

**CONSTRAINTS IN READING DESCRIPTIVE TEXTS BY THE THIRD YEAR  
STUDENTS OF SMPN 6 BANDAR LAMPUNG**

**(A Script)**

**By :**

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BANDAR LAMPUNG  
2017**

## **ABSTRACT**

### **CONSTRAINTS IN READING DESCRIPTIVE TEXTS BY THE THIRD YEAR STUDENTS OF SMPN 6 BANDAR LAMPUNG**

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The objective of this research was to investigate the students' constraints which high and low level students faced in comprehension. This research was basically qualitative research which used a discourse analysis research that employed descriptive method. The subjects of this research were the students at the third year of SMPN 6 Bandar Lampung in the second semester of academic year 2016/2017. The research took one class as the subject and it was IX A which consisted of 35 students. Reading test was applied to collect the data, especially the test of descriptive test; and interview was applied to confirm the result of the reading test. The data collected were analyzed using descriptive analysis.

The finding evidently revealed that there were some serious problems the learners confronted in understanding the descriptive text. The problems, among other things, were lack of interest, lack of vocabulary mastery, lack of sentence length, and lack of comprehending five aspects in reading skill. Despitefully, as already observed from the result of the learners' reading test, it obviously proved that their score in the test was not significantly different. It thereby indicated that the ability between low and high level students did not significantly show any specific difference in understanding the descriptive text and their problems were similar.

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STUDENTS OF SMPN 6 BANDAR LAMPUNG**

**By :**

**Anisa Nurul Hilya**

**A Script**

**Submitted in a Partial Fulfillment of the Requirements for  
S-1 Degree**

**In**

**The Language and Arts Education Department of  
The Faculty of Teacher and Education**



**LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2017**

**Research Title : CONSTRAINTS IN READING DESCRIPTIVE TEXTS  
BY THE THIRD YEAR STUDENTS OF SMPN 6  
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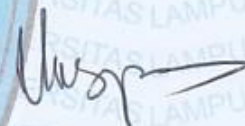
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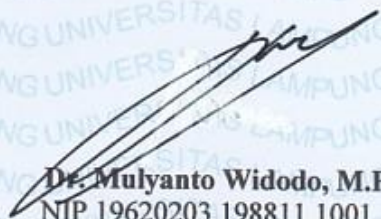
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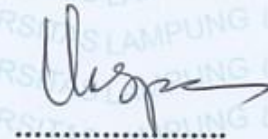
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## **CURICULUM VITAE**

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## **DEDICATION**

With love and appreciaton, this undergraduate thesis is proudly dedicated to :

**My beloved parents Bustomi P Hasan and Evi Ernida**

Whose love, support, pray of day and night, and putting me through best education possible. I wouldn't have been able to get to this stage without them.

**My sister and brother Lutfia Hana Afifa and Hakim Abdurrahman Halim**

**Students of Brotherhood' 13**

**My Almamater Lampung University**



## **MOTTO**

***“ My Success is only by Allah ”***

**- (Al-Hud :11:88) –**

## ACKNOWLEDGEMENTS

*Alhamdulillah*, praise is only rendered to Allah SWT, the almighty, for the mercy and strength so that the researcher can finish the script entitled: “An analysis of students’ constraints in reading descriptive text at the third year students of SMPN 6 Bandar Lampung”. The undergraduate thesis is written as a partial fulfillment of the requirements for S1 degree of English Education Study Program at Teacher Training and Education Faculty of Lampung University.

Here the writer would like to address her gratitude and respect to:

1. Prof. Dr. Cucu Sutarsyah, M.A. as the writer’s first advisor who has been willing to spend his time and energy to assist the writer. His support has contributed a great deal for the completion of my script.
2. Mahpul, M.A., Ph.D., as the writer’s second advisor for correcting and suggesting.
3. Dr. Ari Nurweni, M.A. as the examiner who has given advice and guidance and critics to the research report.
4. All English Department’ 13 generations Thank for all moments that we shared.
5. The writer’s special appreciation is extended to her best friends Desta Tririzki Liasari, S.Pd., Hatika Nesia, S.Pd., Anggi Ananda Putri, Rima Karunia Sari,

S.Pd., Citra Mustika Zulya, S.Pd., Muhammad Fajri Abdillah, S.Pd., and Rikko Karendra, S.Pd., who always bring her down but never left..

