

Reading Comprehension Difficulties on English Descriptive Text

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Abstract

Research aims were knowing about reading comprehending of reading difficulties on English text and the solutions. It was focus on five reading aspects in comprehending, they were main idea, topic sentence, vocabulary, inference, and referent. This research was a library approach with descriptive qualitative method. Research subject was relevant literatures sources and data on the same issue to reading comprehension difficulties on English text. the research show that learners have problematic in analyzing main point in every paragraph, confused in finding topic sentence, wrong words meaning matching, confused in making inference, could not finding inference in the reading text. From five aspects, the most difficult aspect was identifying main idea and vocabulary understanding because sometime it wrote implicitly. Solving this trouble, as the teachers, it was very important to teach the students using various reading strategies, and various types of reading text. for the students, they need to do more reading practice than before, as many as experiences and background knowledge in reading text, it was very useful to help them in comprehending English reading text. Students also must use reading strategy while reading the text, using dictionary or ask the teacher about unfamiliar words.

Keywords: *Difficulties; English Text; Reading Comprehension;*

1. Introduction

Reading is an action from reader to catch knowledge from written data such as books, newspapers, magazines, journals, and electronic books. Reading refers to process of gaining information from printed material (Salma & Syahputra, 2021). A reader do not only read the book but also understand about the reading data content. Comprehension means understanding text context because comprehending is large material (Satriani, 2018). In other word comprehension includes an action to extract material from sources and getting comprehension when interacting between the printed sources and the reader's education (Kasim & Raisha, 2017).

Reading is viewed as necessary competence in studying English language. It plays a crucial role in direction for academic competence has a predictive feature concerning intellectual skill to the learners (Trang, 2021). The process include cognitive aspects like written symbols perception, knowing letters voice, information comprehension, correlate information between speaker and other prior knowledge; encompasses affecting and performance (Başaran, 2013). Readers use information, vocabulary, grammatical knowledge, text experience, and many ways to understand written data (Fuzidri et al., 204 C.E.). Therefore, reading is not activity to produce symbols or words but also getting meaning or comprehending.

Comprehending is one of suggested abilities to master by all English foreign learners (EFL) (Kasim & Raisha, 2017). Comprehension is not only depend on the reader' characteristic but also language process, and effective reading strategies used (Fuzidri et al., 2024 C.E.). It means that the reader have to master many things in comprehending the text.

Reading comprehension means read the text and understand the message. In other words it is catching necessary data from reading sources (Satriani, 2018). In addition, it refers to ability to build text message (Salma & Syahputra, 2021). Interpretation competent refers to joining word recognition proficiency, having knew knowledge, and apply it such as finding major idea position, making connections, questioning, inferring and guessing (Satriani, 2018). All in all,

getting the meaning of a reading text is not easy thing, so as a reader need to build skill in comprehend English text such as read more various types of text to have many background knowledge. Besides that Reading comprehension means the ways to obtain content otherwise processes to share thinking from text to the readers' mind and have comprehension (Lestari et al., 2017).so, in reading comprehension, reader have to consider their aspects.

Reading comprehension aspects that should master by reader involve main idea, supporting detailed , vocabulary, reference, and inference (Nurhidayah, 2021). Besides that the reading comprehension indicators are basic idea, social purpose, generic structure, language features, reader's interpretation, equivalent words, and details (Qholbi & Fitrawati, 2022). It is supported by Hutabarat & zainil said that the indicators of reading comprehension are making interpretation, reference, find supporting data, social function, language elements, identifying main idea, identifying meaning of word, generic structure (Hutabarat & Zainil, 2020). But in reality, students still have problems in comprehending English reading texts (Lestari et al., 2017). Besides that reading comprehension is hard job because readers will find difficult words to comprehend, lacking of vocabularies mastery (N. Fitri & Zainil, 2018).In short, there are five crucial things in text comprehension which should be mastered by the students or readers involve major point, detailed message, words in context, interpretation of the reader, and inference.

But reality, English student is dilemma to overcome their those troubles (Kasim & Raisha, 2017). Material in foreign language is more complicated than first (Kasim & Raisha, 2017). Understanding English material is challenging. That is why, many students face troubles in learning English text (Satriani, 2018). Other view also states that secondary School Students in Indonesia having problematic in reading (Hakim et al., 2022). The various difficulties of reading equally the ability to analyze words, vocabulary, and capability to appreciate the text (Trang, 2021). The students' difficulties or problems which often happened in reading learning such as lack of interest, motivation, and seriousness, the material is less attractive, the learning model is less effective, interesting (Fuzidri et al., 204 C.E.). in other words, the reading comprehension difficulties faced by students are students' loss of interest, little awareness, and limited vocabulary (Nanda & Azmy, 2020). Sari, et al also said that students have some problems in understanding English text such as poor reading comprehension, cannot analyze English text, and it makes the students do not enjoy and interest in reading activities (Septia et al., 2022).

