

**STUDENTS' DIFFICULTIES IN READING ANALYTICAL EXPOSITION
TEXT FOR THE TENTH GRADE STUDENTS OF SMA BATIK 2
SURAKARTA IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirement

For the degree of *Sarjana*



By

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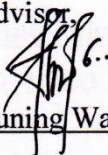
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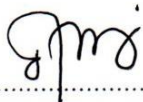

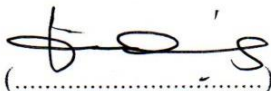
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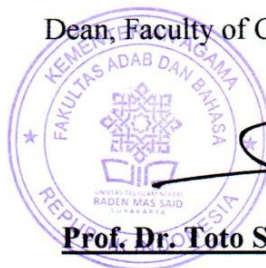
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DEDICATION

Alhamdulillahirabbil 'aalamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have been loving yesterday, now, and tomorrow ever after:

1. My beloved parents
2. My beloved old brother and sister
3. All my beloved friends
4. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“If you cannot avoid it, just enjoy it”

Lee Haechan of NCT

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ نِعْمَ الْمَوْلَى وَنِعْمَ النَّصِيرُ

'Allah is Sufficient for us; and what an excellent Guardian He is!

(Al Imron 173)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “Students’ Difficulties in Reading Analytical Exposition Text for the Tenth Grade of SMA Batik 2 Surakarta in the Academic Year 2022/2023” is my real masterpiece. The things about my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercises so the researcher was able to finish this thesis entitled Students' Difficulties in Reading Analytical Exposition Text for the Tenth Grade of SMA Batik 2 Surakarta in the Academic Year 2022/2023. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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11. All of my friends who always support the researcher
12. Thanks to my self, Indah Susilowati.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, 24th Mei 2023

The researcher

Indah Susilowati

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ABSTRACT

Indah Susilowati. 2023. Thesis. *Students' Difficulties in Reading Analytical Exposition Text for the Tenth Grade of SMA Batik 2 Surakarta in the Academic Year 2022/2023*. English Education Program. Cultures and Language Faculty. Raden Mas Said State Islamic University of Surakarta.

The research problems of this research are students' difficulties faced by students and the factors that influenced to the students in comprehending reading analytical exposition text for the tenth grade of students at SMA Batik 2 Surakarta. The objectives of the study are 1) to determine the difficulties in comprehending analytical exposition text. 2) to describe the factors influencing students' the difficulties in comprehending analytical exposition text in the academic year 2022/2023.

This research used a descriptive qualitative method. The subject of the research was tenth grade students of SMA Batik 2 Surakarta. The researcher collected the data by observation participants by giving tests and interviews. The collected data were analyzed by reducing the data, data display, and data conclusion. To prove trustworthiness of the data, the researcher used methodological triangulation.

Based on the result of the data, the researcher found that students have problems in reading analytical exposition text. The students' difficulties in reading analytical exposition text are identifying main idea, using context for vocabulary, scanning for detailed information, making inferences, identifying exceptions, locating reference, and referring to the passage. The factors influenced to the students' difficulties in comprehending analytical exposition text are students have limited vocabulary, lack of fluency, lack of familiarity with subject matter, inadequate use of effective strategies, problems with processing information, and have difficulties in recalling information.

Keywords : *Students Difficulties, Reading Comprehension, Analytical Exposition Text*

ABSTRAK

Indah Susilowati. 2023. *Skripsi. Kesulitan Siswa dalam Membaca Teks Eksposisi Analitis pada Kelas X SMA Batik 2 Surakarta Tahun Ajaran 2022/2023*. Program Studi Pendidikan Bahasa Inggris. Fakultas Adab dan Bahasa. Universitas Islam Negeri Raden Mas Said Surakarta.

Masalah penelitian dari penelitian ini adalah kesulitan yang dihadapi oleh siswa dan faktor-faktor yang mempengaruhi siswa dalam memahami membaca teks eksposisi analitis untuk siswa kelas sepuluh di SMA Batik 2 Surakarta. Tujuan dari penelitian ini adalah 1) untuk mengetahui kesulitan-kesulitan yang dihadapi siswa dalam memahami teks eksposisi analisis. 2) untuk mendeskripsikan faktor-faktor yang mempengaruhi kesulitan siswa dalam memahami teks eksposisi analitis pada tahun ajaran 2022/2023.

Penelitian ini menggunakan metode kualitatif deskriptif. Subjek penelitian ini adalah siswa kelas sepuluh SMA Batik 2 Surakarta. Peneliti mengumpulkan data dengan memberikan tes dan wawancara. Data yang terkumpul dianalisis dengan mereduksi data, display data, dan penarikan kesimpulan. Untuk membuktikan kepercayaan data, peneliti menggunakan triangulasi metodologis.

Berdasarkan hasil penelitian, peneliti menemukan bahwa siswa mengalami kesulitan dalam membaca teks eksposisi analitis. Kesulitan siswa dalam membaca teks eksposisi analitis adalah mengidentifikasi ide utama, menggunakan konteks untuk kosakata, memindai informasi rinci, membuat kesimpulan, mengidentifikasi pengecualian, menemukan referensi, dan merujuk pada bagian. Faktor-faktor yang mempengaruhi kesulitan siswa dalam memahami teks eksposisi analitis adalah siswa memiliki kosakata yang terbatas, kurang lancar, kurang terbiasa dengan materi pelajaran, penggunaan strategi yang tidak memadai, masalah dalam memproses informasi, dan kesulitan dalam mengingat informasi.

Kata Kunci : Kesulitan Siswa, Pemahaman Membaca, Teks Analisis Eksposisi

CHAPTER I

INTRODUCTION

A Background of the Study

Students' skills in understanding text are important to be achieved by students in reading English text. Difficulties in comprehending reading text must be known and resolved by both students and teachers because difficulties will have a negative impact on student's abilities and motivation to achieve reading goals and each student has different difficulties in comprehending reading text. Muhaiba et.al., (2020) states that learning difficulties will certainly greatly affect the development and achievement possessed by students.

In learning process, the ability in reading is recognized as one of the most important skills that a person can acquire (Abdellah, 2010). This ability becomes a key skill that is important for students to cope with new knowledge in a changing world. Siahaan et al., n.d., (2020) state that reading is one of the most essential skills to learn because through reading students can obtain information, add insight, practice thinking, and analyse and increase vocabulary which is useful for developing language skills.

Reading is the ability to draw meaning from the printed page and interpret the information appropriately (Grabe & Stoller, 2013). This means that in reading, students must be able to understand what information the author wants to deliver through the text. In the reading process, students must

try to build the meaning of the text intended by the author, obtain the message, and understand the author's meaning. This is in line with Richard and Schmidt (2010), reading is the process by which the meaning of a written text is understood.

Based on the curriculum that is applied in all schools in Indonesia, reading becomes an important aspect for students (Savita, 2020). The aspect of reading content lessons at school focus on comprehension (Dalman, 2013). The students unable to get the message from the text means failing in reading comprehension. In Comprehension needs three elements: 1)The reader who is doing the comprehending 2)The text that is to be comprehended and 3)The activity in which comprehension is a part. Then, the factors that influence the ability to read comprehension are physiological, intellectual, environmental, socioeconomic, and psychological factors (Sari et al., 2020).

In the ATP (*Alur Tujuan Pembelajaran* or flow of learning objective) of the *Merdeka* curriculum, it is explained that the learning achievement of reading is that students are able to read to learn or to find information, locate and evaluate specific details information in texts of different genres and then identify the purpose of texts and begin to make inferences to comprehend implicit information in the text and main idea of a variety of texts. There are many types of text genres that are learned by students such as narrative, descriptive, exposition, procedure, report, and analytical.

Reading comprehension as an important aspect for students in the curriculum but there are still many students who cannot achieve the goal of reading activities as expected in the curriculum. According to some research that has been done, many students in Indonesia still have a low level of reading understanding. There are many students in Indonesia who do not understand the reading content of a text even though they have often encountered the type of reading text that is read in every reading lesson. Sari et al., (2020) states students still have difficulty explaining the contents of the text they are reading. In fact, understanding texts literally is a basic skill in reading comprehension.

OECD (2019) stated that the results of the Programme for International Student Assessment (PISA), Indonesia ranks last in reading performance in 2018 with an average of 371. This achievement can be said to be low from other countries whose average achievement is 487. Indonesia's achievement is also said to be below average. This means that its reading comprehension skills are also very low.

Many of students' reading difficulties encounter are related to the five components of reading, there are phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary, and comprehension) covered in target the difficulties Olviyanti (in Pais, 2020). This shows that reading is still a big problem for Indonesian students. It is obviously correct since the Indonesian people reading habit is very low Mustafa (as cited in Nufus & Ifadloh, 2021).

SMA Batik 2 Surakarta was chosen with one of the considerations that this phenomenon happens to the students at the school. There are some students in this school are found to experience the phenomenon of difficulty when learning English reading. This phenomenon was recognized when the researcher's teaching practice at this school. Therefore, the researcher did the preliminary study to make sure that the research is possible to be conducted in this school. The preliminary study had done by interviewing the English teacher of tenth grade students about their class especially when the focus of the lesson is on reading. Based on the interview, the researcher found that there was a tendency that a lot of tenth grade students at SMA Batik 2 Surakarta have difficulties in comprehending reading analytical exposition text than other genres of text.

Analytical exposition text is one of the genres of text that most students had difficulties comprehending the text. There are theses and some arguments by writers' ideas of that text that must be understood but students have some problems understanding that text. They had problems or difficulties comprehending the text understanding the meaning of words, determining the main idea, and feeling confused in answering the question because do not know the meaning of the text. The researcher also asked the teacher about the score and the capability of the students, and the teacher said that some students get low scores on the daily test. They have the wrong answer to some items of questions about the reading test.

Some of the factors that caused its difficulties are that they lack vocabulary knowledge and have problems with processing information. However, most of the students have difficulties reading English text from materials. Due to this situation, the researcher is interested in analyzing the students' difficulties in reading comprehension and finding out the factors that influence students in reading comprehension.

There are relevant studies related to this research. According to research done by Torabi & Maleki, (2022) about "An Investigation into Iranian EFL Learners' Reading Comprehension Problems and the Tentative Solutions: Learners' Perceptions in Focus". This study aimed to know the problems faced by Iranian EFL. This study used qualitative design. The results showed that the problems of reading are vocabulary knowledge, text origination, grammar, limited time, and anxiety.

This research different from all of those research because in this research the researcher analyzes the difficulties in comprehending reading text faced by senior high school students in Indonesia that English as foreign language. Furthermore, this research focus on the students' difficulties in comprehending analytical exposition text in *merdeka* curriculum. In this study also used different methods to obtain data. The qualitative method used to find out students' difficulties in reading comprehension on analytical exposition text at SMA Batik 2 Surakarta.

Based on the above reason, the researcher decides to do a research entitled **Students' Difficulties In Reading Analytical Exposition Text for the Tenth Grade Students of SMA Batik 2 Surakarta in the Academic Year 2022/2023.**

B Identification of the Problems

Based on the background of the study above, the problems can be formulated as follows:

1. Students have problems in comprehending text.
2. Students fail to determine the generic structure.
3. Students fail to identify main idea of the reading text.
4. Students were not able to determine the content of the reading text.
5. Students have lack of vocabulary so fault in word identification recognition
6. Students' reading skill is still low.
7. Students have low motivation in reading text.

C Limitation of the Problems

Considering the problems discussed in this study, the researcher limited some of the problems related to the research to make it more focused and efficient in conducting research. The limit of this study is only focus to the students' difficulties in reading texts. Reading analytical exposition text become the most genre text that students have difficult in comprehending it.

Therefore, the researcher used analytical exposition text as a tool to analyzed students' difficulties and the factor that causing it. In analyzed the data, the researcher limited to used Sharpe (2004) theory to analyzed about students' difficulties in reading comprehension and used Weswood (2008) theory to analyze the factor that influencing reading comprehension. This study also limited to one of eight class in tenth grade students of SMA Batik 2 Surakarta in the 2022/2023 academic year, and the tenth-six as the class that was researched in this study.

D Formulation of the Problems

Based on the background of the study above, formulates the problem statement of the research as follows:

1. What are students' difficulties in comprehending analytical exposition text in the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023?
2. What are the factors that cause students' difficulty in reading comprehension of analytical exposition text in the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023?

E Objective of the Study

The purposes of the study as follows:

1. To determine the difficulties encountered by the tenth grade students of SMA Batik 2 Surakarta in reading comprehension of analytical exposition text
2. To describe the factors that influence difficulties the tenth grade students faced in reading comprehension of analytical exposition text.

F Benefits of the Study

Realizing this, the benefit of the study as follows:

1. Theoretical Benefits

The results of this study are expected to do useful to add to the research literature in the field of education or language, add insight and ideas to enrich exploratory science, especially in the English language learning process. And for further research this is will be material can be used as a foundation for researcher in developing future research.

2. Practical Benefits

From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching learning process by knowing students' difficulties, especially in senior high school. The result of this research can be used by teacher, students, and researcher.

This study would give positive contribution for the English teachers of senior high school, in order to create and find innovation methods and teaching activities which applied in teaching reading in order to help the

students to overcome their difficulties in English reading text. This study result is expected that students can improve their reading and motivation in learning English.

G Definition of Key Terms

To avoid misunderstanding on this research, the researcher needs to describe some terms used. Some terms are: difficulty and reading comprehension.

1. Difficulty

Difficulty is state or quality of being hard to do or to understand (Hornby, 2001). The difficulty is the mistakes which are faced by the students in teaching and learning process. It occurs because the students are confused or do not know or understand about the material which the teacher has explained. In this case, difficulty is the state that the students are hard to comprehend English reading text.