6. The most important, her special gratitude is due to her beloved parents, Mr. Bustomi P Hasan and Mrs. Evi Ernida; they are the reasons why she keeps struggling when she wants to give up. Thank for always encouraging her and motivating her to finish this script, Thank for everything.
7. She also wants to extend her appreciations to her beloved Grandfather and Grandmother : Herni Ms (Alm) and Aida Wati.
8. Muhammad Anggian and Muhammad Ali D., as the writer's best partners thank for always encouraging her and motivating her to finish this script.

The writer realizes that this script is still far from perfection. There may be weaknesses and mistakes. Thus, the writer would be grateful to accept any comments and suggestions. The writer hopes that this research would give positive contribution to educational development or those who want to carry out further research.

Bandar Lampung, November 2017

The Writer

Anisa Nurul Hilya

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## **I. INTRODUCTION**

This chapter specifically presents the introduction of the research by covering background of the research, identification of the problem, limitation of the problem, formulation the problem, objective of the research, uses of the research, scope of the research, and definition of terms. Each of those points will be clearly described in a particular unit in this chapter.

### **1.1 Background of the Research**

Reading works as a means of communication between a writer and a reader. According to Grabe and Stoller (2002), reading is the ability to draw meaning from printed page and interpret the information appropriately. Cameron (2001) states that reading is actually about understanding, it is not only about understanding the word or code but also understanding the message that is conveyed of the text. In addition, Eskey (2002) states that reading is a complex process, because it involves both conscious and subconscious by the reader. It means that comprehending and interpreting the information of the text are

important the reader does not only know the words but also understand the message of the text.

Furthermore, reading is an active process of identifying important ideas, comparing, evaluating, and applying them (McWhorter, 1994). Therefore, in reading paragraph we have to try to comprehend the main ideas of the reading text. Without comprehending the paragraph, it will be very difficult to understand what we have read or what the writer means in reading material. In the classroom context, reading is one of the important aspects in learning English.

Reading is not as easy as what people think because it is not only requires to read a series of sentences, but also it needs the reader to understand the content of the reading text and its purpose. In addition, reading is also very important in the curriculum of high school. In Kurikulum Tingkat Satuan Pendidikan (KTSP) for Junior High School states that there are several kinds of reading texts that should be learnt and taught. One of the reading texts at the second grade of junior high school is descriptive text. In reading aspect, the goal of Standard of Competency and Basic Junior High School should be able to comprehend the descriptive text in spoken or written form. It can be understood that the second grade students of Junior High School should master reading skill appropriately. But in fact, learning reading is not easy for Indonesian students.

According to Progress in International Reading Literacy Study (2016), Indonesia is one of 12 countries with significantly low scores belong international standard.

Mostly, students are still confused in reading a text, so they cannot fully understand the content of what they have read. This problem probably appears because they lack in mastering vocabulary and also poor reading proficiency is a problem for many students due to many reasons. Hellekjaer (2009) reveals that the main problems encountered by students were unfamiliar vocabulary and slow reading. Reading and vocabulary in Fengning (2002) are strongly connected. As the person improves his skills in one, he improves his skills in the other. An individual with the richest and most vocabulary, however, can read more complicated and varied sources of information easily.

Based on researcher's experience when she took part in the Field Practice Program at SMP PGRI Seputih Raman, the researcher found the students still got difficulties in reading skill, such as difficulties understanding the content of the paragraph, difficulties understanding the idea, and the English teacher in that school said the students also had difficulties in determining main idea. Realizing to the phenomenon, the researcher has been interested to conduct further research related to the students' constraints in reading descriptive text. To find out the students' problems in reading descriptive text, the researcher gave a reading test to the students in class IX regarding the students' constraints in descriptive text. The text consisted of 30 questions and should be finished in 60 minutes. The students' constraints came from many factors. One of the students' constraints was that they still had problems to understand the reading text. It was shown when they answered the questions of the reading text, like finding the main idea of the text, identifying the specific information of the text, determining word reference,



making inference, understanding the purpose of the reading, knowing the tense mostly used and also the generic structure of reading text. Some of them got score under the minimum standard score (KKM). That was why the researcher was interested to investigate students' constraints in reading descriptive text.

