauses, were compound, or were extremely long. Regretfully, I misinterpreted a lot."⁴²

"many students said that they have difficulties in sentence comprehension"⁴³ The teachers explanation, which goes as follows, strengthened it even more:

Table 4.2
The Frequency of Students Reading Difficulty
in finding factual information of the Text
See on Appendix IV

NO	Question Items' Number	Correct Answer	Incorrect Answer
1	5	1	3
2	6	1	3
3	14	4	0
4	17	3	1
5	20	4	0

⁴¹ Student 1, *Interview*, Buleleng March 29th 2023

⁴² Student 3, *Interview*, Buleleng March 29th 2023

⁴³ Teacher, *Interview*, Buleleng March 30th 2023

In locating factual details within the text, students struggled with comprehension. They continued to face challenges in deciphering words and sentences, as evident in questions 5 and 6, which hindered their ability to anticipate the consequences of events in the text.

The students were unable to provide accurate answers. Out of the students surveyed, three failed to answer the question correctly, with only one providing the right response. For instance, in the question, "From the text we know that?" the correct answer should have been "some construction of the mosque takes the local style" yet some students incorrectly answered, "Banjar people burned down the mosque." Similarly, in another question, "what is mainly discussed of the text?" most students responded with "islamic location" whereas the correct answer was "a historical mosque."⁴⁴

This data was corroborated by observations made by the researcher. The researcher noted that students struggled to provide accurate responses when asked about specific information, such as, "What does the text tell us above?" This question puzzled them, and some even sought clarification on its meaning. From the given explanation, the researcher concluded that students struggled with understanding sentences. They faced challenges in translating words within lengthy sentences due to their unfamiliarity with vocabulary and limited grasp of grammar. Vocabulary plays a crucial role in reading comprehension, intertwined with grammar. Even if students understood the individual meanings of words, they

⁴⁴ Students worksheets

sometimes failed to comprehend the sentences overall meaning within its context.

c. Paragraph Comprehension (Finding Main Idea)

The third aspect that considered as one of difficulties by the students was paragraph comprehension including main idea. Finding main idea was one of activity in reading that difficult to do by students since they had to understand the meaning of some words and content of the paragraph itself, what the paragraph tells about.

It was based on the student 2 as follows:

“I did not like reading English text because it was difficult to comprehend the implicit word in the text. Moreover, if we were asked to find the main idea, that totally difficult, as we didn't know the meaning of the paragraph”.⁴⁵

It was supported by explanation from the teacher as follows:

“Most of them were unable to determine the main idea when the message was implied in the text”.⁴⁶

The student 3 explained as follow:

“I thought it's simple to find out the main idea based on the teacher explanation, usually it went to the first sentence on each paragraph. What made it difficult was if the main idea was implicit or stated differently in the choice answers”.⁴⁷

The student 4 then added as follows:

“I did know more about English, so that I had difficulty to comprehend the text. If I had translated the text I was confused about the meant of the text, then when I continued my reading I forgot about the information even though I understood before about this paragraph. Well, when the teacher asked some questions related to the text it made me

⁴⁵Student 2, *Interview*, Buleleng March 29th 2023

⁴⁶Teacher, *Interview*, Buleleng March 30th 2023

⁴⁷Student 3, *Interview*, Buleleng March 29th 2023

easier to comprehend and memorize the content of the text, what is the text tell about”.⁴⁸

The statement above was also strengthened by student 1, as follows:

“I need more time to combine some information from the text because I often forget it. Perhaps because I didn’t understand about what was told on previous paragraph so when I came into next paragraph, I couldn’t relate it. I thought it was caused by my lack of vocabulary and also I was unable to comprehend it as a sentence or whole paragraph”.⁴⁹

The statements above were strengthened by the observation that the researcher did. The researcher found that there were some students had difficulties when the teacher asked the students to identify the main idea, the researcher found that some of the students felt confused and tried to combine the information to get the main idea of the text, so that they had problem when the main idea was implied in the text. Therefore, the students could not catch the ideas of the text. Sometime they asked to their friends or tried to answer it by mention the first sentence of the paragraph.⁵⁰

Those information from the interview were supported by students worksheet:

Table 4.3
The Frequency of Students Reading Difficulty
in finding the main Idea of the Text
See on Appendix IV

NO	Question Items' Number	Correct Answer	Incorrect Answer
1	2	1	3
2	4	2	2
3	8	4	0
4	12	1	3
5	15	4	0

⁴⁸ Student 4, *Interview*, Buleleng March 29th 2023

⁴⁹ Student 1, *Interview*, Buleleng March 29th 2023

⁵⁰ Observation on March 30th 2023

In finding the main idea of the text, they had failed in this category. They failed to answer correctly because she had less comprehension. It could be seen in their worksheet that most of the answers were wrong (number 2, 4, and 12).

It could be seen in their worksheet that most of the answers were wrong (number 2, 4, and 12). It meant that they still had difficulties in comprehending the paragraph. It was showed in question number 2 and 12: *“What does the first paragraph mainly tell us about? What is the main idea of the second paragraph?”* Almost all the students had incorrect answer on it.⁵¹

From explanations above, it could be known that most of them had difficulties in holding information and used it to gain meaning from what they read so that they failed to catch the main point or information from the author about what happened in the paragraph. They found it more difficult if the main idea was implicit.

d. Text Comprehension (Conclusion)

The fourth aspect that considered as one of difficulties by the students was text comprehension including making a conclusion or determined the moralvalue of story. Making a conclusion or determined the moral value was not easy. A lot of students found it difficult to combine the knowledge they had learned from each paragraph. Students struggled to make connections between the material and what they already knew since they didn't understand the meaning of some words. Furthermore, students' propensity to forget newly learned material

⁵¹ Students worksheets

had a detrimental effect on their understanding of the book, making it challenging for them to predict the plot.

