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AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING ENGLISH READING DESCRIPTIVE TEXT (A CASE STUDY AT THE EIGHTH GRADE STUDENTS AT MTS N 2 BOYOLALI IN THE ACADEMIC YEAR 2025/2026)

Giyoto[1], Fadila Arsyat[2]
Tadris Bahasa Inggris,Pascasarjana, UIN Raden Mas Said Surakarta, 57168
fadilaarsyat2508000@gmail.com

ABSTRACT

The purpose of this study is to analyze the difficulties and the factors causing the difficulties students in reading comprehension of descriptive texts in eighth-grade students at MTs Negeri 2 Boyolali. This type of research is qualitative. Participants this research is the researcher, an English teacher, and 11 eighth grade students MTs Negeri 2 Boyolali.There are two types of data collection techniques in this study,documentation, and interviews. The researcher gives a test read to students for documentation, and the result is documentation. Researcher got data from the object of this research, namely student reading texts and direct interview, by asking them some questions about the difficulty in reading comprehension. From the subject found that of the 25 difficulties that have been analyzed, 8% of students have difficulty understanding the main idea, 4% of students have difficulty comprehending vocabulary,there are 12% of students have difficulty making inference.76% of students have difficulty detail information,the students answer in less detail and specifically, they only answer general things related to what is being asked.In interview students had difficulty because some thought English was challenging to understand and did not like it. Therefore, it can be concluded that students are not interested in English texts because they do not or do not understand.The same thing, when friends in class are active and have high grades, it will motivate other students to be active and enthusiastic to learn. Therefore, it can be concluded that classmates affect students' learning motivation.Therefore, it can be concluded that the understanding of the material in this class is still low and needs to be improved both in material delivery and learning styles. They said that they lack parental control in learning. Therefore, most of them did not have enough motivation from their parents to learn English. Moreover, the students in MTsN 2 Boyolali also have problems with school conditions. Their school did not provide enough reading material, so they could not learn to read well.
Keywords:*Difficulties, Reading,Descriptive text.*

ABSTRAK

Tujuan penelitian ini adalah untuk menganalisis kesulitan serta faktor-faktor yang menyebabkan kesulitan siswa dalam memahami bacaan teks deskriptif pada siswa kelas VIII MTs Negeri 2 Boyolali. Penelitian ini menggunakan pendekatan kualitatif. Partisipan dalam penelitian ini terdiri atas peneliti, seorang guru bahasa Inggris, dan 11 siswa kelas VIII MTs Negeri 2 Boyolali. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah dokumentasi dan wawancara. Peneliti memberikan tes membaca kepada siswa sebagai bagian dari dokumentasi, sedangkan data penelitian diperoleh dari hasil pekerjaan siswa dalam memahami

teks bacaan serta wawancara langsung yang dilakukan untuk menggali informasi mengenai kesulitan yang mereka hadapi dalam memahami bacaan.
Hasil penelitian menunjukkan bahwa dari 25 bentuk kesulitan yang dianalisis, sebanyak 8% siswa mengalami kesulitan dalam memahami gagasan utama, 4% siswa mengalami kesulitan dalam memahami kosakata, 12% siswa mengalami kesulitan dalam membuat inferensi atau menarik kesimpulan, dan 76% siswa mengalami kesulitan dalam memahami informasi rinci. Siswa cenderung memberikan jawaban yang kurang rinci dan kurang spesifik, serta hanya menjawab secara umum sesuai dengan pertanyaan yang diajukan. Berdasarkan hasil wawancara, kesulitan tersebut disebabkan oleh anggapan sebagian siswa bahwa bahasa Inggris merupakan mata pelajaran yang sulit dipahami dan kurang menarik. Oleh karena itu, dapat disimpulkan bahwa minat siswa terhadap teks berbahasa Inggris masih rendah karena mereka belum memahami isi bacaan dengan baik. Selain itu, teman sebaya juga berpengaruh terhadap motivasi belajar siswa. Kehadiran teman yang aktif dan memiliki prestasi akademik yang baik dapat memotivasi siswa lain untuk lebih aktif dan bersemangat dalam belajar. Dengan demikian, dapat disimpulkan bahwa lingkungan pertemanan memengaruhi motivasi belajar siswa. Hasil penelitian juga menunjukkan bahwa tingkat pemahaman siswa terhadap materi pembelajaran masih rendah sehingga perlu ditingkatkan melalui perbaikan metode penyampaian materi dan strategi pembelajaran. Siswa menyatakan bahwa mereka kurang mendapatkan pengawasan dan dukungan dari orang tua dalam kegiatan belajar. Akibatnya, sebagian besar siswa tidak memperoleh motivasi yang cukup dari orang tua untuk mempelajari bahasa Inggris. Selain itu, siswa MTs Negeri 2 Boyolali juga menghadapi kendala terkait kondisi sekolah yang belum menyediakan bahan bacaan yang memadai, sehingga kesempatan mereka untuk mengembangkan kemampuan membaca menjadi terbatas.
Kata kunci: Kesulitan, Membaca, Teks Deskriptif.