Based on the explained above, the researcher was interested in carrying out a research on "Students' Constraints in Reading Descriptive Text"

## **1.2. Identification of the Problems**

In relation to the background of the problems above, some problems thereby arise as can be seen below :

- a. The students got difficulties in comprehending the English texts.  
For example, they had difficulties in getting information from the text, finding the main idea and the details, making reference words, answering questions based on the text, and making inference from the text.
- b. Besides, they tended to be lazy to read various kinds of English text because they did not have enough English proficiency. They accordingly could not comprehend the text then finally to answer the exercises following the text.
- c. At last, they had lack of motivation for reading the text.

### **1.3 Limitation of the Problem**

Having looked at the identification of the problems, this research thereby focused only on some students' problems to be further investigated. Specifically, the problems were they got difficulties in (1) getting information from the text, (2) finding the main idea and the details, (3) making inference from the text, and (4) answering the questions based on the text.

### **1.4 Formulation of the Research**

In line with the limitation of the problems, a research question arose and be formulated as follows:

What constraints did high and low level students face in reading comprehension?

### **1.5 Objectives of the Research**

In relation to the research problem above, the objective of the research was to find out the constraints which high and low level students faced in reading comprehension.

## **1.6 Uses of The Research**

The findings of the research are expected to be beneficial not only theoretically but also practically:

- a. Theoretically, as a verification of the previous theories in reading descriptive text.
- b. Practically, as the information for the readers and English teachers about the constraints that the students face in reading comprehension based on their proficiency level.

## **1.7 Scope of the Research**

This study was conducted at the third grade of SMP N 6 Bandar Lampung. The researcher investigated the students' constraints in reading descriptive text and how proficiency level differs the students' ability in comprehending text. The researcher focused on the descriptive text with the comprehension questions related to the texts used.

## **1.8 Definition of Terms**

To avoid misunderstanding, definitions of related terms employed in this study are clearly clarified as follows:

### **1. Reading Comprehension**

Reading comprehension is an active process and the reader must interact and be engaged with the text in order to work well. It is also a strategic process which can be taught to the students. According to Caldwell (2008), reading

comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text.

## **2. Constraints of Reading Comprehension**

Constraints of reading comprehension are various factors of reading comprehension that cause failure to understanding of reading comprehension.

## **3. Reading Proficiency**

Shehadeh (2002) states that reading proficiency is closely related to scholastic success. In which when students do not comprehend in reading, they will usually do one of three things to pass their eyes over the page while thinking of other things.

## **II. LITERATURE REVIEW**

This chapter deals specifically with two major points, that is, review of the previous researches and review of related literature. Those points are widely elaborated in this chapter respectively.

### **2.1 Review of Previous Studies**

There are actually plenty of problems or constraints that the students face when they are reading any kind of English texts. Therefore, many studies have been conducted to analyze students' constraints or difficulties in reading many kinds of English texts.

Zahari *et al.* (2013) conducted a study about students' difficulties in reading recount text at SMKN 3 Bengkulu. The aim of the study was to investigate the difficulties faced by the second semester students of senior high school in reading recount text. The design



employed was descriptive method. The subjects were 65 students of both TKJ class (33 students) and Broadcasting class (32 students) at SMK N 3 Kota Bengkulu. The instrument applied was reading test comprising 50 items divided into five test types: finding main and specific ideas, comprehending whole texts, making conclusion, vocabulary and grammar tests.

The findings revealed that the difficulties that the students confronted in reading recount text were resulted by some difficulties in terms of (1) finding general and specific ideas that was caused by the limitation of comprehending recount text and having poor vocabularies, (2) comprehending whole text as they did not have sufficient background knowledge as well as they could not activate their background knowledge well, (3) drawing an inference for they had short-term memory about what they read, (4) predicting the meaning of words in recount text as well as they did not have good reading strategies in guessing unfamiliar words, and (5) applying English grammatical rule to discriminate or choose the best answer.

Besides, Zahari *et al.* (2013), Putra (2010) also conducted a research about students' difficulties in understanding descriptive text at SMPN1 Kapur IX Karangrayung. The objectives were (1) to investigate the students' difficulties in answering the exam of reading descriptive text . The design used was descriptive technique. The participants were all the second year students of SMPN 1 Kecamatan Kapur IX.