2. Reading Comprehension

Nuttal (2002) defines reading means a result of the interaction between the writer's mind and the reader's mind. It is the way the reader tries to get the message or the intended meaning from the writer. It involves both perception and thought. It is also an interactive process that goes on between the reader and the text, resulting in comprehending the text.

According to Grabe and Stoller (2002), reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless. They are

related to each other and cannot be separated. Comprehend has the same meaning with understanding. It means reading comprehension is the essence of the reading process from what is being read and to find out the meaning from the text.

3. Analytical Exposition

Dardjis et al., (as cited in Muspitarin 2019) emphasized that analytical exposition persuade the reader that the idea (about the phenomenon surrounding) is an important matter. Analytical exposition text has a purpose to persuade the reader to believe what the writer believes. Sudarwati & Grace (as cited in Muspitarin, 2019) stated that an analytical exposition text, also called a persuasive text, it is a type of text that the purpose is to make people believe that there is a problem.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading

Reading is an activity to find the meaning of what they read. It is a skill that everyone has in different abilities. Anderson (2003) defines reading as a process of readers' combining information from a text and their own background knowledge to build meaning. Reading is a fluent process and that the goal is comprehension.

According to Burns et al., (2012) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. According to Tarigan (2015), reading is a process that is carried out and used by readers to obtain messages intended to be conveyed by the author through the medium of written words/language. By understanding and interpreting the written text, the learners can transfer the information from reading that contributes to their knowledge.

Reading becomes a complex interaction between the text and the reader. Nuttal (2002) defines reading means a result of the interaction between the writer's mind and the reader's mind. It is the way the reader tries to get the message or the intended meaning from the writer. Sutari

defined reading as the process of getting the meaning of something written or printed by interpreting its characters or symbols (Pais, 2020)

Reading is not only looking at words in the form of graphic symbols but also getting meaning from word to word to understand a text's content and get information from the text. It is in line with Safitri (2020) defines reading as an activity to get information and to find out new ideas or knowledge. Cobb (2007) also stated reading can be defined as the process of looking at and understanding the meaning of a piece of writing by interpreting the characters or symbols of which it is composed.

Based on the definition above can be concluded that reading is an activity to gain and try to understand the meaning of the text. Because reading is useless without understanding or comprehension. It implies that the most important aspect of reading is comprehending the material.

1.1 The Importance of Reading

In the world of education, reading becomes an important skill. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skills. Therefore, the students should be trained to have good reading skills. Clark and Rumbold (2006). states that, reading is useful for language acquisition, because it is needed for a career, for study purposes, or simply for pleasure.

1.2 The Purposes of Reading

Wallace classifies the purposes of reading asked for personal reasons as follows: (Pais, 2020)

a. Reading for survival

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

b. Reading for learning

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

c. Reading for pleasure

It is reading to get happiness. It wants to enjoy the rhythm or rhyme of the text. Meanwhile, reading is very important to do for all people as has been stated, there is the main reason for reading, that is reading for pleasure.

According to (Grabe & Stoller, 2013) the purposes of reading are reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, and reading for general comprehension.

1.3 Basic reading

According to Brown (2004), there are four types of reading performance and various assessment tasks: perceptive reading, selective reading, interactive reading, and extensive reading.

a. Perceptive Reading

In this type of reading performance, the process of reading focuses on bottom-up processing. Start from recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words and grapheme-phoneme correspondences. Kinds of assessment tasks on perceptive reading such as Reading Aloud, Written Response, Multiple Choice, and Picture-Cued Items.

b. Selective Reading

In this type of reading performance, the process of reading is the combination of bottom up and top-down processing. This assessment focuses on vocabulary and grammatical structure. Kinds of assessment tasks on selective reading such as Multiple Choice, Matching Tasks, Editing Tasks, Picture Cued Tasks, Gap Filling Tasks.

c. Interactive Reading

In this type of reading performance, the process of reading is mostly top-down processing. This type of reading focus on Form focused and Meaning-focused, but more emphasis on meaning comprehension. Kinds of assessment tasks on Interactive reading

such as Cloze Tasks, Impromptu Reading Plus Comprehension Questions, Short Answer, Editing, Scanning, Ordering Tasks, and Information Transfer.

d. Extensive Reading

In this type of reading performance, the process of reading is top-down processing. Kinds of assessment tasks on Extensive reading such as Skimming Tasks, Summarizing and Responding, Note Taking and Outlining.

According to the above explanation, there are many types of reading such as; perceptive reading, selective reading, interactive reading, extensive reading, intensive reading, scanning, and skimming.

2. Reading comprehension

Reading comprehension is one of the most important reading skills. Reading comprehension is defined as a cooperative mental practice between a reader's linguistic knowledge (knowledge of the world) and knowledge about a given subject (Ahmadi & Pourhosein, 2012). Reading comprehension is a communication procedure in which readers interact with the text as their background knowledge is activated.

Reading comprehension is important to achieve the main objectives of the whole reading process. According to Wolley (2011) Reading comprehension is the process of making meaning from text to

gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading comprehension has become a major characteristic of good readers who can be a significant contributor to the development of society. Reading comprehension is the process of making meaning from text.

Snow (2002) also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need to understand about components included in the texts with their prior knowledge about text they read to build their comprehension. It is in line with Patel & Jain (2008) defined that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.

Based on the explanation above, the researcher concluded reading comprehension is the process of making meaning from text. It is to get the meaning of a word or sentence. The goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading would be useless without comprehension. It implies that the most important aspect of reading is comprehending the material. Students should not only

comprehend the text they read but also understand it. To comprehend, pupils must thoroughly comprehend all aspects of the text.

2.1 Level of Reading Comprehension Text

According to Richards (2010), there are four levels of reading comprehension based on purpose below:

a. Literal comprehension

Reading to understand, remember, or recall the information explicitly contained in a passage.

b. Inferential comprehension

Reading in order to find information that is not explicitly stated in a passage, using the reader's experience and intuition, and inferring

c. Critical or evaluate comprehension

The reading compares information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension

Reading to gain emotional or other kinds of valued response from a passage.

Based on the statements above, there are four types of reading comprehension which have different purposes of each type. Literal comprehension means reading to know the information in general. At inferential comprehension, the reader aims to find specific information in texts. At critical

comprehension, the readers compare and conclude their knowledge and values of texts. meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text.

2.2 Components of Reading Text

There are many components of reading comprehension that have their own characteristic. King and Stanly (as cited in Taufiq, 2018) stated five components that help to read carefully, they are:

a. Finding the main idea

The main idea of a paragraph is what the author wants you to know about the topic. The main idea makes a particular statement or emphasizes a special aspect of the topic. It is usually expressed as complete thought and indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

b. Identifying the topic

A paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about a common person, place, thing, or idea. This common subject or idea is called the topic. The topic is what the entire paragraph is about

c. Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word which is not familiar to them by relating the close meaning of unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has nearly the same meaning as another word.

d. Identifying reference

Reference is the relationship which holds between words and things: words refer to things. This reference can help readers understand the reading.

e. Making reference

Inference is a logical connection that you draw between what you observe or know and what you do not know, inferences are reasonable guesses made on basis of available information.

2.3 The Difficulties in Comprehending Text

According to Sharpe (2005), there are eight aspects of problem in reading comprehension which the students should comprehend a text well, such as previewing, determining main idea, locating reference, understanding vocabulary, making inference, scanning detailed information, identifying exceptions, and referring to the passage. These aspects are regards as difficulties that the students encounter in comprehending the text.

a. Previewing

Research shows that it is easier to understand the context of reading text, if begin with a general idea of what the passage is about. Previewing helps the reader form a general idea of the topic in readers' mind.

To preview, read the first sentence of each paragraph and the last sentence of the passage. Readers should do this as quickly as possible. And in previewing, reading not for specific information, but for an impression of the topic.

b. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

c. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understand

for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

d. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe, 2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

e. Making Inference

In making inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge to make inferences. It means that the clues in the text will help students to build assumptions and draw a conclusions. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ..”,

“It can be inferred from the passage...”,

“What the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written in the text.

f. Detail Information

The last type of question that is usually found in reading tests is detailed questions or information. This question is used to check students' ability to understand the material that is directly stated in the text. Some examples of detail questions fall into the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following are true except.”,

“A person, date, or place is,,,”.

In understanding and answering the detailed questions, the students can use the scanning strategy. In addition, to find out the answer to a detail question, the reader can note or underline the keyword in the question, and then scan the passage for that word's synonym.

g. Identifying exceptions

Identifying Exceptions is to find information that is not in the reading passage. What is done in Identifying Exceptions is to

use Scanning of Details from each answer choice to ascertain which information is not in the reading passage.

h. Referring to the passage

Referring to the passage is to find certain information in the passage, and identify it by line number or paragraph.

In the question, the readers can read the question in firstly and then refer to the line numbers and paragraph numbers in the answer choices to scan for the information in the question

2.4 Factors Influencing in Reading Comprehension

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or inappropriate materials. Westwood (2008) stated there are eight factors in comprehension, as follows:

1. Limited Vocabulary

Studies have confirmed that reading comprehension is closely related to a student's level of spoken language competence (Hummel as cited Westwood, 2008). If a student s have difficulty understanding what are reading, it is worth considering whether there is a serious mismatch between the student's knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. The

student able to read a word correctly on the page but not know its meaning.

2. Lack of Fluency

There is a high correlation between oral reading fluency and comprehension (Klinger et al., as cited in Westwood, 2008). An optimal level of fluency in reading leads to accurate information processing. Fluency in reading, which is primarily based on fluent and effortless word identification and contextual cues, allows the reader to use all available cognitive capacities to focus on meaning.

Students who read very slowly or too quickly often lack comprehension. Slow reading can limit cognitive capacity to low-level processing of letters and words rather than giving full attention to high-level ideas and concepts in the text. However, reading too fast can result in inaccurate word recognition, and important details being missed.

3. Lack of familiarity with the subject matter

It is much easier to read with understanding if the reader already possesses some prior knowledge of the topic. Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. It is better to provide information first by other means (e.g. video, posters, discussion) to build firm

background knowledge before students are expected to read about that theme in printed texts. This is particularly important for weaker readers.

4. Difficulty level of the text (readability)

The difficulty level of text is a major factor influencing whether or not the material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process.

5. Inadequate use of effective reading strategies

Unlike skilled readers, weaker readers do not approach the interpretation of text strategically. They tend not to know of, or use, strategies that would help them visualize, make connections, reflect, infer, predict, question and summarise (Kemple et al., as cited in Westwood 2008).

6. Weak verbal reasoning

The ability to comprehend text, and especially to know the words on the page to make relevant connections among facts and to critique ideas, reflects the process of verbal reasoning (Cain & Oakhill, 2006). The ability to reason is determined by one's level of intelligence; but guided reading activities where teachers use effective questions to challenge students to think more deeply about the text they

are reading can help develop their ability to reason from the information provided. Guiding students to make connections between the new information in the text and the knowledge they already have will be very beneficial.

7. Problem with processing information

In order to retain the meaning of the text as sentences and paragraphs are collected, the reader must be able to store relevant information in working memory and make the necessary connections between ideas (Cohen Mimran & Sapir, Savage et al., Swanson & German, 2007). Limited working memory is sometimes suggested as a contributing factor to poor comprehension.

Everyone has different working memory capacities, with some people able to process and accommodate more information than others. Working memory capacity is significantly reduced if a person is stressed or anxious, or disturbed by other problems. In addition, slow word-by-word reading also causes the memory to be unable to retain information for a long enough period of time for the meaning to be retained.

In teaching, slow readers should be encouraged to reread the material in order to process the information properly. It is also necessary to minimise factors that may

cause readers to become anxious or distracted and to ensure that students give full attention to the task. Hall and Harding (2003) have identified attention (active engagement) and self-regulation as important influences in reading with comprehension. (Westwood, 2008)

8. Problem in recalling information after reading

Memorability or recall depends in part on factors such as the clarity and relevance of the information in the text; but it also depends on students paying adequate attention to the reading task and knowing that it is important to remember the details. Recall is strongest when readers connect new information in the text to their prior knowledge and experience, and when they rehearse key points from the text (Myers & Botting as cited in Westwood, 2008).

2.5 The Strategies in Reading Text

In improving reading skills, the students have to practice reading a lot and use certain strategies. The student's ability to comprehend the text depends on their ability to use strategy to understand what the writer says. It means that strategy helps the students to comprehend the text they read. McNamara (2009) suggests six reading comprehension strategies:

- a. Comprehension monitoring

It is the process of students' reading and analyzing the level of understanding, as the awareness of low understanding may require the use of other strategies to increase understanding of the text and their comprehensibility.

b. Paraphrasing

Students restate the text in different words/own words, that help less skilled readers to improve the basic understanding of the information contained in the words/sentences/paragraphs and the whole text.

c. Elaboration

It is the process of making inferences/questions that involves the linking of the meaning of the word/sentence/text to existing related knowledge.

d. Logic or common sense

This strategy helps students to understand the text using logic or general knowledge because very often they do not have enough domain knowledge or directly related knowledge of the information presented in the text without knowing a lot about the topic.

e. Predictions

This strategy involves students' thinking about what may appear next in the text. This strategy is pretty uncommon

when reading scientific texts, but for narrative texts may be pretty effective.

f. Bridging

It is the strategy that develops students' ability to link ideas and understanding the relation between sentences/paragraphs/chapters in the text. Making inferences is critical to understanding and to successfully comprehend the text because the reader must make inferences to build a coherent mental model of the information presented in the text.

The six strategies mentioned encourage the readers to use a set of strategies, which lead to better understanding and improvement of readers' ability to explain the text.