A. Pendahuluan

Reading is a window to open the world, through which we learn all the knowledge in the world. Fiprinita says that reading is essential and is one of the four language abilities that students at all levels must master (Fiprinita, 2013). Reading is one of the most important abilities students learn. According to Das, reading is more than just recognizing words; it also includes comprehension, which is understanding terms in context. To understand a text, it is most important to understand the text (Das, 2009, p.8). Not only for comprehension, but for recognizing words in context, students should learn that students still play an important role in the matter of reading the world, it is also essential as a tool for conveying meaning and information through text.

Consequently, it can be stated that people's lifestyle is closely related to reading activities, because reading has a positive impact on education and social

life. Reading is a technique at which students reach their best abilities by the end of their language studies. It can help scientists understand some countries and their people. It can serve as a vehicle for forgetting. Reading is the skill that prepares students to be competent at the end of their language studies. It can help scientists learn more about America and its people. It can be the gift of a car entering America and civilization beyond. Investigative abilities stick with them longer than other abilities, which is a great way to make abilities as easy to use as possible.That is why analyzing may be crucial to train the scholars beginning from excessive junior college as much as a university. In getting to know to investigate, the scholars must recognize the textual content to get the information. They aren't required to acknowledge every man or woman as a part of the sentence or paragraph. However, they ought to recognize the message the researcher is trying to convey.

Since English in Indonesia is a foreign language, there are chances that English language learners will have difficulty understanding the text. This may be due to identifying and recognizing misspelled words, limited special comprehension skills, or poor oral reading. However, according to Nuttal, there are issues that students typically face when not reading in their native language, especially when trying to understand the text. These problems are the code or symbol of the alphabet, the vocabulary and the structure of the sentence, cohesive devices, vocal markers, and issues beyond simple meaning and concepts (Nuttall, 1982).

All these problems may be due to the fact that the native language of Indonesian students has different shapes, voice, vocabulary and structures from English. Research has shown that the following factors contribute to students' difficulty in understanding various textbooks: students' insufficient command of vocabulary, students' insufficient ability to recognize grammar or structure, and students' passive response to reading. Recognizing that reading comprehension is critical to students' ability to read, it is imperative that students and teachers understand and address these reading comprehension difficulties as they can negatively impact their knowledge and motivate students to achieve their reading goals. According to Oberholzer, "As reading requirements become more important and widespread, dyslexia can have an increasingly negative impact on students'

academic and higher education" (Oberholzer, 2005).This topic assumes that each student may have different difficulties understanding the texts they read.

B. Metode Penelitian

The researcher builds the collection steps to apply the data in this study research tool. The researcher will get the data from the object of this research, namely students' reading text, and directly interview by giving them some questions.The researcher conducted this study on students and English teacher of eighth-grade students at MTs N 2 Boyolali to obtain data. The researcher only took one class in 8th Grade. The class consisted of 35 students,there were 19 boys and 16 girls. Among these students, 11 students are detected to have difficulties understanding English reading text because their scores are less than the minimum passing standard (school's KKM).