The results showed that the students' reading comprehension in terms of (1) identifying topic of English texts is fair (C), identifying main idea of English texts is fair (C), identifying word reference of descriptive texts is good (B), identifying synonym and antonym of descriptive texts is poor (D), identifying location information of descriptive texts is good (B), and identifying inference of descriptive texts is poor (C). In general, the ability of the second year students of SMPN 1 Kapur IX in reading English texts, averagely was fair.

Furthermore, related to the analysis of students' difficulties in finding out the main idea in reading texts, Fitri (2013) conducted a research regarding to this topic using several kinds of reading texts, namely descriptive text, narrative text, and anecdote text. The findings revealed that the students' difficulties in finding main idea were affected by some types of texts (1) the test using descriptive text were only 6 participant who scored 80 and 14 80. (2) for the test which used narrative text, there were 8 participants who scored 80 and 12 80. (3) for anecdote text, there were 13 participants who scored 80 and 7 80. The percentage of the participants who passed the test was 65 % . The researcher found that whatever the kinds of text, as long as its content was unfamiliar to the participants, they would find difficulties in finding out the main idea in the reading texts and vice versa.

## **2.2 Review of Related Literature**

For the specific explanation about the students' constraints in reading, the researcher explains some related literature as follows:

### **2.2.1 Concept of Reading**

Reading is a process of looking at a series of written symbols and getting meaning from them. When people read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use brain to convert them into words, sentences and paragraphs that communicate something to them. Reading plays an important role in developing knowledge. Through reading, students can absorb all the information, experience and ideas provided in books. Eskey (2002) defines that reading is the process of acquiring information from a written or printed text.

Afflerbach (2007) as cited in Dewi (2013) says that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. Reading is also an active process of predicting what is likely to come next. When someone is reading, her brain processes the visual information from his/her eyes. It uses our critical thinking to make an image in (the) brain based on the text.

Moreover, in teaching reading the teacher should provides a reading technique to the students to anticipate different type of reading texts. Therefore, reading technique should be matched to the reading purpose to read efficiently and effectively. Suparman (2005) states that there are two major reasons for reading (1) reading for pleasure, (2) reading for

information (in order to find out something or in order to do something with the information that the readers get).

Based on the explanation above, it can be stated that reading is one of important skills that the students should master in their language learning. Reading is important because by reading the students may be able to absorb the informations, experiences, and ideas provided in books.

### **2.2.2 Aspects of Reading**

In teaching reading, there are several aspects that should be measured in order to know whether the students can achieve the goal of reading or not. According to Brown (in Agustina, 2012), there are four aspects needed in reading comprehension when we want to assess students' reading ability. These four aspects mainly deal with main idea, specific information, vocabulary and the ability to infer implicit meaning in the context of text. In the same way, Suparman (2012) also states that there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply. They are main idea, supporting detail, inference, reference, and vocabulary. Those aspects are explained as follows:

#### **1. Identifying Main idea**

Mc. Whother (1986) states that main idea is also known as the topic sentence. She adds that the topic sentence tells what the paragraph is mainly talking about. The main idea is not

explicitly stated in a certain sentence. Instead, it is left to readers to infer, or reason out. In the other words, the main idea is the most important idea that the author develops through out the paragraph.

## **2. Getting Specific Information**

Mc. Whother (1986) states that supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation.

## **3. References**

According to Latullipe in Marsiyah (2009), reference is a word or phrase which is used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that such words are used as signals to the reader to find the meaning elsewhere in the text.

## **4. Inference**

In relation to the inferences, Katheleen (1986) states that inference is an educational guess or prediction about something unknown based on the available facts and informations. It is a logical connection that the reader draws between what he/she knows and what he/she doesn't know.



## **5. Vocabulary**

According to Barnhart (2008), vocabulary is stock of words used by people. Concerning this statement, vocabulary is indeed fundamental for everyone who wants to speak or to product utterances for reading.

### **2.2.3 Reading Proficiency**

Shehadeh (2002) states that reading proficiency is closely related to scholastic success. The author said that when the students do not comprehend in reading, they will usually do one of three things continue to pass their eyes over the page while thinking of other things, give up or find something else to do, or search for ways to understand the text.

### **2.3 Concept of Text**

Concepts are the fundamental building blocks of our thoughts and beliefs. They play an important role in all aspects of cognition. The concepts arise as abstractions or generalisations from experience; from the result of a transformation of existing ideas; or from innate properties. In composing a written text, there will be many concepts that can be used depending upon the writer's purpose. Accordingly, various kinds of text emerge to help people express and communicate their ideas and intention to intended readers.