Student 2 offered the following support for it:

“It made me confused when I translate the text”.⁵²

The student 4 added as follow:

“I thought comprehending the text would be easy if I knew the meaning of the words. Moreover, descriptive texts used verbs in two forms, which made it more difficult as they had regular and irregular verb forms. However, sometimes, knowing the meaning of the words alone was not enough; we had to know and understand the meaning in context. If we didn't, we wouldn't understand the whole text. It was related”.⁵³

It was explained by the teacher as follows:

“They felt difficulties when I asked them to conclude or determined moral value from the text”.⁵⁴

The statements above were strengthened by the observation that the researcher did. The researcher found that there were some students opened their note, and repeat their reading when the teacher asked them to conclude of the whole text, but many of them were unable to conclude correctly because they often forgot what they had read so that they were difficult to save several information in their mind. Therefore, they failed to make a conclusion from the text because they failed to combine the whole information. Besides, the students still confused when the teacher asked about the generic structure of descriptive text. Which part of text included in orientation, complication, and reorientation.⁵⁵

⁵² Student 2, *Interview*, Buleleng March 29, 2023

⁵³ Student 4, *Interview*, Buleleng March 29, 2023

⁵⁴ Teacher, *Interview*, Buleleng March 30th 2023

⁵⁵ Students worksheets

It was supported with students worksheet:

Table 4.4
The Frequency of Students Reading Difficulty
in Making Conclusion of the Text
See on appendix IV

NO	Question Items' Number	Correct Answer	Incorrect Answer
1	1	2	2
2	9	1	3
3	10	1	3
4	18	4	0
5	19	4	0

Students had less comprehension when drawing conclusions from the text.. They had difficulties while referring, particularly when combining the material from each paragraph, making it impossible for them to accurately respond to the questions covering the entire book. As observed from their struggles in comprehending the text's conclusion in questions 9 and 10, the students showed an inability to provide a response. to a question about the text's moral significance. As in the question follow: *What can we conclude from the text above?* The answer should be “its about Kediri”, however, some of the students still had wrong answer as “history Kediri”. In question number 10, the students answered that what they could describe from the third paragraph was "the distance from Orchard Road", whereas the correct answer was "the direction to go to Orchard Road".⁵⁶ Additionally, they encountered difficulty in retaining information and applying it to understand the text and enhance their comprehension. This was evident in question number 18, where they struggled to identify false statements

⁵⁶ Students worksheets

based on the text. For instance, when asked, "What is the main idea of the text?" students incorrectly responded that "Losari beach is an awful beach," whereas the correct answer was "Losari beach is a good place to visit."⁵⁷

Based on interviews, observations, and document reviews, it is evident that students struggled in drawing conclusions from the text. They found it challenging to accurately respond to questions about the entire text and faced difficulties in referencing, particularly in synthesizing information from each paragraph. Additionally, they found it hard to retain information and construct knowledge from their reading. Based on the finding of data analysis above, it was known that most of the students had difficulties comprehending the text related to word comprehension such as they felt confused to know the synonym, antonym, and reference of the word in the text. Comprehension of sentences involves challenges in locating specific and general information. When it comes to grasping paragraphs, students find it hard to pinpoint the central idea, while comprehending the entire text presents hurdles in drawing conclusions from the content.

Consequently, it can be concluded that common hurdles in reading experienced by students encompass difficulties in grasping words, sentences, paragraphs, and the entirety of texts. Regarding the factors affecting the challenges students face incomprehending descriptive texts among tenth-grade students at MAN Buleleng, several aspects stand out. Various factors contribute to students struggles in understanding texts. Some of these factors originate from teaching techniques, and still others from the learning environment.

⁵⁷ Students worksheets

2. The Factors affecting students' difficulties in reading comprehension in descriptive text faced by the tenth Grade students of MAN Buleleng

Many different factors contribute to the cause of students difficulties in the understanding text. Some of those factors are located some within the teaching technique and some within the learners environment.

a. Teaching Technique

The chosen material and method or technique used, were things that should be considered by the teacher in reading the text. Instructional materials play an important role in the language classroom. The level of difficulty of the text or the vocabularies used should be the consideration, the method and technique also. This type of materials allows learners to process the contents and language of the materials at much deeper level, and the appropriate reading materials made the students easily to comprehend the text as they were familiar with the text and the words also. So does the appropriate technique in teaching reading. The appropriate technique gave the different atmosphere and could motivate the students in reading the text.

Based on the interview of the teacher, she stated that:

“I had explained the material before giving the students instruction. For example on that day, I had explained about the descriptive text, consisted of the definition and the generic structure, and then gave them an example

of descriptive text. After that, I asked them to read and comprehend the text in their heart, and also asked them to write down the difficult word to be discussed together”.⁵⁸

⁵⁸ Teacher, *Interview*, Buleleng March 30th 2023.

Based on the interview above, the researcher knew that the teacher tried to help student to know the structure of the descriptive text. If the teacher did not explain before, the students would be difficulties because they had low prior knowledge. So that the teacher tried to make them easily to comprehend the text later.

Related to the teaching technique, the student 4 added:

“The teacher asked us to read and listed some difficult words. We should open the dictionary at first, then if we did find the meaning on it, the teacher translated it.”⁵⁹

The student 3 added:

"Reading was a boring activity, I thought, so I expected something new or fresh in this activity, such as a game or an interesting method".⁶⁰

It was strengthen by the observation did by the researcher. The researcher found that the teacher gave several times to the students to read by themselves then listed some difficult words. She asked the students to open the dictionary first to find out the meaning of difficult vocabularies. The teacher had increased efforts in teaching reading, but it was less than optimal and less interesting to students. As it happened, the students felt unmotivated then it caused problem in reading text.⁶¹

Based on the interview and observation above, the researcher knew that the teacher tried to make the students easier in comprehending the text with her own way. However, it did not meet the students need. Perhaps new technique and method needed here to increase the students motivation then they could face the difficulties in reading. There were some method in reading that could be applied by the teacher.