Instruments

The researcher builds the collection steps to apply the data in this study research tool. The research method of in-depth interviewing is used to learn individual perspectives of one or a few narrowly defined themes. The questions used to guide the interview are often semi- structured. That is, the researcher has formulated a set of questions that all interviewees will be asked.The researcher will get the data from the object of this research, namely students' reading text, and directly interview by giving them some questions.The researcher conducted this study on students and English teacher of eighth-grade students at MTs N 2 Boyolali to obtain data. The researcher only took one class in 8th Grade. The class consisted of 35 students,there were 19 boys and 16 girls. Among these students, 11 students are detected to

have difficulties understanding English reading text because their scores are less than the minimum passing standard (school's KKM).

Interviews

Interviews are an important qualitative data collection method for social studies. There are many reasons to use interviews to collect data and use it as a research tool. They are primarily used where high performance is required in personal data and situations where opportunities arise used for probing to get latent

factors. They also become feasible options with few responses, and high response rates are important, and where the respondent is not fluent in a country's native language or has difficulty writing language. So interviews are useful to gain insight and context into a theme. They can provide information about what respondents are looking for previously private, unlike other data collection methods such as questionnaires, which can serve as beacons for the answers needed. They thus become critical for discovery- oriented research where the researcher is, in advance, only roughly aware of what they are looking for

Documentation

In this study, the researcher have chosen documentation as data collection technology. For documentation, the researcher has students, and the outcome will be a documentary. The researcher gives the main text and five questions. Then students use text. The researcher will analyze test results to know students' reading comprehension. Well understood in terms of Nuttal theory, e.g., identifying the main idea, Comprehending vocabulary, making inferences, and detailed information. Students often have difficulty understanding these aspects. (Nuttall, 1982, p. 20)

PROCEDURES

There are a number of procedures that need to be performed in sequence during the study find valid data to answer research questions,the procedure is:

1.The researcher prepares all instruments for data collection.

2.Ask some questions to interview English teachers and some students relevant to the teaching process, especially when it comes to reading. For the interview to be effective, several stages must be passed, namely: Introducing yourself, explain the purpose of arrival,explaining the interview material, and Asking questions. (Yunus, 2010)

3.The researcher requests the principal's permission to this school.

4.The researcher asks the English teacher for permission to join his class Introduce research.

a.From the first meeting to the third meeting, the researcher submits the test students.

b.Fourth meeting, researcher interviews teachers and students receive research-related information.

c.The researcher collects all the data, analyzes the data and draws conclusionscas a result of the research.

DATA ANALYSIS

Ary reported the data analysis in this study there are four stages; they are encoding, data reduction, data Show and draw conclusions or explanations (Ary, 2010). These can be interpreted as follow:

A.Coding

The first step in analyzing qualitative data here is coding. Coding similar to preparing for the provided data. The first step in coding is open coding, heuristic coding, or heuristic coding. Usually the approach is to read and re-read all the data and sort it by looking for units of meaning (words, phrases, and sentences) to make it easier to learn. Data is collected at this stage after Researcher receive it. After all, the data collected is the researcher put together all units with the same coding. will be easier read data. In short, by encoding all the data we collect, we can emphasize this important data that fit our research themes. so it will be easier read data.

B.Data reduction

The second step in data analysis is data reduction. this is the process reduce duplicate data. Reducing data means summarizing,choose the essentials, concentrate, find the subject, form. At this stage, researcher conversation with the teacher. The resulting interviews show how teachers use reading comprehension teaching strategies. Data not relevant at this step reduce and include the information you need.