In schools, students, particularly learning English as a target language, are commonly required to learn reading some types of text. According to the school based curriculum or KTSP for junior high school, there are five types of text that should be taught to the students, i.e. descriptive text, recount text, procedure text, narrative text, and report text. In this case, the writer would like to tell about descriptive text.

*Descriptive text* is a kind of text intending to describe something, someone, or place in detail. Descriptive text basically has two main elements, they are identification and description. the structure of a text is called the generic structure. Descriptive text can be used for describing white house, animals, fruits, etc (Mukarto, 2007). From the Mukarto's statement, it can be inferred that descriptive text is a text to describe something, someone, or place; and it has two main elements, i.e. identification and description that are called the generic structure.

In principle, the purpose of descriptive text is to entertain readers. By seriously using the elements of this typical text, someone certainly can communicate his purpose to the readers well through the text. *Identification* element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the descriptive writing. While *Description* component intends to describe the specific participant in the

text by providing descriptive details or information of the specific participant such as its characteristics, appearances, personality, habits or qualities.

The most prominent characteristics of descriptive text are (1) focusing on description of a certain object, such as person, place, animal, plant and other; and (2) using simple present tense. Besides, the title of the text tend to be in the form of noun phrase. A title of a descriptive text describing, for example, a phone will not be just written as *mobile phones*, but the title will be written more specifically, e.g. *Samsung galaxy E5 SM-E500F*. As the descriptive text functions to describe a particular participant in specific ways, so the readers will know its shape through what is described in the text. Most basically, the description of a certain object in the text is written from general to more specific.

An example of descriptive text :

***Michael Douglas***

*Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair. His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the United States Of America.*

## **2.4 Concept of Difficulties**

Difficulty is the basic stage of error. It occurs because the students are confused or do not understand about the material which the teacher explains. As a result, they produce error later. In other words, it is the main factor which makes the students produce the error.

Richard (1974 ) states that the source of errors or difficulty can be divided in two kinds. They are interlingual difficulty and intralingual difficulty. Those are presented as follows:

### **1. Interlingual Difficulty**

This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly from the knowledge of differences between first language and second language.

### **2. Intralingual Difficulty**

This type of difficulty is these which reflect the grammar characteristic of rules of learning. Based on the explanation above, it can be concluded that difficulty is something complicated. It can be seen from the students' mistake or error during the learning process. Difficulty is the basic form of error and mistakes which are made by the students in teaching and learning process.

### **2.4.1 Constraints of Reading Comprehension**

Discussing the factors that could affect the constraint of comprehension is important in relation to identifying students' reading problems. By discussing this, we can see the position of the present study and serves as a map of comprehension process. It can also explain the students' reading problems.

The discussion of the factors is derived from ideas presented by Harris and Smith (1986: 227-231) quoted in Sutarsyah (2013: 35-38). They stated seven major factors that can affect a reader in comprehending a text. The factors are divided into two categories. The first is five factors which are internal to the students, they are background experience, language abilities, thinking ability, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purpose. The second are two external factors, the nature of the text to be read and the physical factor (Duff, 2005).

Background experience, which is also known as background knowledge, plays a very important role to understand a text. If the reader does not know or never experience about the topic, he/she will have a serious problem to understand the text and will not be able to follow the story nor predict the end of the story. Based on the nature of background knowledge, it is clear that not all readers can comprehend a story in exactly the same way because each of them has different background experience.

The second factor is the ability to analyze the language as means to convey ideas of writer. The most obvious language requirement is one of semantic or word meaning. He/she should also know the rule of how the language operates and should be able to distinguish one from another. Simply saying, he/she is required to have a mastery of syntax, which link deep and surface structure.

The third factor is the ability of the reader to think. Having background experience and linguistic knowledge is not enough. The reader should be equipped with the ability to think or reasoning. The reader has to be able to engage in various types of reasoning so that he is able to deal with events and concepts in the story. The fourth factor that can also cause the constraint of comprehension is related to the reader's ability to understand his own emotion. The affective factors do the same thing for the other, such as motivation, attitudes, beliefs, and feeling. Interest, attitude, and beliefs are usually closely linked. A reader can understand a material better when it matches his or her own attitude on a topic.