⁵⁹ Student 4, *Interview*, Buleleng March 29th 2023

⁶⁰ Student 3, *Interview*, Buleleng March 29th 2023

⁶¹ Observation on March 30th 2023

b. Learners environment

One of the factors that affect reading comprehension is environment. Reading comprehension could be improved by the literacy environment around the students.

Based on the interview of the teacher, she stated that:

“There were no other activities to increase students literacy except reading in class. The media did not support to increase the reading comprehension so that the students just read packet book and LKS without any additional books”.⁶²

It was also explained by student 4 as follows:

“I just read a book when the teacher gave me exercise, beside I read novel. My circle friends did not like reading, only around two friends of mine that like reading, however, I did not even close to them”.⁶³

Based on the interview above the researcher knew that the school condition lack of learning media. The school condition also can be the cause of students’ learning difficulties. School which lack of learning media, such as English books will influence the students ability in learning reading. The lack of learning media such as English books, magazines or newspapers makes the learning reading process become ineffective and will be hamper students understanding about the material. While home environment provides the foundation for early literacy and play important role in reading comprehension.

It was supported by student 1 as follow:
“I like read in my home but read comic and novel”.⁶⁴

It was strengthened by student 3 as follow:
“I had already read this story with my mother but I did the exercise by myself”.⁶⁵

⁶² Teacher, *Interview*, Buleleng March 30th 2023

⁶³ Student 4, *Interview*, Buleleng March 29th 2023

⁶⁴ Student 1, *Interview*, Buleleng March 29th 2023

⁶⁵ Student 3, *Interview*, Buleleng March 29th 2023

Based on the interview above the researcher knew that parents play important role in the home. Every student needs attention from his parents to reach his learning achievement. Since learning English is not the same as learning Indonesian, children need parents guidance to learn about English especially reading English text because they would read. Home and school were the two kinds of learners environment that can influence their learning reading achievement.

Based on the finding of data analysis above, it was known that most of the students had trouble to comprehend the text. There were many factors that affecting them in reading descriptive text related to teaching technique, and learners environment. It was known that most of the students had lack of interest, motivation, and low prior knowledge about English text. They would not read the text unless the teacher asked them to read. Therefore they had trouble recognizing each new word in the text. However, the teacher had increased efforts in teaching reading, but it was less than optimal and less interesting to students. Besides, the learners environment also affect their comprehending of the text. It was known that in the school condition lack of learning media, such as English books. In other side the students need attention from their parents to reach their learning achievement.

The matrix of data finding about students difficulties and the factors affecting them in comprehending descriptive text by the tenth Grade students of MAN Buleleng was presented as follow:

Table 4.5
The Result of Research Findings

NO.	Research Focus	Research Finding
1	2	3
1.	What are the usual reading difficulties experienced by tenth-grade students at MAN Buleleng when trying to understand descriptive texts?	The difficulties commonly encountered by tenth-grade students at MAN Buleleng when understanding descriptive texts include: a. Difficulty understanding words (due to complex vocabulary) b. Difficulty in phrase and understanding sentence (struggling to locate specific and general information) c. Challenges in understanding paragraphs (identifying the main idea) d. Issues with comprehending the entire text (drawing conclusions)
2.	What are the factors influencing the difficulties students encounter in comprehending descriptive texts among tenth-grade students at MAN Buleleng?	The factors that contribute to students' challenges in reading comprehension of descriptive texts among tenth-grade students at MAN Buleleng include: a. Teaching methods b. Learning environment

C. Discussion

In this research, the researcher discussed the research finding covering the students difficulties and the factors affecting them in comprehending descriptive text.

After categorizing the students scores, the researcher concluded that in MAN Buleleng, the students faced difficulty in comprehending descriptive text. In this research, the researcher tried to identify the students reading aspects that usually considered as the student difficulties in reading descriptive text and the factors

affecting them in comprehending descriptive text through the mistake that they had done on their worksheet, from the result of the interview from the students and teacher, and the observation. The details of discussion explained as follows:

1. Students reading aspect that usually considered as the students difficulties in reading descriptive text for the tenth grade of MAN Buleleng.

In the research, the researcher tried to identify the students reading aspects that usually considered as the students difficulties in reading descriptive text, the researcher used Mc Worthers theory. He said that there were 4 basic comprehensions in reading that regarded as the students difficulties in reading, they are words, sentences, paragraphs, and whole comprehension. In MAN Buleleng, the researcher found 4 kinds of students difficulties faced by students in comprehending descriptive text. There were word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. As follow:

- a. Word comprehension (Difficult Vocabulary)

Based on the students worksheet, the researcher described that from 5 item question tasks given for the students to know their comprehension of the word in the text with finding the meaning of vocabulary, most of them were less to comprehend the word because they had lack of vocabularies and they were failed to determine the synonym or antonym word in the text. The result showed that the students in word comprehension of descriptive text were low.

The finding above were suitable with the theory from Mc Whorter on word comprehension. According to wood, to get a sense of the text, the reader had to identify the smallest unit of meaning, because the word is a very important thing in

a text.⁶⁶ It meant words could be a factor that affected the students' reading comprehension. Therefore, they were able to understand well about the reading materials if they had more vocabulary in their mind, for example most of the students could answer the questions of word comprehension correctly, which meant that the students had a good vocabulary.