C.Data display

After data reduction, the next step in data analysis is data presentation. This is the process of presenting data in the form of a table or article, so what does it get easier to understand. The researcher calculates the frequency of difficulties by using Sudijono's formula (Sudijono, 2005). Miles and Huberman (1984) point out that "considering showing helps us understand what's going on and do something further analysis or caution in this understanding. "

D.Draw conclusions

In this final step, data analysis is completed. Here, researcher start seeing what the data is. The researcher checks all the same entries write code, then put these categories together and find connections between the type. Then it goes on to tell

stories and make connections between their story. Finally, the researcher can get the results and conclusions

C.Hasil Penelitian dan Pembahasan

1. Difficuties of reading

The data were taken from 11 students from eleventh grade students of MTs N 2 Boyolali, and written by 11 students in readings descriptive text genre. The researcher has identified the students' difficulties and has calculated the number of each difficulties. The researcher draws up the result of calculation into table and converting them into persentages. Below is the table of difficulties in reading comprehending made by each students of class MTs N 2 Boyolali,

Table 5 : The Classification of Student's Difficulties

No	Student Name	Identify the Main Idea	Comprehend Vocabulary	Making Inference	Detail Information
1	Salma Izza Malfina	0	0	0	2
2	Razita Sabrina Filyah	1	0	0	2
3	Dimas Saputra	0	0	1	2
4	Fajar	1	0	0	1
5	Ananda Ria Saputri	0	1	0	1
6	Ailsarhea Cahaya Fathinyssa	0	0	0	2
7	Meysa Annisawati Solekhah	0	0	0	2
8	Devia Cahaya Putri	0	0	1	1
9	Noviana Rahmadani	0	0	0	2
10	Eva Tri Khotimah	0	0	0	2
11	Shahrul Rahmandhani	0	0	1	2
Total of Each Difficulties		2	1	3	19
		25			

After collecting the data,there were data 25 challanges caused by student's inability to understand descriptive material.These 25 challanges were categorized as follows:

- Identify the Main Idea = 2

- Comprehend Vocabulary.= 1
- Making Inference = 3
- Detail Information = 19

The researcher calculates the frequency of difficulties by using Sudijono's formula (Sudijono, 2005):

P = F x 100%

N

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

a. Identify the main idea

The main idea means stating the researcher's point of view on the topic in the text. Usually, the main idea is in the first sentence but can be in the middle of the last sentence. The following are the results of the test with students.Therefore frequency of difficulties of determining main idea is :

P = F x 100%

N

P = 2

25

x 100%

P = 8%

The results above show that of the 25 difficulties that have been analyzed, 8% of students have difficulty understanding the main idea.

b. Comprehend vocabulary.

Ask students to understand every word in the text. While reading, students develop their knowledge of reading texts by looking up the meaning of new words

in a dictionary and guessing their meaning.therefore frequency of difficulties of understanding vocabulary is:

P = F x 100%
N

P = 1
25

x 100%

P = 4%

The results above show that of the 25 difficulties that have been analyzed, 4% of students have difficulty comprehending vocabulary.

c. Making Inference

Making Inference is the ability of students to understand the text and draw conclusions from the statements in the text. Students as readers need to practice matching the instructions in the text with their background knowledge and draw conclusions from the text.Therefore frequency of difficulties of making inference idea is :

P = F x 100%
N

P = 3
25

x 100%

P = 12%

The results above show that of the 25 difficulties that have been analyzed, 12% of students have difficulty making inference.

d. Detail Information

The last type of problem is usually found in reading tests in details questions or information. This question is used to check students' comprehension of material directly stated in the text when understanding and answering detailed questions,

students can use the scanning strategy.Therefore frequency of difficulties of detail information is :

P = F x 100%

N

P = 19 x 100%

25

P = 76%

The results above show that of the 25 difficulties that have been analyzed, 76% of students have difficulty detail information.

2. Causes of Text Comprehension Difficulties

a. The Background of the Learner

The learner's background refers to something that originates with the students. It has to do with the learner's attitude toward reading, such as interest and motivation in reading, as well as the learner's past knowledge

1) Interest

Table 6 Question and answer the background of the learner

Question	Answer
a. Have you ever read an English reading text? b. Are you interested in reading English? Why? How does your teacher teach? Can your teacher's way of teaching interest you in learning English?	R1 : "No, never read, not interested either because it's difficult, the teacher conveys in class fiercely but understands a little bit"(Salma Izza Malfina interview on May 21, 2022 at 10 am) . R2: "I've read, sometimes I'm interested because sometimes I don't understand, the teacher teaches well and is fun"(Razita Sabrina Filyah interview on May 21, 2022 at 10 am).