The next factor is the purposes of reading. A reader will also have a problem when he does not have particular purpose in mind. This purpose should come from his/her own intention and not from somebody else's purpose. The sixth factor which is external to the reader is clarity of the text. The text should be in accordance with the reader's proficiency level, that is, the text is not too difficult or too complicated to read. The appropriateness of the overall structure created by the writer and his ability to reveal that structure to the reader can facilitate or impede comprehension.

The last factor is about physical condition, that is the place or situation where reading takes place. This includes proper lighting and room temperature, legible reading matter, and well-rested reader. This factor really affects students' performance in comprehending a text and the process of reading.

All of the factors explained above have their own relationship. If one of them does not avail, the process of comprehending a text will not run well. Thus reading learner or teacher should pay attention to these factors and find possible way and compensate if one of them is not found.

## **2.5 Factors That Influence Reading Comprehension**

Mc Whother (1989) classifies the factors that influence comprehension into three general categories: text characteristic, reader characteristic, and reader's purpose. Text characteristics are the features of the printed material that influence how easy or difficult it is to read. The skills and traits of the person that determine or affect rate and comprehension are called reader characteristics. Reader's purpose refers to the reason why the material is read and the level of comprehension needed.

### **1. Text Characteristics**

The way of the writers write, the words they use, how they put words together, and how clearly they can express the ideas, all contribute to how it is to read a passage.

**Sentence length :** A passage with very long sentences can make reading more difficult and will force a reader to read more slowly, notice how the length of sentence seems to rise this problem:

*Caught in global recession and inflation, forced by Washington to revalue their currency in a direction injurious to their prosperity, and once again conscious of their vulnerability to foreign economic decisions, the Japanese also saw domestic capital flow out to lucrative investment opportunities elsewhere (Jones, 1985:99)*

**Vocabulary :** A passage with difficult or unfamiliar vocabulary can have the same effect-understanding becomes difficult or impossible. Try the following passage:

*The liberal-cynical criminologist is skeptical about the perfect of crime control efforts, and locates criminogenic forces in the basic structure and institution of society, but he still retains a belief in the continued viability of American society in its present form (Barlow, 1984:26)*

**Ideas and Concepts :** In addition, these mechanical features of language, ideas, and concepts also affect the difficulty. Even if it is written in fairly simple language, an article may discuss complicated or follow a sophisticated line of reasoning. The following sample shows that although the language used is clear and direct, a difficult concept is discussed.

*The whole universe may have an overall curvature. If it is negatively curved, it is open-ended and extends without limit; if it is positively curved, it closes in on itself. The surface of the earth, for example, forms a closed curvature; so that if you travel along a geodesic, you come back to your starting point. Similarly, if the universe were positively curved, it would be closed; so*



*that if could look infinitely into space through an ideal telescope, you would see the back of your own head! This is assuming that you waited a long enough time or that light traveled infinitely fast ( Hewitt, 1985:587)*

## **2. Reader's Characteristics**

A second set of factors that influence how fast the readers are able to read and how well they can comprehend is related to the readers themselves. Here is only a partial list of the many things about readers that affect reading comprehension.

**Physical State :** How the readers feel physically affects both rate and comprehension. If they are extremely tired, or just recovering from the flu, they will not be able to perform at their peak level. Concentration may become a problems, or they may not able to force themselves to stay awake. If readers are hungry, or if the room is extremely hot or cold, their reading performance may ablsob be affected.

**State of Mind :** Just as the physical state can affect the reading comprehension, so mental or emotional sate. If the readers are depressed or worried, they may not be able to concentrate easily, if they are exited or anxious about something, their mental state may not be conducive for an effective reading.

**Interest in the Material :** Readers' interest in what they are reading influences how fast and with what degree of comprehension they read. If they are reading

about a topic that interests them, they are likely to read faster and with more understanding rather than when they are reading about a subject in which they do not any interest in it.

**Background Knowledge :** The amount of knowledge that the readers have about a topic practically determines how well they will be able to read about it. Suppose they are assigned to read a passage taken from the middle of an introductory botany textbook. If they have completed a course in botany, the passage will probably be understandable and easy enough to read. On the other hand, if they have never studied botany, the passage will be extremely difficult and confusing; it will be necessary to read very slowly, and they might have to stop to look up any unfamiliar terms and concepts.