The statement above was strengthened by the King and Stanly theory that in finding the meaning of vocabulary, it was often done by guessing it within the context or open dictionary to be sure that vocabulary meaning was correct.⁶⁷ From the finding of the interview, it was known that the teacher asked the students to check the word in the dictionary when they did not know the meaning of the word. It helped them to enrich their vocabulary in their mind Sentence comprehension (Related to specific and general information)

Based on the students worksheet, the researcher described that from 5 item question tasks given for the students to know their comprehension of the sentence in the text with finding factual information of the text, most of them were failed because they were still confused in decoding word and sentences. Most of them only could answer three questions correctly. The result showed that the students in sentence comprehension of descriptive text were less. It meant that the students still had difficulties in comprehending the sentence, especially in a long sentence. They

⁶⁶ Wood, N.V, *Strategies For College Reading And Thinking* (New York: McGraw Hill Companies), 125.

⁶⁷ Hana Junika. "An Analysis Of Students' Reading Comprehension In Recount Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu".

had problems to decode word and sentences. If they were unable decode the words, they would understand the text word by word, and also they did not know what they were reading. Comprehending the sentence was not just about word by word, but about the sentence in one context. Therefore, if the students understood the sentence pattern well, so that they would know how words are combined, and arranged or changed to show certain kinds of meaning.

The finding above were suitable with the theory from Mc Whorter on sentence comprehension. According to Mc Whorter, to know the meaning of words, the reader must know other skills in order to understand sentences perfectly. It was supported by Grellet that the central parts of a sentence are subject + verb. A verb tells what the subject is doing.⁶⁸ That statement was also supported by Hughes that there were three kinds of sentences in English such as simple sentences, compound sentences, and complex sentences. It meant the students must know the pattern of the text so that the students could get meaning from the sentence. If the students could not know the pattern, they would be confused when faced with various forms of the sentence (simple sentence to the complex sentence). Therefore, they would not get the main point conveyed by the author in the sentence.

b. Paragraph comprehension (Finding Main Idea)

Based on the students worksheet, the researcher described that from 5 item questions tasks given for the students to know their comprehension of the paragraph in the text with looking at the main idea of the text, some of them were failed to

⁶⁸ Grellet, *Developing Reading Skills: A Practice Guide in Reading Comprehension*, 15.

comprehend the text so that they were failed to determine the main idea of the text. They had difficulties to get the implied message from the text. The result showed that the students in understanding looking the main idea of descriptive text were failed. The students got difficulties in finding the main idea in each paragraph and when the students faced a question related to the paragraph comprehension, they got difficulties in understanding the questions, so that they were unable to answer the questions of paragraph comprehension correctly.

The finding above were suitable with the theory from Mc Whorter, on paragraph comprehension. According to Mc Whorter paragraph is a group of related sentences that develops one main idea thought about a single topic. To understand a paragraph, there are three basics parts namely: topic sentence, supporting sentence, and concluding sentence.⁶⁹ It meant the students must know the basic of the paragraph because it was interrelated and continuous. It was supported by King and Stanly that finding the main idea of a paragraph consists of many sentences and selects the thought not only within the beginning of the paragraph but also in the middle and at the top of the paragraph.⁷⁰

From the finding, it was known that the students had problem difficulty to determining the main idea. It could be caused by the students who did not know

⁶⁹ JH. Mc Whorter, *Guide to College Reading*.

⁷⁰ Hana Junika. "An Analysis Of Students" Reading Comprehension In Descriptive Text Of Barrett Taxonomy At The Eight Grade Of Smp Negeri 4 Siak Hulu".

which one the topic sentence, supporting sentence, and concluding sentence. If the students know more about the basics of paragraphs, they would be easy to identify the information that they could get from the basics. It was supported by Wong, that a topic sentence in a paragraph stated the main idea.⁷¹ It meant if the students did not know the topic of the text, it made the students more difficult to get the main idea and they were failed to get the main point if the message implied in the text. Text comprehension (Conclusion)

Based on the students worksheets, the researcher described that from 5 item question tasks given for the students to know their comprehension of the whole information with referring to the text, most of them failed to make conclusion from the text. The result showed that the students in referring to the text were fair. It might happen because they were unable to relate the information given in each paragraph and make conclusions from that. If those students could not combine that information, so that they were unable to answer the question correctly.

The finding above were suitable with the theory from Mc Whorter on whole text comprehension. According to Wood one way to recognize and understand the whole text is by understanding the parts first, the smallest units meaning and then combining them to understand the whole. It meant that the students needed to comprehend the whole text meaning to know the complete information and comprehension about the texts. If the students could not combine that information

⁷¹ Wong, *Essential Writing Skills*, 386.

so that they were not able to answer the question correctly.

It was supported by King and Stanly that making inferences is the skill where the reader had to be able to read between lines to draw logic and make an accurate prediction. It meant the students could comprehend the text if the students could conclude from the text. It could happen because when the students conclude the text indirectly, they used their brains to give an overview of the combined information they get from their reading and predictions. Therefore, the student felt fair to comprehend the text because they could not combine the all information that they got from reading the text.

2. The Factors affecting student difficulties in reading descriptive text

In the research, the researcher tried to identify factors that affecting students difficulties in reading descriptive text thoroughly the interview with the students and the teacher. The researcher identified three factors influencing students difficulties in reading comprehension, drawing from Peters' theory. According to Peters, these factors include learners background knowledge, teaching techniques, and learners' environment. In MAN Buleleng, two factors affecting students' reading comprehension difficulties were observed.

a. Teaching Technique

Based on the finding, it was known that the teacher tried to make the students easier in comprehending the text. The teaching technique be modified by the teacher depending on the students needs. Therefore the teacher had explained the material to help the students easily knew about the descriptive text. Peter said that a teacher

was an important person in teaching learning process, especially for teaching reading, because the teacher also determined whether their students to be good readers or not. The teacher also would become source of learning difficulties if the teacher did not choose the right technique to teach the material.⁷¹