3. Analytical Exposition

Analytical exposition text is one of the genres that be taught in the senior high school level. Exposition is a text type which clearly focuses students on the purpose of argument, that is putting forward a viewpoint and providing evidence to support it (Knapp & Watkins as cited in Muspitarin, 2019). Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition.

Dardjis et al., (as cited in Muspitarin 2019) emphasized that analytical exposition persuade the reader that the idea (about the

phenomenon surrounding) is an important matter. Analytical exposition text has a purpose to persuade the reader to believe what the writer believes. Sudarwati & Grace (as cited in Muspitarin, 2019) stated that an analytical exposition text, also called a persuasive text, it is a type of text that the purpose is to make people believe that there is a problem.

3.1 Generic Structure Analytical Exposition

According to Gerrot & Wignell as cited in BPMPK Kemendikbud explain the most common use of analytical exposition's generic structure is as follows:

1. Thesis.

It introduces the topic of the text and indicates writer's position in the text, outlines arguments to be presented.

2. Arguments.

In each of the arguments consists of two divisions. The first one is point. It restates the main argument outlined in preview. This means that each point is an idea that supports the statement of the thesis. The second one is elaboration. Elaboration is the part where the writer develops and supports each point with evidence, proof or even analysis.

3. Re-iteration.

This last part of analytical exposition text is used to restate the writer's position against to the reader

All three aspects above have to be arranged in order so that the reader can understand the analytical exposition text well.

3.2 Language Feature of Analytical Exposition text

Analytical exposition text has five characteristics of language features. Gerrot and Wignel as cited in BPMK Kemendikbud states that the language features used in analytical exposition text:

- a. Focus on generic human and non-human participants
- b. Use mental processes.

It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.

- c. Use material processes.

It is used to state what happens. For example: pollute, grab, write, etc.

- d. Use of simple present tense.

1) Nominal : Subject + is / am / are + Noun / Adjective / Adverb

2) Verbal : Subject + Verb 1 s / es + Object+Adverb

- e. Use of relational processes.

The act of being, having or becoming. For examples: is, has/have, become

- f. Use of internal conjunction to state argument.

For example: in addition, moreover, then, alternatively, at first, finally.

g. Reasoning through casual conjunction or nominalization

For example:

- 1) Casual conjunction: because, because of, since, for.
- 2) Nominalization (the noun forms of verbs): The rapid increase in crime was causing concern among the police.

B. Previous Studies

There are some related previous studies to this research.

The first previous study is from Hayati, H. A., & Puspitaloka, N. (2022). *“An Analysis of Students’ Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School”*. This study aimed at finding out the junior high school students' difficulties in reading and students' attempts to overcome their reading difficulties during the covid-19 pandemic. This study used a qualitative method with a descriptive approach. The research participant took from six students in junior high school in Karawang with different levels from high, middle, and high levels, each level took from two students. The data on students’ reading comprehension difficulties were collected through observation, interviews, and documentation. The results show that students’ reading comprehension difficulties were affected by internal factors and external factors. and the use of the internet became the media for students’ attempts to deal with reading difficulties.

The second is from Intan Safitri (2022) entitled “*An Analysis Of Students’ Difficulties in Comprehending English Reading Exercises at The Eleventh Grade Of Ma Ma’arif Nu 02 Sidorejo In The Academic Year 2021/2022*”. Descriptive qualitative research design was employed in this research. This research used document analysis and questionnaire to collect data. The eleventh grade of science two took as a sample because they had lower score in reading than other classes by using purposive sampling technique, which consisted of 30 students. The result showed that there were four difficulty aspects faced by students in comprehending reading exercises. There were 70% students faced difficulty aspect in determining main idea, 66% students faced difficulty aspect in inference, 50% students faced difficulty aspect in detail (specific information of text), 75% students faced difficulty aspect in vocabulary. Thus, the most difficulty aspects faced by the students in comprehending English reading exercises was vocabulary aspect.

The third is from Fitrah Ramadhan Rusdi (2021) entitled “*The Difficulties of Reading Narrative Text Online for Ninth Grade Students*”. This research aimed at find out the difficulties of reading narrative text online for ninth grade students at SMP Muhammadiyah 01 Jember in Academic Year 2020/2021. The researcher used descriptive qualitative research and conducted data from interview and documentation. The research result, there some difficulties in reading narrative text online faced by ninth grade students of SMP Muhammadiyah 01 Jember in 2020/2021, they were tired eyes easily, difficulties to concentration in reading a text, and difficulties to underline

important words, difficult to understand narrative text because had a lot of vocabularies, uses past tense, and difficult to find moral value.

The fourth is from Sari, et.al (2020) about “*Students’ Perception on Reading Comprehension Problems of Narrative Text*”. This research used quantitative method which focused in students’ problem in reading text. The result showed that the students still experienced some problems in reading narrative text. Based on the result of the questionnaire, the most problematic aspect that hinder the students’ reading comprehension was “Motivation” (65.6%), followed by “Strategies” (63.7%), “Background Knowledge” (63.3%), “Reading Process (60%)” and “Language Knowledge (55.4%)”.

Yolanda Melandita (2019) entitled “*Students’ Difficulties In Comprehending The English Reading Text at The Second Semester of The Eighth Grade of Smp Darul Falah Bandar Lampung In The Academic Year Of 2018/2019*”. This research aimed to know the cause of difficulties faced by eighth Grade Students’ at SMP Darul Falah Bandar Lampung in comprehending English reading descriptive text. The researcher used *Survey design*. In this design, researcher used quantitative method. The sample of this study is the eighth grade students of SMP Darul Falah Bandar Lampung. The researcher was taking 3 classes consist of 74 students. In collecting data, the researcher used a 15-item questionnaire with a 5- point Likert scale was used to collect data. Based on the statistical data, the overall result revealed that most of the respondents perceived that they were not sure whether they had difficulties in reading comprehension. Moreover, on average, the

respondents completely understood that motivation may be the first obstacle affecting reading comprehension. Background knowledge and the lack of reading strategies were perceived as the second and third problems respectively.

The last is from Ratih Laily Nurjanah (2018) *The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*. This research is an attempt to find out the difficulties faced by students in doing reading comprehension to find the perfect technique or method to overcome the problem and answer the research questions about difficulties are faced by students in doing reading comprehension test and the causes of the difficulties and the methods or learning activities are applicable in the classroom to overcome the difficulties. The method of this study is explanatory multi-method strategy by first giving test to students then analysed the results of the test. A questionnaire was distributed to find out students' expectations of the class. The findings show that students face problem related to vocabulary knowledge or mastery. These problems are related to the poor habits of reading and less interesting reading comprehension course they have in the classroom. Students need more interactive learning activities to be applied in the classroom such as games, or audio visual media to keep them interested in the lecture or reduce the anxiety.

Table 2.1 Previous related study

No	Title	Similarities	Differences
1	Hayati, H. A., & Puspitaloka, N. (2022)	<ul style="list-style-type: none"> The research method is 	<ul style="list-style-type: none"> The research subject and place were

	<p>“An Analysis of Students’ Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School”</p>	<p>Qualitative with descriptive approach.</p> <ul style="list-style-type: none"> Using interview, observation, and document in collecting data. 	<p>Junior High School in Karawang during the pandemic 2019</p> <ul style="list-style-type: none"> The objective data is to find out junior high students' difficulties in reading and students' attempts to overcome their reading difficulties during the covid-19 pandemic
2	<p>Intan Safitri (2021)An Analysis of Students’ difficulties in Comprehending English Reading Exercises at the eleventh grade of MA ma’arif nu 02 Sidorejo in the academic year 2021/2022</p>	<ul style="list-style-type: none"> Used descriptive qualitative research design 	<ul style="list-style-type: none"> This study aimed to found the most difficulty aspect in comprehending English reading exercises of WH questions in essay. The subject and place of research were Eleventh Grade Students’ at MA Ma’arif NU 02 Sidorejo. Using questionnaire technique in collecting data
3	<p>Fitrah Ramadhan Rusdi (2021) entitled “The Difficulties of Reading Narrative Text Online for Ninth Grade Students”.</p>	<ul style="list-style-type: none"> Using descriptive design. Using interview and documents in collecting data. 	<ul style="list-style-type: none"> The research subject and place were Ninth Grade Students at SMP Muhammadiyah 01 Jember in 2020/2021 Academic Year” Focus on difficulties in narrative text online Using questionnaire in collecting data
4	<p>Sari, et.al (2020) about students’ perception on reading comprehension problems of narrative text.</p>	<ul style="list-style-type: none"> Find out the factor that causes students 	<ul style="list-style-type: none"> The kind of text is Narrative text Using quantitative method

		difficulties in reading comprehension	<ul style="list-style-type: none"> The research subject and place were
5	Yolanda Melandita. (2019) Students' Difficulties In Comprehending The English Reading Text at The Second Semester of The Eighth Grade of Smp Darul Falah Bandar Lampung In The Academic Year of 2018/2019	<ul style="list-style-type: none"> The research problem find out the factor causing students difficulties in reading comprehension 	<ul style="list-style-type: none"> The research subject and place were The Eighth Grade of Smp Darul Falah Bandar Lampung In The Academic Year Of 2018/2019 This study used Survey design. This study used quantitative method. This study used questionnaire in collecting data
6	Ratih Laily Nurjanah (2018) The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test.	<ul style="list-style-type: none"> The research method is qualitative. Interview and documents in collecting data. 	<ul style="list-style-type: none"> The method of this study is explanatory multi-method strategy to analysed the result of test Collecting data used questionnaire. This study focus on reading comprehension in final test. This study aimed to find the technique to overcome problems in reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research method is the method used by researchers to solve problems and find answers to research questions, how researchers collect and analyze data to answer questions and achieve research objectives. In this study, the researcher used a descriptive design with a qualitative method. Descriptive design is used because in this research there is no treatment given to the students. According to Moelog (2014) states that descriptive research is a method of research with trying to picture out and interprets the object as in the fact. Descriptive is designed to obtain real information concerning the current status of the phenomenon (Yuhana, 2013).

Sugiyono (2016) stated that qualitative research method is a research method used to examine the condition of a natural object. Crossett (2008) stated that qualitative method includes a board to exploring human experience, perception, motivation and behaviour and is related to the collection and analysis of words in either spoken or written form. It means that the use of students' difficulties in comprehending reading texts is only described as what they were, without giving any treatment. In this research, the researcher will use qualitative method because the only analysis is based on the fact that will have been found. The researcher only focuses on describing data on students' difficulties in reading texts. As result, the

researcher will describe students' difficulties in reading comprehension of Analytical exposition text and the factor that causes it problems.

B. Research Settings

1. Setting place

Selecting the right place is essential because it affected the results. So the researchers chose this research to conduct at the SMA Batik 2 Surakarta. Located in Samratulangi street No.86, Kerten, Kec. Laweyan, Kota Surakarta, Jawa Tengah 5714.

2. Setting time

The research schedules were pre-research, designing proposal, proposal seminar, collecting data, analyzing data, and *munaqosah* examination. The research schedule explained in the following table.

Table 3.1 Research schedule

Subject	Time						
	Nov	Dec	Jan	Feb	Mar	Apr	May
Pre-research							
Designing proposal							
Proposal seminar							
Collecting data							
Analyzing data							
Munaqosah examination							

C. Research Subject

The research subject in this study is the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023, used pre-observation techniques to select a sample of participants who are believed to be able to provide relevant information on the topic or setting. The researcher choose students for this study.

Based on the pre-observation interview with the English teacher of SMA Batik 2 Surakarta, the tenth-six of tenth grade is the class that experience the most comprehension difficulties in reading especially in analytical exposition. From that class, the researcher plane to take 3 informants who have the lowest score in reading after finishing the test.

D. Data and Source of the Data

1. Data

Data in this type of study is the form of sentences or narratives from research subjects or respondents obtained through a data collection technique which then the data will be processed using an analysis technique (Herdiansyah, 2013). The data of the study is about students' difficulties in reading comprehension of Analytical Exposition text in the tenth grade of SMA Batik 2 Surakarta. The form of the data is sentences.

2. Source of data

The source of research data is one important thing because it relates to the problem information to be studied to determine the

feasibility, accuracy, and depth obtained by researchers by informants (Nugraini, 2014). Research data sources are divided into two, namely primary and secondary data sources. Primary data sources obtained directly from the informants to be studied. Because the subject of this study was students, so the researcher used only the primary data and it acquired from students who have difficulties reading analytical exposition in the tenth grade of SMA Batik 2 Surakarta. Tenth-six class as the informants that has been researched.

E. Research Instrument

Research instruments are tools that are used or needed to collect data. Research instruments are needed because the instrument is a tool to collect or obtain research data using a method that affects the data obtained, data is essential to assist researchers in answering research problems. Based on this statement, the instrument plays a vital role in conducting research, namely collecting data accurately. In collecting data for this study, the researcher is the instrument for collecting data. Because in qualitative research, the main tool or instrument for data collection is human, namely the researcher herself or others (Afrizal, 2015). The researcher will collect data by asking, asking, listening, and taking.

To collect data from sources of information, the researcher as the main instrument needs an instrument of assistance. There are two types of instruments that researchers will use to help find data, namely:

1. Interview guideline.

This is a short piece of writing that lists the information to be asked. It uses to capture research patterns that have a special nature of verbal interaction between researchers and respondents, which is initiated for the purpose of the research.

2. Recording device.

The researcher used a cellphone to record and photograph the results of in-depth interviews or observations. This tool was used if the researcher has difficulty recording the results of the interview.

F. Techniques of Collecting Data

The procedure in collected data is one of the main in this research to answer the research problems. The data collected in a natural setting without setting manipulation. In this case, to receive detailed data, researchers need to choose the appropriate data collection method. As for this research, the researcher used research data collection techniques in the following ways:

The researcher used three kinds of instruments to collect the data, they are interview, observation and documentation.