Other problems happen to the student such as difficulty in recognizing and understanding the material concept, cannot resolve main idea, students are passive, cannot understand the element of text, students do not know how to comprehend it, students' score was low (Terasne & Hifiz, 2023). Having limited knowledge about text genre will make students confused to the text because learners will face trouble to catch text message as a result of unfamiliarity of the language features and structures of the text (Lestari et al., 2017). According to Ramadhianti and Somba students get difficulties in reading comprehension involve difficulties in finding speakers, vocabularies, words pronunciation, decide topic from different culture, getting the major idea among paragraphs, describe topic and background knowledge, distinguishing major point and supporting material, text inferring (Ramadhianti & Somba, 2023).

Those difficulties give affects to reader such as unlimited vocabularies affect learning activities and learning reading can increase vocabulary ability as well (Trang, 2021). Reading comprehension difficulties will give effect to the students like decreasing students' learning achievement because students feel unconfident after having difficulties in understanding the text. Next effect is hindering students' problem-solving skills because reading is one of ways to solve the problems. The last effect is discourage learners' future class and occupation because English skills test is the necessity to enter an education matched (Nanda & Azmy, 2020).

Some research have done students' reading comprehension difficulties such as Harida (2014), the result show that the reading comprehension difficulties involves the students unable to apply various reading strategies, did not know their reading purposes, did not have motivation, concentration, and learning interest. Satriani (2018), she found that students' confused to understand English material include low motivation, poor reading skill, do not have enough background knowledge, unfamiliar text reading. Sailuddin & Anwar (2022), their research result show that the reading comprehension difficulties is such as complex syntax and vocabulary, passage structures, procedure, topics, and concentratio. Chandran & Shah (2019), they found that Problems related to language knowledge, lack of reading strategies, motivation, backgrounds knowledge, reading process. Ramadhianti & Somba (2023) conveyed that the reading comprehension troubles faced by the students is differentiating between main point and supporting point, topic of the text from other perception, joining topic and background knowledge, understanding vocabulary and inferring the text.

In this paper, the writers will focus on finding the most difficult reading comprehension aspects included identifying main idea, finding supporting or detailed information, making reference, making inference, and understanding vocabulary in context, and solution for teacher and student. Therefore, this study will consider students' reading comprehension difficulties on that aspects, the hardest aspects and its solutions.

2. Method

The writers use library approach. Theory of library research taken from some sources such as text books, encyclopedias, journals, papers, disertasi, and internet (Raco, 2010). Writers collected the data from relevant literatures sources and data on the same issue to reading comprehension difficulties on English text. This study used descriptive qualitative method. Descriptive research means that describes population or phenomenon characteristics which is being studied and focus on "what" of research subject rather than "why" the research subject (N, 2019). In other words, it describes demographic segment nature, not to "why" a certain circumstance happens (N, 2019). The research procedure

involves choosing a topic, gathering information by finding resources available in library or online journal articles, evaluating data before using it, writing and citing it. The criteria of journal articles utilize in this paper is not under than 2019 years, and have to have variable such reading, reading comprehension, and difficulties in reading comprehension. If the journal or article does not complete the criteria above, it will be eliminated. In this paper, the writers choose 8 papers relate to those criteria.

3. Findings and Discussion

1.1 Difficult Aspects of Reading Comprehension

Based on data analysis, scholar faced troubles in understanding English reading text in some aspects, they are:

Table 1.1
Analysis of Reading Comprehension Difficulty Aspects

No	Title	writer	Year	Aspects of Reading Comprehension Difficulties				
				Main Idea	Vocabulary	Topic	Inference	Reference
1	An Aalysis of Students ' Difficulties in Comprehending Descriptive Text	Nurhidayah	2021	√	√			√
2	An Analysis of Students' Difficulties in Reading Comprehension	Septia et al.,	2022	√	√		√	
3	An Analysis of Student ' Difficulties in Reading Comprehension at SMPN 05 Tanah Pinoh Barat	Malinda et al.,	2022		√		√	
4	An Analysis Students' Difficulties in Reading Comprehension of Descriptive Text	(W. Fitri et al.,	2022	√		√		√
5	Reading Comprehension Difficulties in Indonesia EFL Students	(Ramadhianti Somba	& 2023	√	√	√		
6	Reading Comprehension Difficulties Encountered by First Year English-Majored Students	Trang,	2021		√	√		
7	Academic Reading Difficulties in Higher Education	Sailuddin & Anwar	2022	√			√	
8	Identifying Learners ' Difficulties in ESL Reading Comprehension	Chandran & Shah	2019	√	√	√		
Amount				6	6	4	3	2