It was strengthened en by the observation did by the researcher. The researcher found that the teacher gave several times to the students to previewing the text. When students preview text, they tap into what they already know that would help them to comprehend the text. However, it still could not attract the students motivation in reading. Perhaps the teacher needed to try another technique or method, the new one that can motivate the students and solve the students difficulties in reading descriptive text.

b. Learners Environment

Based on the finding, it was known that one of the factors that affect reading comprehension is environment. Reading comprehension could be improve by the literacy environment around the students. Peter said that the environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly.⁷² Based on the interview it was known that the school condition lack of learning media. The school condition also can be the cause of students learning difficulties. School which lack of learning media, such as English books will influence the students' ability in learning reading. While home environment provides the foundation for early literacy and play important role in reading comprehension. Every student needs attention from his parents to reach his

learning achievement. Since learning English is not the same as learning Indonesian, children need parents guidance to learn about English especially reading English text because they would read. Home and school were the two kinds of learners environment that can influence their learning reading achievement.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the summary of the research findings and provides recommendations for English teachers and further researchers interested in similar subjects.

A. Conclusion

Based on the data analysis and discussions in the previous chapters, two conclusions can be drawn:

1. Students difficulties in reading descriptive texts

From the analyzed data, it can be concluded that most students struggle with comprehending the text. They have difficulties identifying synonyms or antonyms in the text, understanding words and sentences, as well as grasping the main idea of the text and drawing conclusions from each paragraph.

2. Factors influencing students difficulties in reading descriptive texts

Through the analysis of interview and observation data, two factors affecting students comprehension of descriptive texts were identified: teaching techniques and learning environments.

B. Suggestions

The findings of this research are expected to be beneficial for English teachers and future researchers.

1. For English teachers

It is recommended that teachers analyze students difficulties in reading descriptive texts to understand the influencing factors and find appropriate solutions.

2. For further researchers

Further research is suggested to explore issues in other English language skills to comprehensively address students challenges and provide effective solutions



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AUTHENTICITY STATEMENT OF WRITING

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

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Hereby declares that the content of the thesis entitled "The students difficulties in reading descriptive texts at tenth grade of Madrasah Aliyah Negeri Buleleng" is the result of my research/work, except in part referred by the source.

Jember, 31 May 2024



Rabi'atul Adawiyah Asy Syaafiyah
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APPENDIX I

Research matrix

Title	Variable	Indicators	Source of data	Research methodology	Research questions
Students Difficulties in Reading Comprehension in Descriptive Text	1. Students Difficulties in reading Descriptive text 2. Factors affecting students difficulties	1. Word Comprehension 2. Sentence Comprehension 3. Paragraph Comprehension 4. Whole Text Comprehension 1. Teaching Technique 2. Learners Environment	a. The student b. The teacher c. Document review (Students Worksheets)	1. Research Design : Qualitative Approach Descriptive Design 2. Data Collection Method: a. Observation b. Interview c. Document Review (students worksheets) 3. Data Analysis Technique: a. Data Condensation b. Data Display c. Drawing Conclusion 4. Validation Of Data : a. Technique Triangulation b. Source Triangulation	1. What are the students reading aspects that usually considered as the difficulties in reading descriptive text for the tenth grade of MAN Buleleng in comprehending Descriptive text? 2. What are the factors that affect students difficulties in comprehending Descriptive text for tenth grade students of MAN Buleleng?

APPENDIX II

**MODUL AJAR BAHASA INGGRIS
DESCRIPTIVE TEXT**

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	RABI'ATUL ADAWIYAH ASY SYAAFIYAH
Institusi	MAN BULELENG
Tahun Pelajaran	2022-2023
Jenjang Sekolah	MADRASAH ALIYAH NEGERI (MAN)
Kelas	X
Fase	E
Elemen	<ol style="list-style-type: none"> 1. Menyimak – Berbicara 2. Membaca – Memirsa 3. Menulis – Mempresentasikan



<p>Capaian Pembelajaran</p>	<p>Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda.</p> <p>Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh,</p>
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	<p>kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p> <p>Di akhir fase E, peserta didik dapat membaca dan merespon berbagai macam teks seperti deskripsi dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks.</p> <p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.</p> <p>Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>
Alokasi Waktu	2 x 45

B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Mention the example of favorite place 2. Pengenalan vocabulary 3. Definition of Descriptive text 4. Social function of Descriptive text 5. Generic structure of Descriptive text 6. Language features of Descriptive text 	
C. PROFIL PELAJAR PANCASILA	
<ul style="list-style-type: none"> • Gotong royong 	Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam grup.
<ul style="list-style-type: none"> • Mandiri 	Melakukan proses brainstorming pada kegiatan awal pembelajaran.
<ul style="list-style-type: none"> • Kreatif 	Membuat teks Descriptive sederhana dengan menggunakan kalimat sendiri
<ul style="list-style-type: none"> • Berfikir Kritis 	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, Papan tulis, Spidol hitam
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, e-book, buku Bacaan, dsb.
E. TARGET PESERTA DIDIK	
1. Peserta didik regular	
F. MODEL PEMBELAJARAN	
Project Based Learning	