1. Interview

Researchers used interviews to find data. Interview is one of the data collection techniques carried out by researchers by conducting conversations with a specific purpose. An interview is a form of verbal communication so it is a kind of conversation that aims to obtain information (Nasution, 2003). Wallace (2006) in his book also states

interviews are used when researchers want to explore the knowledge, opinions, ideas, and experiences of our students, fellow teachers, parents and et cetera.

In this study, the researcher used semi-structured interviews. According to Smith (2009) semi-structured interviews are a form of conversation that can allow researchers and informants to dialogue questions that have been systematically arranged based on aspects of the problem under study, and the form of the question can be modified according to the response given by the informant so that researchers can explore interesting data more deeply.

In collected the data, researchers conducted interviews with students by providing several question items relate to difficulties in reading comprehension and the factors caused it. The resource is the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023.

Table 3.2 Interview Guideline

No	Research Problem	Aspects	Questions
1	Students' Difficulties in Comprehending Analytical Exposition	Determining main idea	<ol style="list-style-type: none"> 1. Do you find it difficult to find the main idea of the reading passage? 2. Do you feel confused when looking for the main idea of each paragraph of the analytical exposition?
		Locating Reference	<ol style="list-style-type: none"> 1. Do you understand the meaning of antecedent in analytical exposition reading?

			2. Do you feel confused when there is a question that asks about the reference of a pronoun in reading analytical exposition?
		Understanding Vocabulary	1. Do you have enough English vocabulary mastery to understand the analytical exposition text? 2. Do you know the meaning of the vocabulary in the analytical exposition text written by the author?
		Making Inference	1. Do you find it easy to summarise the analytical exposition text that you read?
		Detail information	1. Do you find it confusing to look up detailed reading information such as names of places, things and so on?
2	Factor causes students' reading comprehension	Limited vocabulary	1. How good is your English vocabulary? 2. Do you often find words that you don't know the meaning of before? 3. Do you often have trouble understanding a text because you don't know the meaning of the words? 4. Do you need help from a dictionary when reading texts?

	Lack of fluency	<ol style="list-style-type: none"> 1. Do you feel confused when reading English orally? 2. How do you read the text orally, is it too slow or too fast? 3. Do you often make mistakes when reading English texts, especially analytical exposition texts?
	Lack of familiarity with subject matter	<ol style="list-style-type: none"> 1. Did you learn or know about analytical exposition before this lesson in Grade 10? 2. Do you need several explanations of the material from the teacher to understand the analytical exposition? 3. Do you take a long time to understand the meaning of the analytical exposition you read?
	Difficulty level of the text	<ol style="list-style-type: none"> 1. Do you think analytical text is the most difficult text to understand? 2. Do you feel confused about find the generic structure of analytical exposition text?
	Inadequate use effective reading strategies	<ol style="list-style-type: none"> 1. Do you have strategies that you use when reading analytical exposition? 2. How do you apply your strategies to read analytical exposition texts?

		Problem with processing information	<ol style="list-style-type: none"> 1. Do you process new information quickly? 2. How do you process new information that you just learnt? 3. If you get new information, but the information is still not very clear, what will you do?
		Problems in recalling information after reading	<ol style="list-style-type: none"> 3. Do you find it difficult when you are told to re-explain the information in the analytical text?

2. Giving Worksheet Test

In this research, the researcher used technique giving worksheet test to the students to know the difficulties in reading analytical exposition text. The test delivered to the students by some questions based on the theory students' difficulties in reading comprehension. This worksheet delivered when tenth-six have time in English subject learning. So, researcher would take 2 times learning when the material is analytical exposition text.

Table 3.3 worksheet identification

Types Question	Question number	Total Question
Identifying Main Idea	3	1
Using context for Vocabulary	6	1
Scanning for detailed information ⁴	4	1
Making Inferences	5	1
Identifying Exceptions	8	1

Locating References	7	1
Referring to the passage	2	1

G. Trustworthiness of the Data

Researcher needs several techniques for examining data to explain the trustworthiness of the data. In data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and data sources that already exist. Triangulation is the most common way that is used in improving data validity in qualitative research. Related to this, Patton (as cited in Sutopo, 2006) states that triangulation is a technique that can be done by a researcher in collecting the same data by using different methods, and checking the validity of the source of data by using different methods. So, method triangulation in this research was done by comparing different data which were obtained from different methods, namely observation, interview, and documents.

Data triangulation is a technique that allows the researcher to collect data from many sources of data because the same will be more valid if it comes from different data sources. So, in data triangulation, the researcher is compared the different data that obtained from different sources. According to Denzin and Lincoln (2018) there are types of triangulation, triangulation of source data, investigator triangulation, theoretical triangulation, and methodological triangulation.

1. Data triangulation

Data triangulation is a triangulation which uses many sources of data to validate it. The data taken from informant was compared to the data from other documents

2. Investigator triangulation

This triangulation refers to the use of more than one researcher in the field to gather and interpret data. In addition, investigator triangulation means that validity of the research in some parts can be tested by some other researcher.

3. Theoretical triangulation

This triangulation refers to use more than theoretical position in interpreting data.

4. Methodological triangulation

This triangulation refers to the use of more than one method for gathering data. Methodological triangulation is a triangulation that can be done by researcher by collecting the same data but using different techniques or method of collecting data.

H. Techniques of Analyzing the Data

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that it can be easily understood, and the findings can be informed to others (Sugiono, 2013). Analyzing data is done by organizing data, breaking it down into units, synthesizing, arranging it into patterns, choosing what is important and what will

be studied, and making conclusions that can be told to others. Sugiono (2013) stated that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking it down into units, synthesizing, compiling it into patterns, selecting what is important and what that have been studied, and making conclusions. According to Miles and Huberman (2014) there are three techniques in analyzing data as follows:

a. Data Condensation

According to Miles and Huberman (2014) Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. It can be interpreted as the process of selection, simplification and transformation of the data to the field note. The data condensation will be done during the research activities. In this case, the researcher will be reducing the information during the research and the researcher took the important data that will have been created in students' difficulties in reading comprehension of Analytical exposition text at the tenth grade of SMA Batik 2 Surakarta.

b. Data display

The data display stage is an advanced stage of analysis where the researcher presents research findings. In the qualitative method, data

display can be done in the form of brief descriptions, tables of relationships between categories and others. Sugiono (2010) stated that the most frequent form of data display for qualitative research data in the past has been narrative text.

In this research, the researcher needs to display the data to describe the result of the research. The researcher analyzes the result of the interview, and result of test and then the data is processed and arranged. Using data display, research data organized and arranged in the correct relationship pattern so that the data easily understood by the researcher. The data described in the form of a description. It is used in arranging information or description to make a conclusion. The researcher organized the data and described the students' difficulties in reading comprehension of Analytical Exposition.

Below is the data code used to code the data that has been found as follows:

Table 3.4 Data Code

No	Code	Information
1	MF	The first informant
2	SZ	The second informant
3	ZM	The third informant
4	I1	The First Interview
5	I2	The Second Interview
6	0_ _	Line in transcribe interview

Table 3.5 Data Code About Students Difficulties in Reading

No	Code	Information	No	Code	Information
1	A	Identifying main idea	8	H	Limited Vocabulary
2	B	Context Vocabulary	9	I	Lack of Fluency
3	C	Detailed Information	10	J	Lack Familiarity with Subject Matter
4	D	Making Inferences	11	K	Inadequate Reading Strategies
5	E	Identifying Exceptions	12	L	Processing Information
6	F	Locating Reference	13	M	Recalling information
7	G	Referring to the passage			

c. Drawing and Verifying Conclusions

The conclusion drawing or verification stage is an advanced stage where at this stage the researcher concludes the data findings. At this stage is the researcher's interpretation of the findings from an interview and giving test. After the conclusion was drawn, the researcher checked the data reduction and data display stages again to ensure that no mistakes have been made.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research findings, the researcher presents the result of analyzing the data. This research findings include the data of description related to describe the students' difficulties in reading analytical exposition text. This sub-chapter divided into two explanations based on the formulation of the problem that must be solved in this chapter, the first is students' difficulties in reading analytical exposition text, and the second is about the factors that influence students 'difficulties in reading analytical exposition text.

The researcher used the result of the observation participant and interviews to answer the research questions. The answer to the research questions is as follows:

1. Students' difficulties in comprehending analytical exposition text in the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023.

Based on the research of result, the researcher found the students' problem in comprehending analytical exposition text at tenth grade of SMA Batik 2 Surakarta. In this research, the researcher used qualitative research. The respondents on tenth grade six of SMA Batik 2 Surakarta. The researcher giving worksheet to students to know their difficulties. The worksheet has done by students in Wednesday 5 April 2023. The others data was showed from interviews with some students on Wednesday 12 April 2023 and 10 Mei

2023. The following are the students' difficulties faced in comprehending reading analytical exposition text based on the giving test and interviews.

1.1 The of Result Giving Worksheet Test

a. Difficulties in Identifying Main Idea

Based on the collected data by giving some questions about reading, there are some students who have difficulty in identifying the main idea of the analytical exposition text. The researcher made questions about identifying the main idea and the question is as below:

Table 4 1 Question about Identifying Main Idea

“What is the main idea of paragraph four?” (Multiple choice number 3)

- a. The writer suggests the government to repair the damaged roads carefully
- b. There are some questions from people about action to repair the roads
- c. Locals and road users complain to local government about damaged roads in Jakarta
- d. Damaged roads endanger the road users

There were 8 of 24 students who made incorrect answers in identifying the main idea. The correct answer is A. (The writer suggests the government to repair the damaged roads carefully)

b. Difficulties in Using Context for Vocabulary

Vocabulary plays a very important role in understanding English reading text. So if students do not have a good vocabulary, it will be

difficult to understand English reading. The following is the question test about using context for vocabulary.

Table 4.2 Question about using context for vocabulary

“For example, pesticide put inside particle boards to proscribe termites has now been found to be toxic to human life.” What does the word “proscribe” mean? (Multiple choice number 6)

- a. Allow
- b. Accept
- c. Authorize
- d. Prevent

There are 6 of 24 students who made incorrect answers in using context for vocabulary. The correct answer is D. (Prevent).

c. Difficulties in Scanning for Detailed Information

Scanning for detail in reading comprehension is quite difficult for students. Scanning for details requires strong comprehension. Some students have difficulty finding detailed information in the passages. The following is a question related to finding detailed information from analytical exposition text.

Table 4.3 Question about scanning for detail

“The main reason why local and road users complain about the poor condition of roads in Jakarta is....” (Multiple choice number 4)

- a. It endangers road users when they pass into these roads
- b. The roads become water pools or puddles in the rainy season

- c. There is no attention from the government about problem
- d. The damaged roads are repaired by the government carelessly so they are easily broken

There are 19 of 24 students who made incorrect answers in scanning for detailed information. The correct answer is A. (It endangers road users when they pass on these roads.

d. Difficulties in Making Inferences

Inferences are a form of understanding someone has after reading a passage. In making inferences, the students are expected the text to find the conclusion of the statements in the text. In these terms, all students have difficulty, which is the most common type of difficulty experienced by class tenth-six students. The following is the question about making inferences.

Table 4.4 Question about making inferences

- “The text mainly tells us about....” Multiple Choice number 5
- a. The development of technical progress to fulfill human needs
 - b. The necessity to delay technical progress
 - c. The advantage of technical progress in our world
 - d. The examples of negative impacts caused by technical progress

There are 24 of 24 students who made incorrect answers in making inferences. The correct answer is B. (The necessity to delay technical

progress). So, can be concluded that all of students have difficulties in making inferences.

e. Difficulties in Identifying Exceptions

Identifying Exceptions is done to find information that is not in the reading passage. What is done in identifying exceptions is to use scanning of details from each answer choice to ascertain which information is not in the reading passage.

Table 4.5 Question about identifying exceptions

“The following sentences are true, except.?” (Multiple choice number 8)

- a. Cars contribute the most pollution in the world.
- b. The cars today are our roads’ biggest killers.
- c. Cars can also cause many deaths and other road accidents.
- d. The car cans accelerate the transport.

There are 6 of 24 students who made incorrect answers in identifying exceptions. The correct answer is D. (The car can accelerate the transport)

f. Difficulties in Locating References

In identifying references, the students understand are expected to understand what pronouns in sentences are used such as the

pronouns that are used to show people, places, or situations. The following is the question about locating references.

Table 4 6 Question about Locating Reference

“Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die” The word them refers to....? (Multiple choice number 7)

- a. Cars
- b. Cities
- c. Pedestrians
- d. Pollution

There are 9 of 24 students who made incorrect answers in locating references. The correct answer is C. (Pedestrians)

g. Referring to The Passage

Table 4 7 Question about referring to the passage

The question about referring to the passage is “Where does the passage does the author refer to the advantage of the internet to people in the world? “(Multiple choice number 2)

- a. 1
- b. 2
- c. 3
- d. 1 and 2

There are 11 of 24 students who made incorrect answers in referring to the passage. The correct answer is B. (2)

1.2 The Result of Interview

Based on the interview that was conducted by the researcher on Wednesday 5, 12 April 2023 with the informants of the research. The informants are MF, SZ, ZM. The students have some problem difficulties in reading analytical exposition text. the difficulties as follow:

a. The Difficulties in Identifying the Main Idea

Finding the main idea of the passage is the key to finding out the meaning of the text. To make understand the text, students must be reading English text directly and get information from content of the text. Therefore, this can make the main idea more difficult to find. Based on the interview that was conducted by the researcher on Wednesday, 12 April 2023 with MF, SZ, ZM. The students have difficulties in identifying main idea. This accordance with statements given by the informants in interview. The informants explained about the difficulties in identifying main idea, the result as follow:

The question interview about identifying main idea is at the second question, namely *“Apakah kamu merasa kebingungan dan kesulitan pada saat mencari ide pokok dalam bacaan teks analytical*

exposition text?" ("Do you feel confused and difficult when looking for main ideas in reading analytical exposition texts?").