### 3. Reader's Purpose

Reader's purpose in reading is an important factor related to the comprehension. If they are reading a magazine article for enjoyment, their purpose is different from when they are reading a textbook chapter to prepare for an exam. If the readers are paging through the newspaper, their purpose differs from the purpose when they are reading a poem for English literature class. There are four basic types of reading, ranging from an extremely slow analysis to an extremely rapid overview of the material. Each type is related to a specific kind of material and has a define purpose. These types are summarized in Table 1.2

**Table 1.2****Types of Reading**

Method of Reading	Purpose in Reading	Types of Material
Analytical	Detailed comprehension Analysis, evaluation, critique	Poetry, argumentative Writing
Study reading	High comprehension and High recall	Textbooks, library Research
Casual reading	Moderate comprehension of Main ideas, entertainment. Enjoyment, general	Novels, newspapers, Magazine
Accelerated reading	Information Overview of material, rapid Location of a specific fact	Reference material Magazine, Novels

(Mc Whother, 1989)

The writer used the aspects of text characteristics and the reader's characteristics as the basis in determining the students' problems in reading descriptive text. The reader's purpose was not included in this research since the purpose has been set up, that is to find the students' constraints in reading.

### **III. RESEARCH METHOD**

In this chapter, the researcher discussed about the setting of the research, research design, research participants, data collecting techniques, research procedure, and how to analyze the data.

#### **3.1. Setting of the Research**

There were two settings in this research, place and time. The researcher chose SMPN 6 Bandar Lampung as the place for conducting this research. It was conducted on Thursday, 06 April 2017. The researcher chose the students in class IX as the participants because they had good enough quality in study than the other classes.

### **3.2. Research Design**

This research was a non-experimental research. In this research, the researcher used qualitative research. The researcher tried to find out the problem and ability of students in reading descriptive text. The data were collected by giving reading test and interview.

### **3.3. Research Participants**

The participants of this research were the students Class IX A in SMPN 6 Bandar Lampung. The researcher used purposive sampling in determining the participants of this research. In purposive sampling, the researcher chose the subject based on the identification of the problem and justification (Setiyadi, 2006). The researcher chose the students in class IX as the participants because they have quite good quality in study than the other class in SMPN 6 Bandar Lampung. The researcher used class IX that consists of 35 students as the participant. The researcher took 20 students as the participant and divided them into 2 groups, group A for high and group B for low.

### **3.4. Data Collecting Techniques**

To collect the data, the researcher used the following data collecting instruments:

1. Reading Test

In order to collect the data about the students' constraints in reading descriptive text, a reading test was provided. The reading test was used to see the students'

constraint. The researcher gave a reading test for the students of class IX regarding to the students' constraints in descriptive text. The test consist of 30 questions and should be done in 60 minutes. The reading test was given in one meeting.

## 2. Interview

In this research, the researcher used interview to gather the information from the subject to find the problem. The researcher used structured interview, it meant that the researcher provided some questions as a guideline for the interview. The interview was used to find out the students' constraints and the students' ability in reading descriptive text. The researcher asked the students' opinion about their ability in doing the test given.

The form of the interview was open-ended interview. It means that the respondent can answer the interview freely because the researcher did not provide the option to chose. Open-ended interview ensures the respondents to used their own words in giving any comments and statements. The researcher wrote the answers from the respondent during the interview session. In this research, the respondents were the students.

### **3.5. Research Procedures**

The researcher checked the students' reading ability by giving a reading test and interview. The reading test was considered as a device to see the score obtained by the students in understanding the reading text. The reading tests were used in order to see the influence of the text characteristic toward the students' constraints in reading descriptive text. The data was taken from the english teacher based on the average score of their learning results through the lastest semester. In the class, the researcher divided the class into two groups based on their scores. The students who got high score above the standard score were included in grup A while the students who got low score under the standard score were included in grup B. Then, the interview was used to get the data precisely from each of the student related to their constraints. The result of interview was analyzed in order to find the students' constraints in reading descriptive text.

There were several procedures to make the research well which were presented as follows:

1. Determining the research problem. The research question formulation aimed to explore the students' constraints in comprehending or understanding reading text.
2. Determining the subject of the research. In conducting the research, the researcher needed to determine the population and sample of the research or subject of the

research. Therefore, in this research the subject was the students in class IX A which consisted of 35 students of the third grade of SMPN 6 Bandar Lampung.