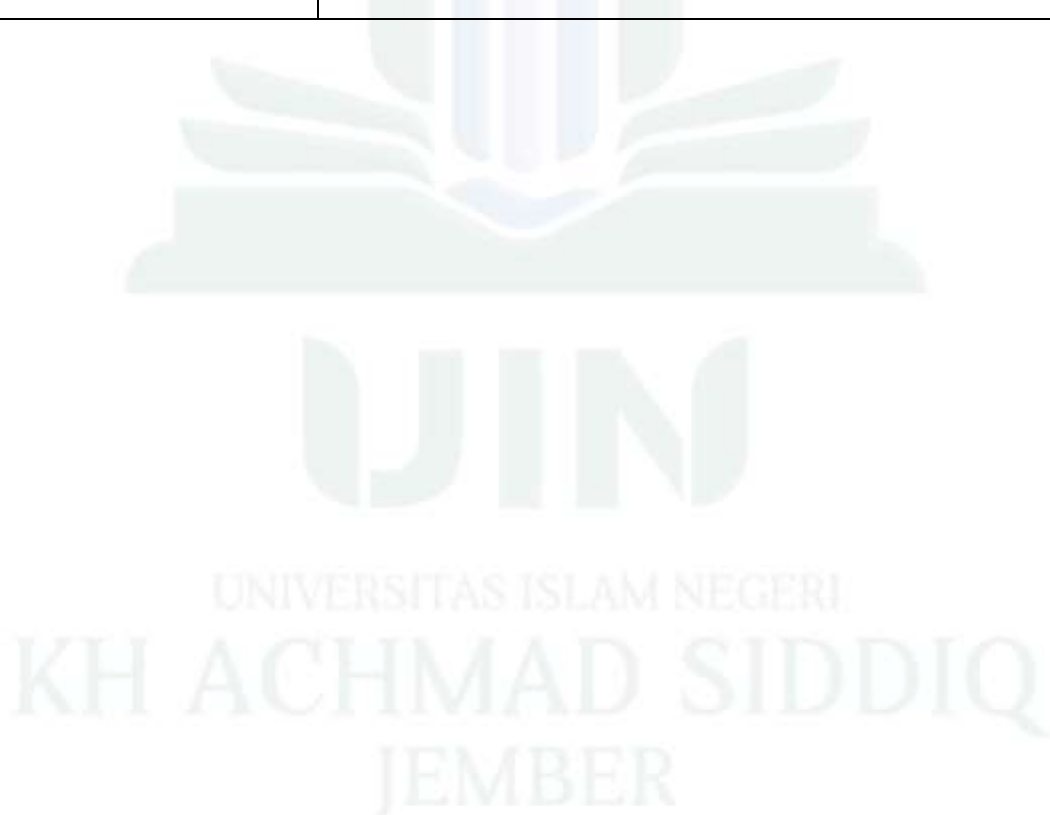
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
1.	Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah teks <i>Descriptive</i> <i>dalam grup</i> .
	<i>Descriptive dalam grup.</i>
3.	Menemukan informasi rinci terkait teks <i>Descriptive</i> <i>secara mandiri</i> .
4.	Menyimpulkan isi teks <i>Descriptive</i> <i>dengan kalimat sederhana dan menggunakan kalimat sendiri secara mandiri</i> .
5.	Membuat teks <i>Descriptive</i> <i>sederhana dengan menggunakan kalimat sendiri secara mandiri</i> .
6.	Mempresentasikan hasil harya berupa teks <i>Descriptive</i> <i>sederhana yang sudah dibuat secara mandiri</i> .
B. PEMAHAMAN BERMAKNA	
	Descriptive Text adalah teks yang menjelaskan atau mendeskripsikan orang-orang, binatang atau suatu benda baik bentuknya sifat-sifatnya, jumlahnya dan lain-lain.
C. PERTANYAAN PEMANTIK	
	<ul style="list-style-type: none"> • Pernahkah kalian pergi ke tempat wisata ? • Apa perasaan kalian setelah menikmati tempat wisata tersebut ? • Apakah kalian merasa terhibur setelah pergi ke tempat wisata tersebut ? • Tempat wisata mana saja yang pernah kalian datangi ?
D. PERSIAPAN PEMBELAJARAN	
	<ul style="list-style-type: none"> • Guru menyusun LKPD (Lembar Kerja Peserta Didik) /UKBM • Guru menyusun instrument assesmen yang digunakan • Guru melakukan tes diagnostik
E. KEGIATAN PEMBELAJARAN	
PERTEMUAN KE-1	

<p>Pendahuluan (5 Menit)</p>	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisikesehatan 5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
<p>2. Menganalisis fungsi social, struktut teks dan unsur kebahasaan dari sebuah teks</p>	



<p>Inti (35Menit)</p>	<p><i>Orientasi peserta didik pada masalah</i></p> <p>Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi</p> <p><i>Mengorganisasi peserta didik</i></p> <ol style="list-style-type: none"> 1. Peserta didik diminta menjelaskan definisi, tujuan, strukturteks, ciri-ciri unsur kebahasaan dari sebuah teks descriptive. 2. Peserta didik diminta menganalisis fungsi sosial,struktur teks,dan unsur kebahasaan teks descriptive. <p><i>Membimbing Penyelidikan Individu</i></p> <ol style="list-style-type: none"> 1. Peserta didik diberikan LKPD 2. Peserta didik mencari dan mengumpulkan informasi tentang fungsisosial,struktur teks, dan unsur kebahasaan terkait teks descriptive 3. Peserta didik menemukan informasi rinci terkait teks descriptive <p><i>Menganalisis dan mengevaluasi proses pemecahan maslah</i></p> <p>Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentangmateri yangdipelajari.</p>
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Penutup (5Menit)	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview / merefleksikan pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdoa'a bersama.
PERTEMUAN KE-2	
Pendahuluan (5 Menit)	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdoa'a sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan



	<ol style="list-style-type: none"> 5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Inti (35 Menit)	<p><i>Orientasi peserta didik pada masalah</i></p> <p>Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang sudah dipelajari pada pertemuan sebelumnya.</p> <p><i>Mengorganisasi peserta didik</i></p> <ol style="list-style-type: none"> 1. Peserta didik diminta menjelaskan bagaimana membuat teks deskriptif dan tahapan-tahapannya. <p><i>Membimbing Penyelidikan Individu</i></p> <ol style="list-style-type: none"> 1. Peserta didik diberikan LKPD 2. Peserta didik membuat teks deskriptif sederhana <i>dengan menggunakan kalimat sendiri secara mandiri.</i> 3. Peserta didik mempresentasikan hasil harya berupa teks deskriptif sederhana yang sudah dibuat <i>secara mandiri.</i> <p><i>Menganalisis dan mengevaluasi proses pemecahan masalah</i></p> <p>Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil teks Deskriptif yang sudah dibuat dan menyamakan persepsi tentang materi yang sudah dipelajari.</p>
Penutup (5 Menit)	<ol style="list-style-type: none"> 1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama.
F. ASESMEN	

Asesmen non kognitif	<ul style="list-style-type: none"> • Bagaimana perasaan kalian setelah membaca cerita ? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang akan kalian lakukan setelah membaca cerita? • Apa yang kamu inginkan dalam pembelajaran hari ini?
Asesmen	1. Click the video link below and watch it.

kognitif	https://www.youtube.com/watch?v=Tf8TJk 2. What does the video tell us about? 3. Who are the main characters in the video 4. What is your feeling after watching this video? 5. What is the moral value of this video ?
Asesmen Formatif	<ul style="list-style-type: none"> • Kuis • Unjuk kerja • Penilaian harian
Asesmen Sumatif	Penilaian Akhir Semester

G. PENGAYAAN DAN REMEDIAL

- Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
- Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik (Materi pengayaan dan remedial terlampir)

H. REFLEKSI PESERTA DIDIK DAN GURU

- Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?
- Apakah semua peserta didik nyaman belajar dalam kelompoknya?
- Pada bagian mana dari materi ini peserta didik mudah memahaminya?
- Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
Terlampir	
B. BAHAN BACAAN GURU DAN PESERTA DIDIK	
<ul style="list-style-type: none"> • Lembar Kerja Peserta Didik • Pathway to English for SMA / MA Grade X • https://www.english-academy.id/blog/descriptive-text-adalah 	
C. GLOSARIUM	
Descriptive text	Descriptive text adalah suatu teks yang menjelaskan atau mendeskripsikan orang, hewan atau benda. Penjelasan atau deskripsi ini meliputi bentuk, sifat, jumlah, dan lain-lain.
D. DAFTAR PUSTAKA	
<ul style="list-style-type: none"> • Aesop (1912). <i>Aesop`s Fables</i>. (V.S.Vernon Jones, Trans.). New York :Avenel Books. ProjectGuerberg.2004 • Sudarwati,Th.M.& Grace,E.(2006). <i>Look ahead 1</i> (6th ed.).Jakarta : Erlangga. 	

Mengetahui,
Kepala Sekolah

Markhaban, S.Pd., M.Pd. I

Buleleng, 30 Maret 2023
Guru Pamong

Enik Sri Wahyuni, S.Pd

APPENDIX III

Read the following text to answer question and choose the correct answer by crossing (X) a, b, c, d or e!

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

1. What makes Bale Kambang famous?
 - a. Small rocky islands
 - b. Long beautiful beach
 - c. Huge waves of ocean
 - d. Overseas cruisers
 - e. three small rocky islands
2. What is the main idea of the second paragraph?
 - a. There are three rocky islands in Bale Kambang
 - b. Huge waves frighten many overseas cruisers
 - c. Names of rocky islands are taken from "wayang" figures
 - d. The rocky islands are in the middle of the sea
 - e. Small village of Bale Kambang

Read the following text to answer question and choose the correct answer by crossing (X) a, b, c, d or e!

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

3. What is the monolog about?
 - a. Gallery complex.
 - b. Buddhist mythology.
 - c. Cambodia.
 - d. Khmer Empire.
 - e. Angkor Wat.
4. In the twelfth century which Empire was strong enough to build the biggest temple of the world?
 - a. Old Empire.

- b. Yosadapura Empire.
- c. Meru Empire.
- d. The King Empire.
- e. Khmer Empire

Read the following text to answer question and choose the correct answer by crossing (X) a, b, c, d or e!

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. This mosque is beautiful. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

5. From the text we know that
 - a. Some construction of the mosque takes the local style
 - b. Banjar people burned down the mosque
 - c. There is nothing special from this mosque
 - d. The Dutch colonial built the mosque
 - e. Banjar's past architecture before Islam came
6. What is mainly discussed in the text?
 - a. A king reign
 - b. A palace complex
 - c. An Islamic location
 - d. A historical mosque
 - e. A temple
7. What is the opposite of beautiful?
 - a. Ugly
 - b. Pretty
 - c. Bad
 - d. Gorgeous
 - e. Handsome
8. The opposite of oldest is....
 - a. First
 - b. Senior
 - c. Antique
 - d. Youngest
 - e. All correct

Read the following text to answer question and choose the correct answer by crossing (X) a, b, c, d or e!

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd.

This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

9. What does the above text tell about?
- The history of Kediri
 - The famous products of Kediri
 - The description of Kediri
 - The people
 - The islands

Read the following text to answer question and choose the correct answer by crossing (X) a, b, c, d or e!

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

10. From the paragraph the writer describes about?
- The location of Orchard Road
 - The things that we can see at orchard road
 - The direction to get to Orchard Road
 - The history of Orchard Road
 - The distance of Orchard Road

11. My sister is having a birthday, and she received a gift from our mother. Our mother bought her a cute pet. It has brown colour and soft fur. She loves it very much and grateful to our mother for giving her the gift. She takes care of the pet with great affection.

“she takes care of the pet” the word she has meaning...

- a. Mother
- b. Me
- c. My sister
- d. She
- e. Pet

12. What is the synonym of careful....

- a. Aware
- b. Careless
- c. Reckless
- d. Hasty
- e. Unmindfull

13. What is the synonym of colour?

- a. Calor
- b. Color
- c. Caler
- d. Colorfull
- e. Calauer

Read the following text to answer question and choose the correct answer by crossing (X) a, b, c, d or e!