	R3: "Sometimes, they are not interested because it is difficult, the teacher teaches in a fun and interesting way" (Dimas Saputra interview on May 21, 2022 at 10 am). R4: "No, I never read because I can't, the teacher teaches the class with discipline" (Fajar interview on May 21, 2022 at 10 am). R5: "Once but rarely, yes I am interested, the teacher teaching in class is sometimes fierce" (Ananda Ria Saputri interview on May 21, 2022 at 10 am). R6: "I've read, I'm not interested because it's difficult, the teacher in the class is fierce but can understand the material a little bit." (Ailsarhea Cahaya Fathinyssa interview on May 21, 2022 at 10 am). R7: "Once, not interested because they can't speak English, the teacher delivered clearly, fiercely and pleasantly" (Meysa Annisawati Solekhah interview on 21 May 2022 at 10 am). R8: "Once, not interested because it was a bit difficult, the teacher gave

	lessons in a friendly manner" (Devia Cahaya Putri interview on May 21, 2022 at 10 am). R9 : "Once, interested because it was fun, in the classroom the teacher delivered English lessons in an interesting way" (Noviana Rahmadani interview on May 21, 2022 at 10 am). R10 : "Once, he was not interested because he didn't like it, if the class was crowded he was fierce and made him uninterested" (Eva Tri Khotimah interview on May 21, 2022 at 10 am). R 11: "Once, somewhat interested or not, the teacher when teaching in the class was fierce, not interested in learning English" (Shahrul Rahmandhani interview on May 21, 2022 at 10 am).

Based on interviews conducted with students, from 11 students 9 students had been and were interested in English texts, some thought that English was difficult to understand, and did not like it. Therefore, it can be concluded that students are not interested in English texts because they don't or don't understand.

1) Motivation

Question	Answer
a) Do classmates affect students' learning motivation	

b) What is the attitude of your classmates when English lessons are carried out? c) Will your classmates actively participate in class? Motivate your enthusiasm for learning in class Does the value of English obtained by friends affect your learning motivation?	R1: "Yes, it is motivating. If the class is mostly crowded, when my active friends join the enthusiasm to learn, the classmates' grades do not become my motivation"(Salma Izza Malfina interview on May 21, 2022 at 10 am). R2: "Yes, it is motivating, if the class is crowded, when my active friends are enthusiastic about learning, the grades of classmates become my motivation to improve learning" (Razita Sabrina Filyah interview on May 21, 2022 at 10 am). R3: "Not motivating, it is crowded in class, but there are some who pay attention, when my active friends get excited to learn, the grades of classmates become my motivation to study more enthusiastically" (Dimas Saputra interview on May 21, 2022 at 10 am). R4: "It is not motivating, it is crowded in class, but there are some who pay attention when my active friends get excited to learn, the grades of classmates become my motivation to study more enthusiastically" (Fajar interview on May 21, 2022 at 10 am).

R5: "Yes, it motivates me, when my friends are busy in class, when my active friends are enthusiastic about learning, the grades of classmates become my motivation to be more enthusiastic about learning" (Ananda Ria Saputri interview on May 21, 2022 at 10 am).

R6: "Yes, it affects me, if in class my friends are busy, when friends actively motivate me to study, the grades of classmates become my motivation to be enthusiastic about learning." (Ailsarhea Cahaya Fathinyssa interview on May 21, 2022 at 10 am).

R7: "It is motivating, it is crowded in class, but there are some who pay attention when my active friends get excited to learn, the grades of classmates become my motivation to study" (Meysa Annisawati Solekhah interview on May 21, 2022 at 10 am).