Based on the table above, it show that almost all aspects g reading comprehension difficulties is difficult for the readers. From 8 papers, writers find 5 paper said that identifying main idea, 4 papers is topic, is difficult, 7 paper said vocabulary is difficult, 2 papers said inference is difficult, and 2 paper said reference is difficult. It can be conclude that the most difficult aspects is vocabulary, main idea, topic, inference, and reference. It happened because the reader have limited vocabularies, cannot guessing words meaning, and also do not have reading strategy.

The five aspects or reading comprehension difficulties in more details are:

3.1.1 Main Idea

Main idea refers to the authors' message about the topic. It can be express directly or implied. When it conveys implicitly, many readers get trouble in finding main idea. It is happened because of lack of knowledge, the text is so long, the reading skill is still low, and confusing in making paraphrase of main idea in the reading text. Another aspect

make it difficult is the students cannot differentiate between main idea and supporting details. Besides it, the trouble happened because the students do not read the text seriously, misresponded because they do not carefully in reading, lacking of explanation, limited time to read and comprehend the text, sometimes because the readers do not take care about the reading text title. Septia et al., said that from 60 students who follow reading comprehension test 53,67% students cannot answer questions relate to main idea, (Septia et al., 2022). Other view states that from 30 students in reading comprehension test 72% about main idea, (W. Fitri et al., 2022). In other cases, from 98 students who are tested about reading comprehension show that 26,9% about main idea (Ramadhianti & Somba, 2023). From 32 students in reading comprehension test 53% having problem about main idea (Nurhidayah, 2021). The last view is finding main idea is difficult (Chandran & Shah, 2019).

3.1.2 Vocabulary

Vocabulary is so crucial in studying reading comprehension. It will facilitated students to comprehend text and write conclusion (Malinda et al., 2022). But, most of students feel difficult in understanding vocabulary. It is happened because the students have limited knowledge of the words or limited vocabularies, lacking ability in memorizing the words meaning, confused with equations common adjective in vocabulary, confused with antonym and synonym word, the reading topic is not familiar and also the word is unfamiliar for the readers, complicated of sentence context, polysemy words, homonym words, and lacking of additional information of the words. Septia et al., said that from 60 students at class 47,48% get difficultis in answering question about vocabulary (Septia et al., 2022). In other view, from 98 students who are tested about reading comprehension show that 17,3% wrong in answering vocabulary (Ramadhianti & Somba, 2023). In other cases, From 32 students in reading comprehension test 66% cannot answer about vocabulary (Nurhidayah, 2021). Other view is the most difficult aspects of reading comprehension is understanding vocabulary (Malinda et al., 2022). Trang also claims that the difficulties is understanding vocabulary (Trang, 2021). Other said that understanding vocabulary is difficult in reading text (Anwar & Sailuddin, 2022). Chandran & Shah state that understanding vocabulary is difficult (Chandran & Shah, 2019). So, having as many as readers' vocabulary, it will make them easier to make sense of reading text.

3.1.3 Identifying Topic

Topic sentence means the overview of sentences to follow by the readers or focus sentences to help organize sentence paragraph by giving information summary in the pargraph. It tells about the rest of paragraph and usually in the first sentences in a paragraph. A good topic sentence is pithy and confident. It is shorter than the idea requires, and it stresses the crucial word or phrase (Nordquist, 2020b). But, Students faced difficult in doing identify the topic because the reading text will bring their own culture and sometimes it different from the readers, implicit topic, lacking of reading ability, lacking of background knowledge. This makes the reader confused in analyzing the writer's passages. Fitri claims that from 30 students in reading comprehension test 76% students cannot answer about topic (W. Fitri et al., 2022). In other cases, from 98 students who are tested about reading comprehension show that 19,4% get difficult about topic (Ramadhianti & Somba, 2023). Other view said that the difficulties is aspect is finding topic (Trang, 2021). The last opinion also states finding topic is difficult (Chandran & Shah, 2019).