According to an interview with MF, the informant said

"Kadang kesulitan sih mba, Biasanya aku malah itu sih mb nyari diparagraf pertama gitu" ("Sometimes it's hard mba, I usually find it in the first paragraph") (A/MF/I1/016)

According to an interview with SZ, she said

"iyaa agak, agak kesulitan sedikit...." ("Yes, it's a bit, it's a bit difficult....") (A/SZ/I1/018)

According to an interview with informant ZM, the informant said:

"iyaa bisa, cuman ya pernah sih kebingungan menemukan ide pokoknya" ("Yes, I can, but I've never been confused about finding the right idea") (A/ZM/I1/014)

Then the researcher asked further how confused informant was, and informant answered *"Itu sih kak, kalau ide pokok kan biasanya ada diawal kalimat kalau engga ya akhir kalimat ya seringnya, cuman kadang tuh kaya ngerasa dikalimat pertama dan terakhir itu tidak pas kalau dijadiin ide pokok gitu"* ("..... if the main idea is usually at the beginning of the sentence if not the end of the sentence, it's often, but sometimes I feel like the first and last sentences are not right if they are used as the main idea) (A/ZM/I1/016)

Based on the results of the tests conducted and interviews with students, some students were incorrect in answering questions about the main idea. Students found it difficult to find the main idea. Students are confused to find the main idea from the which sentences because students only know that the main idea in first sentences, so it makes the students feel confused when the main idea is not in first sentence.

b. The Difficulties in Using Context for Vocabulary

Based interview with some students, students have difficulty in using context for vocabulary. In the reading text, students need a dictionary to know the context meaning of the vocabulary. This is accordance with the statements from the informants.

The question interview about using context for vocabulary is in the eleventh question, namely "*apakah kamu dapat memahami arti setiap vocabulary dari bacaan yang kamu baca?*" "Are you able to understand the meaning of each vocabulary from the text you read?" and the answer about the question as follows:

According to an interview with informant MF, the informant said that he does not have many English vocabulary that he knew the meaning is, "*Kurang lancar sih kak, kurang hafal kata-kata bahasa*

inggris” (“I have less fluent kak, less memorised English words”)
(B/MF/I1/022)

According to an interview with informant SZ, the informant said that she just knew the familiar words and she used google translate to understand the explanation of words. *“hanya tau kata-kata yang famiar saja sih kak, biasanya sih kalau saya mau benar-benar tahu itu buka google translate dulu, kalau masih ngga paham biasanya aku cari pembahasaanya dulu digoogle kaya how sama whom itu kan bedanya apa aku cari penjelasannya”* (“I only know the familiar words. Usually, if I really want to know, I open google translate first, if I still don't understand, I usually look for the language first in Google, like how and whom, what is the difference, I look for the explanation".) (Wednesday, 12 April 2023, at 12.05pm)
(B/SZ/I1/036)

According to an interview with informant ZM, she said:

“ooh ya aku bisa dikit-dikit sih kak, dasar-dasarnya tahu. entar kalau digabungin dikit-dikit ngerti” (“ooh yes I can do it a little bit, Kak, I know basics English words and if I combine it, a little bit understand). (Wednesday, 12 April 2023, at 11.36pm)
(B/ZM/I1/047).

Then the researcher also asked whether the informant needed the help of a dictionary or not when understanding the contents of the

reading and the informant said that he needed it when experiencing difficulties. “*Kalau kesusahan banget perlu (kamus) sih kak*” (“If it's really difficult to need (dictionary), kak”) (B/ZM/I1/048)

Based on the results of tests and interviews conducted with students, some students have difficulty understanding the context of the vocabulary. Students only familiar with some basic words that familiar in daily life. In reading text, students need the help of a dictionary or google translate to understand the context of the reading. So can be concluded that some students have difficulty in understanding the meaning of context vocabulary.

c. **The Difficulties in Scanning for Detail**

Based interview with some students, they have difficulty in scanning for detail. In the reading text, students have difficulties in scanning detailed information from the text. This is accordance with the statements from the students.

The question interview about scanning for detailed information is in the eight question, namely “*apakah merasa kebingungan untuk mencari informasi bacaan secara mendetail seperti nama tempatnya, benda, orang dan sebagainya?*” (“Do you find it confusing to look up detailed reading information such as names of places, things, people and so on?”)

According to in Interview with the informant MF, the informant said that he can find the detailed information, but sometimes when he is tired, he finds it difficult to find the detailed information. *“Kalau itu bisa bisa aja mb kalau aku pas mau nyari, kalau pas males yaa sulit hehe”* (“If it's possible, it can be done if I want to find it, if I'm lazy, it's difficult hehe”) (Wednesday, 12 April 2023, 10.55) (C/MF/I1/034)

According to interview with SZ, she said that sometimes she finds it difficult because she is confused to know the detailed information. *“Kalau itu kadang kesusahan sih kak, soalnya kan kadang ada beberapa tempat atau nama orang gitu kan jadi bingung yang dimaksud yang mana”* (“If it's sometimes difficult kak, because sometimes there are several places or names of people so I'm confused about which one is meant”) (Wednesday, 12 April 2023, at 12.05pm) (C/SZ/I1/034)

According to interview with ZM, sometimes she feels confused about the detailed information and then she reads repeatedly to find the detailed information. *“Iyaa kak bisa cuman kadang kadang bingung sih kak yang mana soalnya rada pusing dikit kalau mencari yang detail penting gitu karna kaya semua tuh penting hehehe dan harus baca ulang sih”* (“Yes, I can, but sometimes I'm confused about which one (the detail information) because it's a bit dizzy

when looking for important details because everything is important hehehhe and I have to reread it") (Wednesday, 12 April 2023 at 11.46) (C/ZM/I1/041)

From the data interviews, the researcher gets information that students have difficulties scanning the detailed information. Some students were confused to find out the detailed information that was meant and some students can find the detailed information provided there is a willingness to search. So, the students need to read repeatedly

d. Difficulties in Making Inferences

Based on the interview with the informants, students have difficulties in making inferences. This difficulties as the most type difficulties that has been felt by students. this accordance with the statements from the students MF, SZ, ZM. The interview question about making inferences is in the twelve question "*apakah kamu merasa kesulitan pada saat membuat sebuah kesimpulan, inti dari bacaan teks analytical exposition yang telah kamu baca?*" ("Do you find it difficult to make a inferences, the gist of the analytical exposition text you have read?")

According to an Interview with informant MF, MF feel confused to make inferences because does not the sure point that must be

concluded, “*Tergantung, kak. Kadang bingung kadang enggak kaya aku rada reti maksudnya tapi bingung bikin kata-kata buat narik kesimpulannya yang bingung*” (“It depends on, kak. Sometimes I’m confused, sometimes I’m not, like I’m not sure what the point is but I’m confused to make words to draw conclusions that are confused.”) (Wednesday, 10 May 2023, at 10.55) (D/MD/I2/021)

According to an interview with informant SZ, the informant said:

“*Aku bisa menyimpulkan isinya kalau bacanya berkali-kali sampai paham dulu, kak*” (“I can deduce the content of the reading as long as I read it many times until I understand it first.”) (Wednesday, 12 April 2023, 12.05 pm) (D/SZ/I1/028)

According to an interview with informant ZM, Informant ZM feel little bit confused to make inferences by all the passages in the text.

“*Kalau menyimpulkan isi bacaan semua rada-rada kesusahan sih kak*” (To conclude the content of all the readings is a bit difficult, Kak). (Wednesday, 12 April 2023 at 11.35 pm) (D/ZM/I1/026)

The researcher also asked about what is ZM meant by difficulty and ZM said that she was confused about which point to take because according to the informant, everything in the reading was important.

“*..... susah gitu, bingung kaya semua itu penting jadi kaya mau ambil intinya yang mana*” (“..... is difficult, confused like everything is

important so it's like which point to take"). (Wednesday, 12 April 2023 at 11.38 pm) (D/ZM/I1/028)

Based on the data above from the test and interview, all students had difficulty in making references which were stated from the test results that 24 out of 24 students were incorrect in answering the correct questions that means all of students have difficulties in making inferences. In addition, based on the results of interviews, students tend to be confused to find the right conclusion and they need to read many times to understand the content and make the conclusion.

e. The Difficulties in Identifying Exceptions

Based on interview with the MF, SZ, ZM, the students have difficulties in identifying the exceptions. The researcher asked about identifying exception by this question in the tenth question “apakah kamu merasa kesulitan pada saat mencari statement yang tidak ada di dalam teks ataupun sebaliknya?” (“Do you find it difficult to find statements that are not in the text or vice versa?”)

According to an interview with the informant MF, MF does not know how to answer the question about identifying exceptions, so MF cheated on it, “*Emm itu aku nyontek temen itu mb, ngga bisa soalnya kalau nyari yang kecuali-kecuali gitu.. suka bingung*” (“Emm, I cheat on my friend, I can't because if I look for the

exceptions, I like to be confused.") (Wednesday, 12 April 2023 at 10.56 pm) (E/MF/I1/045)

According to an interview with the informant SZ, the informant said:
“*Engga terlalu bingung sih kak, tinggal dicocokkan sama dibacaan saja*” (“Not too confused, kak, just match it with the text”)
(E/SZ/I1/040)

According to an interview with the informant ZM, the informant said:

“*Oohhh paham kok kak cuman yaa aga lama aja bisa jawabnya, yaitu tadii kak susah ingat kadang*” (“Oohhh I understand, kak, it's just that it takes a long time to answer, that's why it's hard to remember sometimes.”) (Wednesday, 12 April 2023 at 11.45 pm)
(E/ZM/I1/038)

Based on the data above, there are six students who have difficulties in identifying exceptions. Students cheat on friends to answer about it, and some students feel not confused to find the exception from the text but there are students who take a long time to find it.

f. The Difficulties in Locating Reference

Based on the interview that was conducted by the researcher on Wednesday, 12 April 2023 with MF, SZ, ZM. The students have difficulties in locating references. This accordance with statements

given by the informants in interview. The informants explained about the difficulties in identifying main idea, the result as follow:

The question interview about locating reference is in the fifth question *“apakah kamu merasa kebingungan pada saat terdapat soal yang bertanya mengenai reference dari sebuah pronoun didalam pembelajaran reading analytical exposition text?”* "Do you feel confused when there are questions that ask about the reference of a pronoun in reading analytical exposition text?"

According to an interview with informant MF, the informant said:

“Nah itu tuh saya sering nemuin soal gitu kak, cuman kadang tuh aku bingung yang dimaksud itu kata didepannya yang mana, kadang ada banyak orangnya jadi yang bener yang mana ngga tau” ("Well, I often encounter problems like that, kak, but sometimes I'm confused about which word is meant in front of it, sometimes there are many people so I don't know which one is correct.") (Wednesday, 12 April 2023) (Wednesday, 12 April 2023 at 11.05 pm) (F/MF/I1/094)

According to an interview with informant SZ, the informant said:

“Enggak kak, soalnya pernah dikasih tau kalau ada kata kaya gitu berarti merujuk ke kata didepannya gitu” ("No kak, because I was told that if there is a word like that, it means it refers to the word in front of it.") (Wednesday, 12 April 2023 at 12.05 pm) (F/SZ/I1/020)

The researcher asked informant SZ again if the informant understood about locating references and the informant said "yes kak". (F/SZ/I1/022)

According to an interview with informant ZM, ZM did not feel difficult in locating reference because ZM has knew the strategies to analyze the references, "*Ooh iyaa tahu, soalnya kan sudah ada disini (menunjuk teks bacaan) dikalimat sebelumnya*" ("I know, because it's already here (pointing to the reading text) in the previous sentence"). (Wednesday, 12 April 2023 at 11.45 PM) (F/ZM/I1/024)

Based on the test and interviews conducted, there are some students who have difficulty locating references which are shown by the results of the tests 9 of 24 students got incorrect answers for the question. Some students are still confused to know what is meant by the antecedent in the reading. In addition, there are also some students who have been able to distinguish the antecedent in the reading passage which refers to the pronoun in the previous sentence.

g. The Difficulties in Referring to the Passage

Based on the interview that was conducted by the researcher on Wednesday, 12 April 2023 with MF, SZ, ZM. The students have difficulties in referring to the passage. This accordance with

statements given by the informants in interview. The informants explained about the difficulties in identifying main idea, the result as follow:

The question interview about referring to the passage is *“apakah kamu merasa kseulitan dan kebingungan pada saat mencari maksud sebuah kalimat mengacu pada statement yang mana?”*

According to an interview with informant MF, the informant said:

“Susah kak, kalau cari kaya gitu jadinya pusing harus baca berulang-ulang terus.” (“It's hard, kak, if I look for something like that, I get dizzy and have to read it over and over again”)

(Wednesday, 12 April 2023 at 11.00 pm) (G/MF/I1/049)

According to an interview with informant SZ, the informant said:

“lumayan kak. biasanya kalau cari diparagraph mana gitu lumayan mudah sih kak, tapi kalau teks ini kan kaya tentang isu masalah gtu dan menurutku rada susah buat nyarinya soalnya isinya mau mirp-mirip gitu.” (“not bad kak. Usually if you look for it in the paragraph, it's quite easy sis, but if this text is like about the issue of the problem and I think it's a bit difficult to find it because the contents are similar.”)