R8: "It does not affect my friends when I am in class. When my active friends are motivated to learn, the grades of classmates become my motivation to study more

	enthusiastically" (Devia Cahaya Putri interview on May 21, 2022 at 10 am). R9: "It affects being motivated, my friends are busy in class, but there are some who pay attention, when my active friends are motivated to learn, the grades of classmates become my motivation to study more enthusiastically" (Noviana Rahmadani interview on May 21, 2022 at 10 am). R10: "It does not affect, my friends are busy in class, but there are some who pay attention when my active friends might be motivated to learn, the grades of classmates might be my motivation to study more enthusiastically" (Eva Tri Khotimah interview on May 21, 2022 at 10 am). R11: "It affects me, and my friends are busy in class. Yes, when my active friends are motivated to learn, classmates' grades affect me to study" (Shahrul Rahmandhani interview on May 21, 2022 at 10 am).

Based on interviews conducted with students from 11 students, three students were not motivated by their classmates, and eight students said that classmates influenced learning motivation. The same thing, when friends in class are active and

have high grades, it will motivate other students to be active and enthusiastic to learn. Therefore, it can be concluded that classmates affect students' learning motivation.

Prior knowledge of the students

Question	Answer
a) What do you know about descriptive text? b) Are you interested in reading Descriptive text? Why? c) What is the structure of the descriptive text?	R1: "I don't know, and I'm not interested because I don't know, I don't know the structure"(Salma Izza Malfina interview on May 21, 2022 at 10 am). R2 :"I don't know, and sometimes I'm interested because it's interesting, I don't know the structure" (Razita Sabrina Filyah interview on May 21, 2022 at 10 am). R3: "I don't know, I'm not interested because I don't like it, I don't know the structure because I forgot" (Dimas Saputra interview on May 21, 2022 at 10 am). R4 : "I don't know, I'm not interested because I don't know, I don't know the structure because I forgot" (Fajar interview on May 21, 2022 at 10 am). R5: "I don't know, interested because it's interesting, don't know the structure" (Ananda Ria Saputri interview on May 21, 2022 at 10 am).

	R6 :"Don't know, not interested because it's difficult, don't know the structure." (Ailsarhea Cahaya Fathinyssa interview on May 21, 2022 at 10 am). R7: "Forgetting, not interested because it's difficult, don't know the structure because you forget" (Meysa Annisawati Solekhah interview on May 21, 2022 at 10 am). R8: "A text that describes an object or animal is interesting because it's easy, the structure is forgotten" (Devia Cahaya Putri interview on May 21, 2022 at 10 am). R9: "The text that describes the activity is interested in reading because it is quite interesting, the structure has identification and description" (Noviana Rahmadani interview on May 21, 2022 at 10 am). R10 : "I don't know because I don't understand it, I'm not interested because I don't like it, I forget the structure" (Eva Tri Khotimah interview on May 21, 2022 at 10 am). R11: "A text that describes something is interested in reading because it is interesting, there are two structures but forgot" (Shahrul Rahmandhani interview on May 21, 2022 at 10 am).

Based on interviews conducted with students, from 11 students, there were only three students who could answer the meaning of the descriptive text. This shows

that the level of understanding of the material in this class is still low. Of 11 students, 4 of them answered interested in descriptive text. It can be concluded that the understanding of the material in this class is still low and needs to be improved both in terms of material delivery and learning styles.

b.Learner's environment

The Environment factors can also affect students learning English by learning. According to Finocchiaro: "People living in an environment with a high level of education and a good attitude towards reading support the ability to master the reading learned at school. is functionally applicable outside of school." (Sokhbirin, 2002, p. 22).

1) Home Situation

Question	Answer
a) When at home, is there a special time to learn to read with parents? b) Do your parents always accompany you when you study at home? c) Do parents always motivate you to learn?	R1: "There is no special time to study with parents, and parents do not accompany them. They provide motivation." (Salma Izza Malfina interview on May 21, 2022 at 10 am). R2: "There is time to study together, sometimes accompany when studying, it provides motivation" (Razita Sabrina Filyah interview on May 21, 2022 at 10 am). R3: "There is no special time, not accompanying, yes providing motivation" (Dimas Saputra interview on May 21, 2022 at 10 am). R4: "There is no special time, not accompanying, yes providing motivation" (Fajar interview on May 21, 2022 at 10 am).