3.1.4 Inference (conclusion)

Inference refers to use clue provides by the authors to figure thing out and help reader to make decision about something (Meleen, 2021). It means that, inference is made based on overall text passages. Writing good conclusion demand more practices combining key words in the text and prior knowledge. So, the pupils catch important points and making assumptions and drawing conclusions (W. Fitri et al., 2022). But, the students have difficulty in finding inference because they do not carefully in reading until finish, unknowing the question meaning, unknowing text type, students confused in finding important word to make conclusion, cannot memorize the detail information from the text, the additional information is minimum, implicit information, using metaphor. Based on Septia et al., from 60 students who follow reading comprehension test 45,34% cannot answer about inference (Septia et al., 2022). Other view claim that the most difficult aspects of reading comprehension is drawing conclusion (Malinda et al., 2022). Other said that comprehending text (making conclusion) is difficult (Anwar & Sailuddin, 2022). Therefore, finding inference is not easy for learner.

3.1.5 Reference

Reference explain about solely something that is referred to or a word that point back to other items in the text (Nordquist, 2020a). Getting reference words is significant reading skills suggested by college or university students to comprehend academic materials. This skill will help students to gain knowledge at the university (W. Fitri et al., 2022). But, learners still have trouble in finding reference because the students cannot differentiate between verb present and verb past, confused in identifying pronoun of words such as pronoun of a person, place, things, multiple references, unclear information, unnamed pronoun. Fitri states that from 30 students in reading comprehension test 79% about reference. Besides that From 32 students in reading comprehension test 58% get trouble about reference (Nurhidayah, 2021).

1.2 Solution for the Teacher and Students in Solving Reading Comprehension Difficulties on English Reading Text

1.2.1 For the Teacher

The teacher have to use various pre-reading activity in helping the students to be familiar to the word, teach the students more about how to use experiences to the material, teach more how to use reading strategies depend on the text such as skimming, scanning, meaning predicting, utilize dictionary and sign context, give more motivation to read English text, teach them to reading visualization, teach various genre of reading text, discuss the text, teach them the ways to guessing the content text and write down the highlight point in the text. Anwar & Sailuddin claim that using skimming technique help a collage students understand reading text in shot time, and also change class activity from lecturing subject to tutorial activity (Anwar & Sailuddin, 2022). Other view is the teacher must give depth explanation about the reading comprehension aspects to the students in teaching and learning activity (Nurhidayah, 2021).

1.2.2 For the Student

Firstly, the students have to take carefully about the text title because it will help the readers to find or guessing the main idea of the paragraph. Besides that they can read opening sentence, middle, and the closing sentence in the paragraph to analyze major point because main idea position is in the first, middle or last sentences in a paragraph. If it is not work, the reader should read overall sentences. After that, students have to read more to get more vocabularies and experiences about reading text, memorize as much as vocabularies to be more familiar with the vocabularies. Hayati & Puspitaloka state that if the learner having difficult with vocabulary whose meaning pronunciation is unfamiliar they can search on Google or consulted to the teacher to find out (Hayati & Puspitaloka, 2022). Besides that students must to mastery vocabulary to facilitate learning and to understand the way to draw conclusion (Malinda et al., 2022). Be more intense in reading practice to get more knowledge, more concentrate and serious while reading, see and utilize context clue in the passage since the reading answer about inference is not directly mention in the passage. Anwar & Sailuddin state that a college student must have high awareness in doing individual reading practice at home and before come to the class to hinder the difficulties (Anwar & Sailuddin, 2022).

Besides that, they also should understand about text content first to write inference. Students have to improve their ability in identifying reference by doing more practice and also ask teachers to solve more problems or read the previous sentence and reread the sentences until comprehend the content. If the students want to improve their reading comprehension skill, they have to do more practice in doing reading comprehension (Nurhidayah, 2021). Besides that using reading strategy is one of the ways to assist reader in comprehending text passages (Ramadhianti & Somba, 2023).

4. Conclusion

Comprehending English reading text should take care to five aspects of reading comprehension. The aspects are mean point, topic, vocabulary, inference, and referent. Based on research data, learners have trouble in understanding English material such as identifying main idea, topic in every paragraph, vocabularies meaning like synonym and antonym words, finding inference and referent in the sentences. Overcoming this problems, as the teachers, we can help our students by let them know about various reading strategies which can use in reading activities, using various reading text types to help the students familiar with every characteristic of the text, teachers should always discuss the reading text with students. So they will get more understanding about the text. As the students, we have to have more time to read many kinds of reading text. If we read more, we will get more too. Experience and background knowledge is the best teachers in teaching and learning process. For the students, try to do more reading comprehension practice at home or school, use reading strategy in comprehending the text, mastering as much as vocabularies, using dictionary or ask the teacher if you get trouble in a reading comprehension.

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