(Wednesday, 12 April 2023 at 12.05 pm)

(F/SZ/I1/024)

According to an interview with informant ZM, the informant said:

“Tergantung sih kak yang dicari mudah apa susah dulu” (“It depends on what is looking for kak, easy or difficult first”) (Wednesday, 12 April 2023 at 11.50 pm) (G/ZM/I1/040).

To know the specific data, the researcher asked about what is ZM found easy and difficult again. The informant explained that the easy ones were based on sentences that were easy to find. Those that are difficult to find are categorized as difficult according to the informant.

“Kalau kalimatnya cepet dicari yaa mudah kak, tapi kadang tuh susah banget buat nemuin juga. Jadi ya kadang mudah kadang susah.” (If the sentence is quick to find, it's easy, but sometimes it's really hard to find it too. So yes, sometimes it's easy and sometimes it's hard.”). (Wednesday, 12 April 2023 at 11.52) (G/ZM/I1/042)

Based on the above data, students have difficult depend on the sentences that are hard or easy to understand, students are dizzy to find it that needed to read many times. So, it shows that students that students feel difficult in referring to the passage.

2. Factor Influencing students' difficulties in comprehending analytical exposition text in the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023.

Based on the results from the observation of participants by giving a test and interviews with students in the tenth-six of tenth grade in SMA Batik 2 Surakarta, the researcher found some factors that caused students difficulties in reading analytical exposition text.

2.1 Limited Vocabulary

Some students lack English vocabulary, so it influenced them to read English texts. Based on observations made when students were working on reading questions, several students needed a dictionary to understand the contents of the reading text.

According to an interview with informant MF, the informant said:

".....Yaa kurang sih, aku kurang hafal kata-kata bahasa inggris cuman tapi yang sering diliat aja" (".....Yes less anyway, I don't memorise enough English words but just look at them often") (Wednesday, 12 April 2023 at 11.00) (H/MF/11/022)

According to an interview with informant SZ, the informant said:

"masih biasa saja sih" ("It's still normal") (H/SZ/11/026)

The researcher asked for further information about the informant's understanding of the meaning of the words in the reading and the informant understood.

“paham, soalnya aku kalau ngartiin bahasa inggris itu dari perkalimat bukan perkata, kalimatnya” (“I understand, because when I understand English it is from sentence to sentence not word to word, the sentence”) (H/SZ/I1/028)

According to an interview with informant ZM, the informant said:

“kalau kesusahan banget pake kamus sih kak..... biasanya kalau belajar pake kamus buku tpi kalo buat ngerjain soal gitu biasanya pake digital yang lebih cepat” (“If it's really difficult to use a dictionary, kak... usually when studying, I use a dictionary book, but if it's for doing questions, I usually use digital which is faster”) (H/MF/I1/048-050)

Based on the interview, the students have limited English vocabulary. Students need a dictionary to know the meaning of words in the text. student's vocabulary mastery is basic. Students only know the meaning of basic English words or words that are familiar. So, it affects students in doing their reading comprehension.

2.2 Lack of Fluency

Fluency affects a person in reading comprehension. Based on interviews with students, students often experience a lack of fluency in reading texts that make them take a long time to read. The question interview is “Bagaimana cara kamu membaca text secara oral, apakah

terlalu lambat atau terlalu cepat?" (How do you read the text orally, is it too slow or too fast?")

According to interview with MF, she said:

"Ngga si mba lancar tapi kadang yaa kalau belibet lambat sih mba soalnya kesusahan cara bacanya..." ("It's not fluent, but sometimes it's slow because it's hard to read...") (Wednesday, 12 April 2023) (I/MF/I1/078)

According to an interview with informant SZ, the informant said:

"Kalo kata-katanya udah aku tahu, aku lancar sih kak bacanya. Tapi kalau katanya kurang familiar ya rada belibet jadinya lama" ("If I already know the words, I can read them fluently, but if the word is not familiar, it takes a while") (Wednesday, 12 April 2023 at 12.15 pm)

According to an interview with informant ZM, the informant said:

"ee bisa si kak tapi kalo.. sedikit bisa cuma sedikit ngga bisa gitu lho kadang belibett dan lama..... makanya suka tersendat-sendat kalau baca teks bahasa inggris" ("ee I can, kak. but if ... a little bit can only a little bit can't do it, you know sometimes complicated and long..... so it likes to stutter when reading English texts") (Wednesday, 12 April 2023 at 11.55pm) (I/ZM/I1/058-060)

Based on the data above, lack of fluency affects students' reading comprehension. Students tend to be hesitant to read English texts because

they don't know how to read it. With that, the lack of fluency greatly affects students' reading comprehension.

2.3 Lack of Familiarity with the Subject Matter

There are some students in class x.6 who are still confused about this analytical exposition text. Some students said that this analytical exposition text was the first time they learned it in class 10 and some students said that they had learned it in junior high school but did not know what this text was.

Here are the data from the interview with some students in tenth-six. The question interview about this factor are in the seventeen and eighteen question, namely *“Apakah kamu sudah pernah mendapat pembelajaran atau mengetahui analytical exposition sebelum pembelajarn diberikan di kelas 10 ini?”* And the second is *“Apakah kamu memerlukan beberapa kali penjelasan materi dari guru untuk dapat memahami analytical exposition?”*

According to an interview with informant MF, the informant said:

“Belum deh mba kayaknya, baru denger pas kelas 10 ini, nyebut Namanya aja bingung hahahha” (“I haven't heard it yet, I only heard it in grade 10, I'm confused about the name hahahha”) (Wednesday, 12 April 2023 at 11.05 pm) (J/MF/I1/051) *“Iyaa kak perlu penjelasan beberapa kali dulu, sekarang aja masih rada bingung”* (“Yes, kak, it needs to be explained several times first, now I'm still confused”) (J/MF/I1/053)

According to an interview with informant SZ, the informant said:

“pernah sih cuman, materinya lupa-lupa karna waktu covid juga” (“I have, but I forgot the material because of covid time too”) *“emmm kayaknya lebih dari dua kali baru paham deh kak aku”* (“ummm I think it's more than two times before I understand.”) (J/SZ/I1/)

According to an interview with informant ZM, the informant said:

“Belum kak, taunya pas kemarin diajarin sama miss D” (“I have not, kak. I found out when I was taught by Miss D yesterday”) (Wednesday, 12 April 2023 at 11.55 pm) (J/ZM/I1/052) and the researcher asked again about the difficulty of material. Informant ZM said that *“eee ngga susah ngga mudah sih, kak”* (“eee it's not hard or easy, kak”) (J/ZM/I1/054). The researcher also asked compared to other texts which was more difficult and the informant answered that she thought analytical exposition is more difficult than description text. *“susahan ini sih kak, soalnya pas dijelasin beberapa kali dulu baru ngerti”* (“It's difficult, kak, because when it's explained several times first, then I understand”) (J/ZM/I1/56)

Based on the data from the interview above, students feel that analytical exposition text is a text that is not too familiar to students. In addition, students also mentioned that this text is difficult to understand and the students explain that students need an explanation from the teacher several times first to understand it. And it shows that a lack of familiarity

with the subject matter affects students in their difficulty in reading comprehension.

2.4 Inadequate Use of Effective Reading Strategies

In reading, students must be able to use strategies to make it easier for them to understand the content of the reading. In using effective strategies for reading, some students still do not use effective strategies when reading. The students of grade X.6 in SMA Batik use almost the same way when reading, which is by reading repeatedly. The question interview is about *“Apakah kamu memiliki strategies yang kamu pakai pada saat membaca analytical exposition? Jika ada, bagaimana caranya?”* the 21st question.

According to an interview with informant MF, the informant said:

“Engga punya starteginya mba, palingan ya Cuma dibaca terus-terusan sampai ngerti” ("I don't have a startegy mba, I just keep reading until I understand") (Wednesday, 12 April 2023 at 11.08 am) (K/MF/I1/091)

According to an interview with informant SZ, the informant said:

“Engga ada strateginya sih kak, aku kalau reading yaa cuman aku baca berulang gitu terus, kalau masih tidak paham biasanya nanya ke teman hehe” ("There is no strategy, Kak, when I read, I just read it over and over again, if I still don't understand, I usually ask my friends hehe") (Wednesday, 12 April 2023 at 12.05 pm) (K/SZ/I1/062)

According to an interview with informant ZM, the informant said:

“Yaaa sebenarnya aku baca secara keseluruhan sih, kak, tapi kaya yang penting-penting aja. Kalau untuk menjawab soal aku baca penting yang ada disoal dulu” (“Well, actually I read the whole thing, kak, but only the important things. To answer the questions, I read the important things in the questions first”) (Wednesday, 12 April 2023 at 11.55 pm)
(K/ZM/I1/082)

Based on the data above, students do not have effective strategies used for reading comprehension. Students only used repetitive reading to understand reading contents. So the inadequate use of effective reading comprehension affects the comprehension of reading contents.

2.5 Problem with Processing Information

In order to retain the meaning of the context of the text, the students must be able to store relevant information in working memory and make the necessary connection between ideas. The question interview about processing information is in the twenty seventh question, namely *“Apakah kamu memahami dengan baik mengenai informasi dalam setiap generic structure dari teks analytical exposition?”*

According to an interview with informant MF, the informant said:

“Aku tidak paham blass kak sama apa tadi, gen generic itu...” (“I don't understand what blass kak was talking about, that gen.. generic..”) (Wednesday, 12 April 2023 at 11.05 am) (L/MF/I1/092)

According to an interview with informant SZ, the informant said:

“Paling bingung dibagian reiteration sih kak, kaya kadang ada yang dikasih kadang enggak. Jadi biasanya bingung disitu” (“I am most confused in the reiteration section, like sometimes something is given and sometimes it is not. So I'm usually confused there”) (Wednesday, 12 April 2023 at 12.05 pm)

According to an interview with informant ZM, the informant said:

“Bingung pas di thesis sama reiteration. Kalau yang thesis itu rada bingung buat ngerti maksudnya gimana isinya.” (“I was confused in the thesis and reiteration. For the thesis, it was a bit confusing to understand what it meant.”) *“Nah terus kalau itu aku sering bingung sih kak, Sebernarnya antar kalimat itu nyambung tapi kaya kadang tuh bingung maksud kalimat ini ke kalimat selanjutnya tuh gimana”* (“Well then, I am often confused, kak, actually between sentences it is connected but sometimes I am confused about what this sentence means to the next sentence.”) (Wednesday, 12 April 2023, 11.55 am) (L/MF/I1/070)

Based on the results of the interviews, some students experienced problems in processing information as shown by their confusion in absorbing information from one sentence to the next sentence and

analyzing the generic structure of the text. This affected their understanding of reading analytical exposition.

2.6 The Problem in Recalling Information After Reading

Recall or memorability depends in part on factors such as clarity and relevance of information in the text. Students need paying adequate attention to the reading text and that it is important to remember the details.

The researcher got information interviews with some students about processing information. The question is in the twenty ninth question, namely *“Apakah kamu merasa kesulitan apabila disuruh menjelaskan ulang tentang informasi yang ada didalam text analytical?”*

According to an interview with informant MF, the informant said:

“Bingung kalau bahasa Inggris, kalau bahasa Indonesia bisa”
 ("Confused about English, but Indonesian is fine") (Wednesday, 12 April 2023 at 11.05 am) (M/MF/I1/086)

According to an interview with informant ZM, the informant said:

“Eeeee bisa kalau kata-katanya nggak susah gitu bisa kak aku, kalau secara bahasa Inggris lebih susah sih kak hehe” ("Eeeee can if the words are not difficult, I can kak, if in English it is more difficult hehe")
 (Wednesday, 12 April 2023 at 11.55 am) (M/ZM/I1/074)

Based on interviews with some students the researcher got the data, that some students got problems recalling information from the material after reading English text, especially in analytical exposition text. Students are not able to re-explain what they read using English because it is considered difficult.

B. Discussion

Based on the research findings, the researcher discusses the finding of the research. The discussion contains students' difficulties in reading analytical exposition text and the factor influencing it at the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023. The research discussion is as follows:

1. Students' difficulties in comprehending analytical exposition text in the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023.

Based on the data in the findings, the researcher found some difficulties in comprehending analytical exposition text by students. This research explained the difficulties faced by students in reading analytical exposition text in the tenth grade in SMA Batik 2 Surakarta. The difficulties that faced by students were difficulties in identifying the main idea, using context for vocabulary, scanning for detail, making inferences, identifying exceptions, locating references, and referring to the passage. This finding was suitable with theory of Sharpe (2004), there are eight problems for students in reading comprehension such as previewing, reading for the main idea, using

context for vocabulary, scanning for detail, making inferences, identifying exceptions, locating references, and referring to the passage. But in this study, the researcher found seven difficulties experienced by the students, namely difficulties in identifying the main idea, using context for vocabulary, scanning for detail, making inferences, identifying exceptions, locating references, and referring to the passage. Then these findings are also supported by theory of Nuttal (1998) there are four aspects of reading comprehension which the students should comprehend a text well, such as determining the main idea, understanding vocabulary, made inference and detail information. Furthermore, these findings are supported again by theory of Oakhill's (1993), these difficulties include: finding the main idea in the text, making inferences from the text, and Inferring the meanings of particular words from the text. then these findings are also accordance with previous study by Intan Safiri (2022) entitled "An Analysis of Students Difficulties In Comprehending English Reading Exercises at The Eleventh Grade Of Ma Ma'arif Nu 02 Sidorejo In The Academic Year 2021/2023" the result showed that students have difficulty in determining main idea, difficulty aspect in inference, in aspect vocabulary, and in aspect in detailed information. There results are accordance with this some difficulties in this research.

2. Factor Influencing Students' Difficulties in comprehending analytical exposition text in the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023.