	R5 : "There is rarely a special time, but there is, it is rare to learn to read together, it gives motivation" (Ananda Ria Saputri interview on May 21, 2022 at 10 am). R6: "No, sometimes studying together, it gives the motivation to be more active in learning." (Ailsarhea Cahaya Fathinyssa interview on May 21, 2022 at 10 am). R7: "Yes, there are special times, sometimes accompanying, yes motivating the spirit of learning" (Meysa Annisawati Solekhah interview on May 21, 2022 at 10 am). R8: "Nothing, sometimes accompanying, yes, like giving the enthusiasm to continue learning" (Devia Cahaya Putri interview on May 21, 2022 at 10 am). R9: "There, always accompanying when studying, providing motivation and giving prizes when winning in class" (Noviana Rahmadani interview on May 21, 2022 at 10 am). R10: "Rarely but there is time, sometimes not and self-study, yes it gives motivation, every night is ordered to study" (Eva Tri Khotimah interview on May 21, 2022 at 10 am).

Based on interviews conducted with students, among 11 students, six students are given particular time at home to study, and there are nine students who, when studying at home, are accompanied by their parents. Of 11 children, all of them are

given motivation by their parents for the past learn more actively. Therefore, it can be concluded that parents play an active role in encouraging for students to study hard.

2) School condition

Question	Answer
a) In learning English in the classroom, is there any teacher's media to provide learning? If there is, explain b) How does the typewriter provide learning in class? Can it be understood and understood? c) Does the school provide a special time for reading in the library?	R1: "Using a cellphone, learning can be understood, and there is time to read in the library." (Salma Izza Malfina interview on May 21, 2022 at 10 am). R2: "Using a cellphone, sometimes understand sometimes not, there is time" (Razita Sabrina Filyah interview on May 21, 2022 at 10 am). R3: "Using cellphones and LKS books, learning can be understood, available in the morning" (Dimas Saputra interview on May 21, 2022 at 10 am). R4: "Using LKS, learning can be understood, and there is no time" (Fajar interview on May 21, 2022 at 10 am). R5: "Yes, using LKS, learning can and can be understood, yes, providing time to go to the library" (Ananda Ria Saputri interview on May 21, 2022 at 10 am). R6: "Using LKS or books, learning can be understood a little, and there is time to read every break to the library." (Ailsarhea Cahaya Fathinyssa interview on May 21, 2022 at 10 am).

	R7: "Using worksheets or books, learning can be understood, and there is time to read to the library every break" (Meysa Annisawati Solekhah interview on May 21, 2022 at 10 am). R8: "Using worksheets or books, learning can be understood. Sometimes there is time to read to the library every break" (Devia Cahaya Putri interview on May 21, 2022 at 10 am). R9: "Using LKS, learning can be understood. There is time to read to the library" (Noviana Rahmadani interview on May 21, 2022 at 10 am). R10: "Using LKS, learning can be understood. There is time to read to the library" (Eva Tri Khotimah interview on May 21, 2022 at 10 am). R11: "Using LKS, learning can be understood. There is time to read to the library" (Shahrul Rahmandhani interview, May 21, 2022 at 10 am).

Based on interviews conducted with students, 11 students answered that the teacher used LKS and learning could be understood when learning in class, and there was time to go to the library.

Reading the interview mentioned above descriptive text includes learning the vocabulary and seeing the relationship between words and concepts, organizing ideas, identifying the author's intent, assessing the context, and making decisions. Learning how to read written material is not the same as learning to grasp written language to read text. The students cannot comprehend the book's content since they are unfamiliar with the term. The pupils couldn't understand what the text was about because they didn't know what the material was about, according to the

researcher word meant. The researcher discovered that the eighth-grade students of MTs N 2 Boyolali vocabulary knowledge still lack.

Pembahasan

This research is based on the study's findings to determine why students struggle to understand the descriptive reading text. This study uses a qualitative approach. In this research, the researcher reviewed the results, which included the obstacles students experience and the reasons that contribute to these difficulties understanding reading descriptive text. The researcher examined the study's outcomes, including the challenges students experience and the reasons that contribute to their reading issues descriptive text. The researcher decided on eleven students in the eighth grade of MTs N 2 Boyolali as this research subject.