3. Administrating the reading test. Accordingly, the reading test was the first instrument in this research. The items of the research were taken from school syllabus and the students' book so that the validity of the test could be maintained.
4. Administrating interview. The interview was the second instrument after the reading test. The interview was conducted in order to know the students' constraints in comprehending the reading test.
5. Recording. During the interview, the researcher helped out by the partner to record the interview.
6. Collecting data. Once all data being gathered, the researcher collected all data prior to conduct data analysis.
7. Data analysis. After all data had been collected, finally the researcher analyzed the data

### **3.6. Data Analysis**

After conducting the reading tests, the researcher analyzed the score of the reading test. The researcher then calculated the score of the reading test. It was used to find out the students' problem based on five aspects of reading. After giving the reading test, the researcher interviewed the students. The result of interview was analyzed in order to find the students' problems and the students' ability in understanding the reading texts. The result of



interview also interpreted the description of the students' perception toward reading test clearly.

In analyzing the data from the reading test and the interview, the researcher employed the qualitative research. According to Maleong (1991), there are three steps in analyzing and interpreting the data. Therefore, the researcher followed those steps in this research:

1. Make the abstraction of all data to be treated in one unit.

The researcher interpreted all the data available (from the reading test and the interview) by selecting them into an abstraction. In this step, the researcher selected the data in order to keep them relevant to the research question.

2. Unify the data

The researcher identified the data into unity. It meant that the researcher paid attention to term the students used, to distinct the activities in the reading test.

3. Interpreting the data substantive theory

The researcher drew a conclusion. Then as the final steps, the reseacher interpreted the data into substantive theory about the research of teaching reading.

### 3.7. Validity of The Data

To make sure that the data were valid, the researcher used triangulation. Triangulation was a way of collecting the data by comparing with some aspects. According to Setiyadi (2002), the use of triangulation is to enrich the data to get more accurate conclusion.

Futhermore, Setiyadi (2002) stated that there are five types of triangulation:

1. Time triangulation

The data was collected based on the time. It could be done on the same time for different group or on the different time for the same group.

2. Place triangulation

The same data was collected from different places. It could be done in different school.

3. Theoretical triangulation

The data was collected or analyzed based on different theory.

4. Methodological triangulation

The researcher used different methods or ways of data collecting to collect the same data.

5. Subject triangulation

The same data were compared with different subject.

In this research, the researcher used a type of triangulation, that is, subject triangulation. There were 2 subjects who participated in this research to get the data more valid. The data

from two subjects filled up each other. The researcher expected to get fuller understanding of the data obtained. In this research the subjects who participated enable the researcher to get more accurate data, so that the researcher was able to draw more accurate conclusion.

## **V. CONCLUSION AND SUGGESTION**

This chapter specifically presents conclusions of the research results and suggestions proposed for English teachers and future researchers who want to undertake some related studies.

### **5.1 Conclusions**

Based on the research at the third grade of SMPN 6 Bandar Lampung and analyzing the data, the researcher would like to give the conclusion as follows:

First, based on the result and discussion explained in Chapter IV it has been found that, there are five problems which the students face in understanding English text in Class IX A at SMAN 1 Bandar Lampung, that are: 1). lack of students' affection factors, 2). lack of vocabulary mastery, 3). lack of sentence length, 4). poor reading strategy, and 5). lack of understanding the five aspects in reading.

The researcher found that the ability between low and high level students did not show the specific difference in comprehending reading texts. It was proven by the result of their reading test conducted by the researcher that indicated their score in reading test was not significantly different.

## **5.2 Suggestions**

In reference to the conclusion above, the researcher proposes some suggestions concerning the research findings as follows:

The first is for students, especially for the first year students of SMPN 6 Bandar Lampung. The students must be able to understand the content of descriptive text in their English practice. They not only study at classroom, but also should practice the target language, for examples, by reading English books, magazines, and the other texts that can increase their proficiency in understanding any kind of English text in their daily activity. In addition, the English teachers also should identify their students' weaknesses. Most importantly, the teachers should be able to implement appropriate methods to improve their students' reading skill. The researcher hopes the future researchers can apply a strategy or method to solve the students' constraints in reading descriptive texts.

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