The result of the study was about factors contributed by students' difficulties in comprehending analytical exposition text at tenth grade of SMA Batik 2 Surakarta. Related to this term, according to Westwood (2008) there are some problems with the students' difficulties in reading analytical exposition text such as limited vocabulary, lack of fluency, lack of familiarity with the subject matter, the difficulty level of the text, inadequate use of effective reading strategies, the problem with processing information, and problem in recalling information. The following are the factors of difficulties in reading by students:

- a. Students limited vocabulary knowledge. Some students have less vocabulary to comprehend the text. They are still feeling confused to understand the material. They need a dictionary to help them understand the text's content.
- b. Students have a lack of fluency. Some students have difficulty reading English texts. Students often falter in certain words which makes them read haltingly so that they become slow in reading. Slow reading can affect their understanding of the content of the reading.
- c. Students have problems with a lack of familiarity with the subject matter. Students feel that they are not too familiar with analytical exposition material and consider it a quite difficult material to understand. Students

also said that they needed several explanations from the teacher to understand the material.

- d. Students have inadequate use of effective strategies. In using strategies, students only rely on reading repeatedly to understand the content of the reading. However, the strategy is not effective because it makes students even lazy to continue reading because of the frustration of not understanding it immediately.
- e. Students have problems with processing information, they are still often confused to find important information from the reading content. Students are also confused in connecting from one sentence to the next to find the harmony of reading that makes it easier for them to process reading information.
- f. Students get difficulties recalling information after they're reading English text, especially in analytical exposition text. Some students have difficulties in comprehending analytical exposition text they lack understanding of the content of the text, not recalling the generic structure of analytical exposition text and they are lack understanding the knowledge about reading comprehension in English text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and this discussion in the previous chapter, the researcher concluded that students' difficulties in comprehending analytical exposition text at tenth grade of SMA Batik 2 Surakarta. The difficulties faced by students' difficulties at tenth grade of SMA Batik 2 Surakarta in comprehending analytical exposition text. The students have some problem difficulties in previewing, referring to the passage, reading for main ideas, scanning for detailed information, making inferences, using context for vocabulary, locating references, and identifying references.

The factors contributing to the students in comprehension of analytical exposition text for the tenth grade of SMA Batik 2 Surakarta, there are limited vocabulary, lack of fluency, lack of familiarity with the subject matter, inadequate use of effective reading strategies, problem with processing information, and problem in recalling information.

B. Suggestion

Based on the result of the research stated above, the research draws some suggestions. The researcher hopes that these suggestions will be useful. Especially for English teachers, students, the school, and other researchers. They are as follows:

1. For the English teacher

- a. Teachers should create a situation in the learning process more actively, especially for students.
- b. The teacher must give more appreciation to students who are active in the learning process, so the others will be motivated.

2. For students

Learning English reading is not easy, but we have to keep learning and often read. They need to find a strategy that is suitable for them so they will easily understand the reading.

3. For the school

The school can be facilitating the teacher in developing a strategy. So, the teacher can be improved their strategy include using techniques, methods, and media that will be implemented by the students

4. For the other researchers

The researcher feels that her research is not perfect yet. But the researcher did her best and hopes this research can be useful as a reference for a researcher. From this research, the researcher hope that other researcher can do research about the strategy to solve the students' difficulties in reading comprehension.

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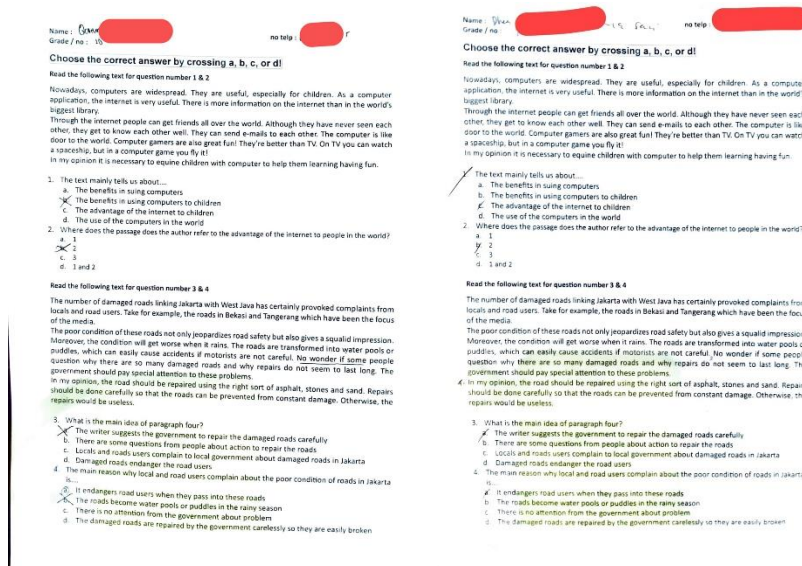
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APPENDICES

Appendix 1. Result of Test

No	Initial name	Score	No	Initial name	Score
1	AFA	2	13	NHA	6
2	AADH	4	14	QHS	6
3	AAL	6	15	REH	4
4	BA	6	16	RFR	3
5	DRRS	5	17	RJR	2
6	IR	4	18	RMA	6
7	JIB	3	19	SFZ	4
8	KB	6	20	VRK	2
9	MAS	6	21	ZMK	5
10	MPV	6	22	MRFW	2
11	MFW	2	23	MAS	2
12	NRH	6	24	PAB	2

Figure 1 Result Worksheets students



Appendix 2. Worksheet Reading Analytical Exposition Text

Nama :

No:

Choose the correct answer by crossing a, b, c, or d!

Read the following text for question number 1 & 2

Nowadays, computers are widespread. They are useful, especially for children. As a computer application, the internet is very useful. There is more information on the internet than in the world's biggest library.

Through the internet people can get friends all over the world. Although they have never seen each other, they get to know each other well. They can send e-mails to each other. The computer is like door to the world. Computer gamers are also great fun! They're better than TV. On TV you can watch a spaceship, but in a computer game you fly it!

In my opinion it is necessary to equine children with computer to help them learning having fun.

1. The text mainly tells us about....
 - a. The benefits in suing computers
 - b. The benefits in using computers to children
 - c. The advantage of the internet to children
 - d. The use of the computers in the world
2. Where does the passage does the author refer to the advantage of the internet to people in the world?
 - a. 1
 - b. 2
 - c. 3
 - d. 1 and 2

Read the following text for question number 3 & 4

The number of damaged roads linking Jakarta with West Java has certainly provoked complaints from locals and road users. Take for example, the roads in Bekasi and Tangerang which have been the focus of the media.

The poor condition of these roads not only jeopardizes road safety but also gives a squalid impression. Moreover, the condition will get worse when it rains. The roads are transformed into water pools or puddles, which can easily cause accidents if motorists are not careful. No wonder if some people question why there are so many damaged roads and why repairs do not seem to last long. The government should pay special attention to these problems.

In my opinion, the road should be repaired using the right sort of asphalt, stones and sand. Repairs should be done carefully so that the roads can be prevented from constant damage. Otherwise, the repairs would be useless.

3. What is the main idea of paragraph four?

- a. The writer suggests the government to repair the damaged roads carefully
 - b. There are some questions from people about action to repair the roads
 - c. Locals and roads users complain to local government about damaged roads in Jakarta
 - d. Damaged roads endanger the road users
4. The main reason why local and road users complain about the poor condition of roads in Jakarta is....
- a. It endangers road users when they pass into these roads
 - b. The roads become water pools or puddles in the rainy season
 - c. There is no attention from the government about problem
 - d. The damaged roads are repaired by the government carelessly so they are easily broken

Read the following text for question number 5 & 6

Continued progress in advanced technology is not necessary. Already the technical progress in our world has caused severe pollution in the air and in the water. Although the technical progress in previous years has been helpful, recent technology has significantly increased pollution.

Another reason to stop technical progress is that many inventions which were developed for good causes are now also used for powerful weapons to have been found have serious side effects. For example, pesticide put inside particle boards to proscribe termites has now be found to be toxic to human life.

Technology does not always bring good effects: for example, computers do much work faster than man, but then man loses his job to a machine. Because no man can guarantee that technology will have only good effects and will used for the benefit of man, we should delay the continued development of technology.

5. The text mainly tells us about....
- a. The development of technical progress to fulfill human needs
 - b. The necessity to delay technical progress
 - c. The advantage of technical progress in our world
 - d. The examples of negative impacts caused by technical progress
6. “For example, pesticide put inside particle boards to proscribe termites has now be found to be toxic to human life.” What does the word “proscribe” mean?
- a. Allow
 - b. Accept
 - c. Authorize
 - d. Prevent

Read the following text for question number 7 & 8

As we all know, cars create pollution and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of

asthma. Some of these illness are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

7. “Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die” the word **them** is refers to..?
- a. Cars
 - b. Cities
 - c. Pedestrians
 - d. Pollution
- e. The following sentences are true, **except ...**
- e. the cars contribute the most of pollution in the world.
 - f. the cars today are our roads biggest killers.
 - g. the cars can also cause many deaths and other road accidents.
 - h. the car cans accelerate the transport.

Appendix 3. List of Question of Interview:

1. Apakah dengan membaca suatu text secara sekilas, kamu bisa memahami isi dari bacaan teks tersebut?
2. Apakah kamu merasa kebingungan dan kesusahan pada saat mencoba untuk menemukan ide pokok dari bacaan analytical exposition text?
3. Apakah kamu memerlukan beberapa kali membaca untuk menemukan ide pokok dari setiap paragraph?
4. Apakah kamu memahami maksud dari antecedent yang ada dibacaan analytical exposition?
5. Apakah kamu merasa kebingungan pada saat terdapat soal yang bertanya mengenai reference dari sebuah pronoun didalam pembelajaran reading analytical rxposition?
6. Apakah kamu memiliki English vocabulary mastery yang cukup untuk memahami bacaan analytical exposition?
7. Apakah kamu mudah dalam menyimpulkan text analytical exposition yang telah kamu baca?
8. Apakah kamu merasa kebingungan untuk mencari informasi bacaan secara mendetail seperti nama tempatnya, benda dan sebagainya?
9. Apakah kamu merasa kesusahan pada saat mencari maksud bacaan yang mengacu pada ststatement yang mana?
10. Apakah kamu merasa kesulitan pada saat mencari statement yang tidak ada di dalam teks ataupun sebaliknya?Seberapa penguasaan vocabulary Bahasa inggrismu?

11. Apakah kamu dapat memahami arti dari setiap vocabulary dari bacaan yang telah kamu baca?
12. Apakah kamu memerlukan bantuan kamus pada saat memahami isi bacaan teks analytical exposition?
13. Apakah kamu sering menemukan kata yang belum kamu ketahui artinya sebelumnya?
14. Apakah kamu sering kesusahan memahami suatu text karena tidak tau arti kata-katanya?
15. Apakah kamu merasa kebingungan saat membaca bahasa inggris dengan secara oral?
16. Bagaimana cara kamu membaca text secara oral, apakah terlalu lambat atau terlalu cepat?
17. Apakah kamu sudah pernah mendapat pembelajaran atau mengetahui analytical exposition sebelum pembelajarn diberikan di kelas 10 ini?
18. Apakah kamu memerlukan beberapa kali penjelasan materi dari guru untuk dapat memahami analytical exposition?
19. Apakah kamu memerlukan waktu yang cukup lama untuk memahami maksud isi dari analytical exposition yang kamu baca?
20. Menurut kamu apakah text analytical ini jenis text yang paling susah dibandingkan dengan jenis teks yang lain?
21. Apakah kamu memiliki stretgies yang kamu pakai pada saat membaca analytical exposition? Jika ada, bagaimana caranya?

22. apakah kamu merasa kesulitan pada saat membuat sebuah kesimpulan, inti dari bacaan teks analytical exposition yang telah kamu baca
23. Dalam sekali baca apakah kamu langsung bisa memahami teks bacaan bahas inggris?
24. Dengan bacaan yang terdapat beberapa paragraph apakah kamu bisa memahami maksud bacaan tersebut dengan baik?
25. Apakah kamu cepat dalam memproses informasi baru yang kamu dapatkan?
26. Bagaimana cara kamu memproses informasi dari bacaan yang kamu baca?
27. Apakah kamu memahami dengan baik mengenai informasi dalam setiap generic structure dari teks analytical exposition?
28. Apabila kamu mendapatkan informasi baru, namun informasi masih belum terlalu jelas, apakah yang akan kamu lakukan?
29. Apakah kamu merasa kesulitan apabila disuruh menjelaskan ulang tentang informasi yang ada didalam text analytical?