1. Difficuties of reading

The researcher found that of the 25 difficulties that have been analyzed, 8% of students have difficulty understanding the main idea, 4% of students have difficulty comprehending vocabulary,there are 12% of students have difficulty making inference.76% of students have difficulty detail information The model of questions to find out the main idea of the students test can be seen below: 1) “Why is Mecca important? (Multiple choice number 1). Most of students (9 students) made incorrect answer to analyse this questions, such as: “It has a modern infrastructure” this sentence is incorrect, the correct answer should be “it is a holy city”. 2). What is the purpose of the text? (Multiple choice number 5). Most of students (9 students) made incorrect answer to analyse this questions, such as: “To report the location of Mecca ” this sentence is incorrect, the correct answer should be “To describe the city of Mecca”.

2. Causes of Text Comprehension Difficulties

However, identifying the causes of pupils based on the findings of the interview issues with comprehension reading english reading text, the researcher used the Westwood stated that difficulties in reading descriptive text were caused by the background of the learner's (Interest, motivation, prior knowledge of the students) and learner's environment (home situation, school condition).First, the students had difficulty because some thought English was challenging to understand and did not like it. Therefore, it can be concluded that students are not interested in English texts

because they do not or do not understand. Second, the factor that causes difficulty is motivation. The same thing, when friends in

class are active and have high grades, it will motivate other students to be active and enthusiastic to learn. Therefore, it can be concluded that classmates affect students' learning motivation. Third, the factor causing difficulty is prior knowledge of the students. Therefore, it can be concluded that the understanding of the material in this class is still low and needs to be improved both in material delivery and learning styles.The last factor that causes the students difficulty comprehending English reading is the home situation. They said that they lack parental control in learning. Therefore, most of them did not have enough motivation from their parents to learn English. Moreover, the students in MTsN 2 Boyolali also have problems with school conditions. Their school did not provide enough reading material, so they could not learn to read well.

D. Kesimpulan

Based on the analyzed data, some students have problems finding the main idea, understanding vocabulary, making inferences, and details information. Then the researcher found that of the 25 difficulties that have been analyzed, 8% of students have difficulty understanding the main idea, 4% of students have difficulty comprehending vocabulary,there are 12% of students have difficulty making inference.76% of students have difficulty detail information. Then many students have difficulty understanding the structure of the text. They have a limited vocabulary. Students can't understand the ingredients. From the results of interview data analysis, researchers found two factors that cause students' difficulties in understanding English reading texts. The background of the learner's (Interest, motivation, prior knowledge of the students) and learner’s environment (home situation, school condition).

The first factor is the learner’s background, which causes difficulties. Students are less interested in learning to read because they do not like to read english texts, and they are lazy and afraid to read english texts. The last factor comes from the environment of students. There are two types of environments that can cause difficulty. First, they are the home and school environment. Since then, students

have experienced a shortage of facilities in their schools that did not provide sufficient reading material. They say that there is a lack of parental control in learning because they do not have enough motivation from parents and lack attention.

In the description of the data analysis in the previous chapter, it can be concluded that the student reading comprehension among the eighth graders of the MTs Negeri 2 Boyolali is still low and needs to be increased. Students' difficulties that have as follows,the students still have difficulties reading comprehension where they do not have much vocabulary, making it challenging to understand the meaning of words, especially descriptive text. The students cannot find detail information and the students are not interested in reading English text because they cannot understand them. The students had many difficulties reading English text and were confused the students. As a result, the students rarely read the descriptive text, making the students find familiar words often found in reading English text.

LIMITATIONS AND STUDY FORWARD

In this research, the researcher limiting research problems such as research problems can be studied in depth so that the research direction is more specific, the researcher imitates the problem of the difficulties in understanding the reading text of the eighth-grade students at MTs N 2 Boyolali In The Academic Year 2021/2022 A Case Study of Descriptive Text", and the series of research costs are not too large and efficient.

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