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

14. What the visitors will see in the night?

- a. a common glow worm
- b. the unique feature of the glow worms
- c. a great dark cave
- d. the unique rocks
- e. the fantastic bridge

15. Where is the natural bridge national park located?

- a. 110 kilometers from South of Brisbane

- b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
 - e. 110 kilometers from Nerang
16. The word 'luscious' in the text means.....
- a. Succulent
 - b. Dense
 - c. Dull
 - d. Dry
 - e. Arid
17. The text above is in form of.....
- a. hortatory exposition
 - b. Narrative
 - c. Description
 - d. Report
 - e. explanation

Read the following text to answer question and choose the correct answer by crossing (X) a, b, c, d or e!

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional

sailboats and yachts. In Losari there are also a few hotels. Some of them qualified as a three stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

18. What is the main idea of the text?
- Losari beach is a awful place.
 - Losari beach is a good place to visit.
 - No body visit Losari beach.
 - Many visitor on Pantai Gapura Hotel.
 - No one stay at Losari Beach Inn.
19. How many hotels does the writer mention?
- Six hotels.
 - Five hotels.
 - Four hotels.
 - Three hotels.
 - Two hotels.
20. Where is Losari beach located?
- Somewhere at Makassar City.
 - Locate at Jalan Penghibur.
 - Near Makassar City.
 - Far away from Losari Beach Inn.
 - Located only about 3 km from the center of Makassar (Karebosi Park).

ANSWER KEY

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

APPENDIX IV (STUDENTS WORKSHEETS)

Name : Ariko Sabrina
Class : XD

55

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

My Orange cat

Kitty is the name of my cat. She is orange cat. She has long fur and her small nose is pink. She love it if I rub her back. She will purr when I do that. But if I touch her tail she will angry and bite me. She likes to sleep with me in my bedroom.

NAME : Arogi Nur Aini
CLASS : XD

60

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

My cute rabbit

I have a rabbit. She has white fur and I call her Carla. She is 2 y.o. My mother give me when I was 1 y.o. She is so healthy. Her ~~ears~~ ears are long and pink inside. She likes to stay in her cage.

Name : Firda Aulis
Class : XD

65

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

Kuta beach

Kuta beach is very beautiful beach. It is located in Bading regency. In Kuta beach there are variety of facilities including restaurant, bar, and . In there you can see a lot of tourist. This is a beach is very crowded every day. The activity in it is great only in the day but also in the night. The night life in Kuta beach is 22-00.

Name : Zohya Rahman
Class : 10D

65

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

Pura Uluwatu Bali

Uluwatu Pura Uluwatu Bali. Pura Uluwatu is located in the town near Bading, Bali. It is an iconic sacred building. So it is not surprising almost many tourist visit this place. Tourist also required to wear pelang cloth while in inside. In Pura Uluwatu you can see sunset and Tari Kecak performance.

APPENDIX V



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Nomor : B-7592/In.20/3.a/PP.009/06/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN BULELENG

Jl. Raya Seririt - Gilimanuk KM. 15 Desa Patas Kec. Gerokgak Kab. Buleleng Bali.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 205101060001
 Nama : RABIATUL ADAWIYAH ASY SYAAFIYAH
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Students difficulties in Reading Descriptive Texts at Tenth Grade of Madrasah Aliyah Negeri Buleleng" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Markhaban, S.Pd., M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Juni 2024

Dekan,

Khotibul Umam Dekan Bidang Akademik,



KHOTIBUL UMAM

APPENDIX VI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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NPSN : 60105474 NSS: 13115108001 Terakreditasi : A

SURAT KETERANGAN

Nomor: B-2586/Ma.13.26.02/TL.00/12/2023

Menindaklanjuti surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember (UIN KHAS JEMBER) Nomor: B4919/In.20/3.a/PP.009/12/2023 tanggal 27 Maret 2023 perihal Permohonan Izin Penelitian atas nama:

N a m a : **Rabi'atul Adawiyah Asy Syaafiyah**
NIM : 205101060001
Perguruan Tinggi : UIN Kiai Haji Achmad Siddiq Jember
Jurusan : S1 Tadris Bahasa Inggris

Mahasiswa tersebut diizinkan melaksanakan Penelitian dengan judul Skripsi " THE STUDENTS DIFFICULTIES IN READING DESCRIPTIVE TEXTS AT TENTH GRADE OF MADRASAH ALIYAH NEGERI BULELENG" yang akan dilaksanakan pada tanggal 03 Maret s.d 04 Mei 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Buleleng, 27 Maret 2023
Kepala



Markhaban, S.Pd., M.Pd.I.



Dokumen ini telah ditanda tangani secara elektronik.

Token : 2DWKcA

APPENDIX VII
BIBLIOGRAPHY OF RESEARCHER

RESEARCHER BIBLIOGRAPHY



Personal Information

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- **Gender** : Female
- **Place, Date of Birth** : Tarakan, 08th August 2001
- **Address** : Semboro-Jember
- **Religion** : Islam
- **Department/Majors Courses:** Language Education/English Department
- **E-mail Address** : asvafiarabiatul@gmail.com
- **Motto** : Doing all right unto others as Doing good to yourself

Education Backgorund:

- 2007 - 2013 : SDN Sidomekar 08
- 2013 – 2016 : SMPN 01 Semboro
- 2017 – 2020 : SMAN 02 Tanggul
- 2020 – 2024 : UIN KH ACHMAD SIDDIQ

Experience:

- Join PMR in SMAN 02 Tanggul
- Join Scouth in SMAN 02 Tanggul
- English Teacher in SDN Sidomekar 07