Appendix. 4 Transcribe Interviews

First Informant, MF

(Wednesday, 12 April 2023 at 10.45 am - finish)

Researcher	:	Fazli, Aslinya mana?
MF		Apah? (kurang mendengar)
Researcher		Asalnya mana?
MF		Asalnya sini, aku bingung og mb.. asalnya kan Cilacap terus orang tua di Jakarta terus aku tinggalnya di sini
Researcher		Oooh sama nenek?
MF		Enggak, smaa bude pakde
Researcher		Okeyy, ini tadikan aku memberi kamu soal reading yaa, gimana menurut kamu? susah tidak menurut kmau?
MF		Susahiyaa
Researcher		Okeyy nih, dalam sebelum melakukan reading itu bisa juga nih kita memakai tehnik previewing, atau Cuma melihat sekilas bacaan tersebut. Nah kamu bisa tidak mengetahui isi bacaan itu dengan sekilas baca?
MF		Belum mb, aku bacanya 2 kali lah minimal
Researcher		Beraryi kamu bisa mengetahui isi bacaan itu dengan minimal membaca 2 kali ya?
MF		Iya
		Terus di ide pokok, tau kan ide pokok?
MF		*ngangguk
Researcher		Okeyy, apakah kamu kesulitan dalam mencari ide pokok bacan?
MF		Kadang kesulitan sih mb, biasanya aku malah itu sih mb nyari diparagraf pertama gitu
Researcher		Okee, tetapi misal disuruh mencari ide pokok dalam paragraph gimana cara kamu buat nyari ide pokoknya.
MF		Biasanya kan dari paragraph itu aku simpulin
Researcher		Kalau ini terkait vocabnya, menurut kamu vocab kamu dalam bahasa inggris itu gimana, kamu bisa berbahsa inggris dengan lancar atau kurang lancar?
MF		Kurang lancar sih
Researcher		Terus untuk vocabnya, vocab itu kata -kata bahasa inggris, kamu tahu ngga arti dari kata-kata bahasa inggris?
MF		Yaa kurang sih, kurang hafal kata-kata bahasa inggris
Researcher		Okeyy kurang hafal, tetapi untuk kata-kata yang basic atau

	familiar tau yaa?
MF	Iyaa *ngangguk
Researcher	Apakah kamu kesulitan buat menyimpulkan bacaan yang udah kamu baca?
MF	Tergantung kak, kadang bingung kadang enggak kaya aku rada reti maksudnya tapi bingung bikin kata-kata buat narik kesimpulannya yang bingung.
Researcher	Kalau disuruh menyimpulkan sebuah bacaan itu kamu butuh membaca berapa kali?
MF	Biasanya yaa dua kali lah
	Dua kali itu memerlukan bantuan kamus tidak?
MF	Enggak
Researcher	Ohh okeyy, terus kalau membaca itu kamu membaca secari mendetail tidak?
MF	Nggak sih kak, baca doang
Researcher	Kalau disuruh mencari informasi dari suatu bacan gitu gimana? Contohnya kaya nama tempatnya, siapa pelakunya. Mencari hal seperti itu kesulitan tidak?
MF	Kalau itu bisa bisa aja mb kalau aku pas mau nyari, kalau pas males yaa sulit hehe
Researcher	Kalau mencari rerefingg to the passage gimana? Apakah kamu paham dari antecedent yang ada dalam bacaan redaing? Antecedent itu kaya suatu hal yang meruju kemana gitu.
MF	Maksudnya gimana kak? Ngga paham
Researcher	Okeyy, jadi tadi soal no 7 menanyakan mengenai yang dimaksud them itu siapa kan, biasanya itu bisa kata it, her, them kaya gitu. Yang berhubungan dengan kata ganti orang dalam bahasa inggris. Bingung ngga yang aku maksud?
MF	: Oalah iyaa paham kak
Researcher	Nah apakah kamu kesulitan untuk mengetahui yang dimaksud kata ganti orang tadi itu siapa?
MF	Nah itu tuh saya sering nemuin soal gitu kak, cuman kadang tuh aku bingung yang dimaksud itu kata didepannya yang mana, kadang ada banyak jadi yang bener yang mana ngga tau
Researcher	Terus biasanya kamu pakai yang mana?
MF	Yaa aku sambung-sambungin aja mana kira-kira yang cocok
Researcher	Oalah oke-oke
	Lanjut nih, apakah kamu kesulitan untuk mengetahui isi bacaan

	yang kecuali terdapat didalam bacaan tersebut? Ini kaya bagian soal nomor 8 tadi (menunjukkan soal no 8)
MF	Emm, bagian itu aku nyontek mb, ngga bisa soalnya kalau nyari yang kecuali-kecuali gitu... suka bingung.
Researcher	Sooo, kamu kebingungan buat mengidentifikasi yang mana yang gaada didalam bacaan?
MF	Hehe iyaa mb
Researcher	Okay, Fazli. Apakah kamu kesulitan kalau mencari terdapat diparagap berapa sih kalimat yang menyebut suatu isi dalam bacaan?
MF	Susah kak, kalau cari kaya gitu jadinya pusing harus baca berulang-ulang terus.
Researcher	Sebelumnya sudah tahu belum mengenai teks analytical exposition sebelum diajarkan miss D kemarin?
MF	Belum deh mba kayaknya, baru denger pas kelas 10 ini
	Menurut kamu teks ini teks yang susah untuk dipahami atau gimana?
MF	Susah mba, nyebut Namanya aja bingung hahahha
Researcher	Dibandingkan dengan teks lain apakah lebih susah?
MF	Sama-sama susah sih
Researcher	Kenapa menurut kamu teks analytical exposition susah?
MF	Soalnya aku ngga bisa bahasa inggris hehe
Researcher	Waktu dijelaskan sama miss D tentang teks ini, kamu paham tidak?
MF	Awalnya tidak paham sih mb, tapi miss D mengajarnya beberapa kali sih. Jadi yaa dikit-dikit rada tau lah pas dijelaskan
Researcher	Okeyyy terkait dengan kamu tidak suka bahasa inggris, penguasaan vocabularymu eee kata-kata bahasa inggri yang kamu ketahu seberapa banyak?
MF	Masih sedang sih mb
Researcher	Kalau baca teks bahasa inggris paham tanpa menggunakan bantuan kamus?
Mf	Sedikit kalau itu mb
Researcher	Berarti kamu tetap perlu menggunakan kamus kalau baca teks bahasa inggris?
Mf	Iyaa
Researcher	Ok, menyinggung terkait soal yang aku kasih ya...
	Tapi kalau ada soal tentang context of vocabulary yang mengharuskan kamu mengerti sinonim dari suatu kata kamu

	kesulitan ngga untuk mencari sinonimnya? Kaya contoh di soal nomor ini kata proscribe contohnya. Kesulitan tidak?
MF	Enggak, soalnya aku nirun hahahaha(ketawa)
Researcher	Wahhh nyontekkk, berarti tidak tahu ya sinonim kata tersebut?
MF	Enggak mba
Researcher	Okeyyy, pernah ngga waktu pembelajaran bahasa inggris disuruh membaca teks secara oral?, oral itu maksudnys dibunyikan
MF	Dibunyikan itu gimana maksudnya mb?
Researcher	Dibunyikan itu disuarakan engga secara bathin
MF	Oooh pernah mba
Researcher	Bisa secara lancar ngga tanpa belibet?
MF	Bisaaa
Researcher	Okeyyy lancarnya ini bisa membaca secara cepatt atau lambat?
MF	Ngga sih mb lancar tapi kadang yaa kalau belibet lambat sih mba soalnya kesusahan cara bacanya.
Researcher	Tadi kamu bilang dalam membacanya butuh beberapa kali untuk paham, kamu ada strategi yang kamu terrapin untuk membaca teks bahasa inggris saat kamu merasa kesulitan memahami isi bacaan
MF	Ada mbaa, poin pentingnya.
Researcher	Starteginya gaimana?
MF	Yaaa sebenarnya aku baca secara keseluruhan sih mba, tapi kaya yang penting-penting aja. Kalau untuk menjawab soal aku baca penting yang ada disoal dulu
Researcher	Terus cara kamu memahami isi bacaan itu bagaimana?
MF	Yaa itu sih mba, ada kata-kata sebelumnya itu aku kaitkan dengan kata-kata selanjutnya. Dicari keselarahannya
Researcher	Terus jika kamu disuruh untuk menjelaskan Kembali isi bacaan yang kamu baca bisa ngga?
MF	Bingung kalau bahasa inggris, kalau bahasa Indonesia bisa
Researcher	Bacaannya bahasa inggris, tetapi untuk menjelaskannya dalam bahasa Indonesia bisa ya?
MF	Bisa
Researcher	Untuk secara paragarap lebih bisa ya berarti untuk menjelaskan ulang?
MF	Bisa
Researcher	Oke, lalu untuk membaca teks reading, apakah kamu memiliki strategies yang kamu gunakan? Kalau iya, gimana caranya?

MF	Engga punya starteginya mba, palingan ya Cuma dibaca terus-terusan sampai ngerti
Researcher	Oalah, jadi cuman membaca secara berulang ya?
MF	Iyaa kak
Researcher	Oke-oke
Researcher	Oh iyaa, hamper kelupaan. Di teks ini aka nada generic structurenya kan. Nah kamu kesulitan tidak dalam mengidentifikasi generic structure dalam teks analytical exposition text?
MF	Aku tidak paham blass kak sama apa tadi, gen genric structure itu..
Researcher	Tapi kamu merasa kebingungan ngga pada saat terdapat soal yang bertanya mengenai reference dari sebuah pronoun didalam pembelajaran reading analytical exposition text?"
MF	Nah itu tuh saya sering nemuin soal gitu kak, cuman kadang tuh aku bingung yang dimaksud itu kata didepannya yang mana, kadang ada banyak orangnya jadi yang bener yang mana ngga tau

The second interview with MF (Wednesday, 10 April 2023)

Researcher	Hallo Fazli, ingat tidak sama aku?
MF	Ingat lah kak
Researcher	Oiya, sebelumnya terima kasih yaa udah mau jadi informant penelitianku
MF	Iyaa kak, senang membantu
Researcher	Oiya, karna yang kemarin datanya masih kurang dikit, sekarang akum au nanya beberapa lagi gapapa ya?
MF	Iyaa kak, gapapa
Researcher	Ini aku sekalian bawa soalnya kemarin, takut kalau lupa. Jadi di soal yang nomor 2 ini (menunjuk soal yang diberikan dahulu) kan tentang referring to the passage. Bagaiman menurut kamu, apakah dalam mencari referring to the passage seperti dalam soal nomor dua itu susah, atau mudah?
MF	Susah kak, kalau nyari yang seperti itu jadinya pusing harus baca berulang ulang terus
Researcher	Oalah, berarti cara kamu yaa dengan membaca secara berulang terus ya?
MF	Iyaaa, tapi kalau udah males ya lebih milih buat nyontek teman kalau ngerjain
Researcher	Oalah hahaha oke-oke
Researcher	Tapi kamu ada strategy khusus tidak sih untuk memahami isi bacaan kecuali dengan membaca secara berulang?
MF	Ngga ada kak, ya aku Cuma baca terus aja tok
Researcher	Terus dengan membaca berulang bisa paham isinys?
Mf	Kalau itu kadang aja sih kak
Researcher	Kadang gimana?
MF	Yaa kalau teksnya dikit terus bahasanya mudah dipahami ya bisa kak
Researcher	Oalah, berarti tetap tergantung banyak dikitnya teks sama pengetahuanmu artinya ya?
MF	Iyaa kak
Researcher	Oiya fazli, apakah kamuu kesulitan untuk menyimpulkan bacaan teks analytical expition text yang sudah kamu baca?
MF	Tergantung, kak. Kadang bingung kadang enggak kaya aku rada reti maksudnya tapi bingung bikin kata-kata buat narik kesimpulannya yang bingung
Researcher	Bingungnya gimana?

MF	Yaa bingung gimana ya, pokoknya buat ngomongin kesimpulannya itu bingung mau gimana
Researcher	Oalah, oke-oke ngerti.. mungkin itu aja sih yang kurang, kamu mau kemasjid setelah ini?
MF	Iyaa kak
Researcher	Oke, makasih banyak yaa
MF	Iyaa kak, sama-sama. Sukses kak
Researcher	Iyaa, kamu juga

The second informat, SZ

((Di ruang kelas x.6 SMA Batik 2 Surakarta, pada pukul 12.05) 12 April 2023)

Researcher	:	Siti Zahra kamu asalnya dari mana?
SZ	:	dari sini sih kak
Researcher	:	kamu yang kontaknya dikasihka miss D yang aku chat kenarin yaa?
SZ	:	iyaa kak
Researcher	:	aku mau wawancara beberapa ya, tentang reading comprehensionnya.. tadikan saya udah ngasih soal yaa... Gimana menurut kamu? Susuah ngga dipahamin?
SZ	:	lumayan susah soalnya waktunya kurang cuman 25 menitan
Researcher	:	Ohh gituuu karna waktunya dikit agak kesusahan yaa? Okeyyyy, kalau kamu disuruh membaca itu kamu perlu berapa kali? Biasanya minimal berapa kali?
		berkali-kali, kak
Researcher		Berkali-kali sampai kamu paham yaa?
SZ		Iyaa, terus di crosscheck ulang ini benar apa nggak gitu
Researcher		Terus ini eee apakah kamu kebingan untuk mencari ide pokok?
SZ		dalam bahasa inggris?
Researcher		Iyaaa
SZ		kalau kata-katanya ada yang susah dipahamin susah
Researcher		tapi kalau misal dalam bahasa Indonesia
SZ		kalau bahasa Indonesia masih lebih paham
Researcher		tapi kalau dalam menjawab soal ide pokok kesusahan juga kalau dalam bahasa inggris?
SZ		tergantung kalimatnya juga sih sebenarnya, cuman iyaa agak, agak kesulitan sedikit
Researcher		ooo tergantung kata-katanya juga gitu yaa Okeyyyy, terus kalau ini tadikan aku ngasih pertanyaan tentang pronoun pertanyaan the word it them refers itu kamu kebingungan ngga kalau mencari them itu siapa sih kebingungan nggak?
SZ		Enggak sih kak, soalnya pernah dikasih tau kalau ada kata kaya gitu berarti merujuk ke kata yang di depannya gitu
Researcher		berarti tau ya yang dimaksud them itu siapa gitu?
SZ		Yaaa
Researcher		Kalau disuruh cari kalimat yang membahas sesuatu dibacaan tersebut terdapat pada kalimat keberapa gtu bingung ngga?

	lumayan kak. biasanya kalau cari diparagraph mana gitu lumayan mudah sih kak, tapi kalau teks ini kan kaya tentang isu masalah gitu dan menurutku rada susah buat nyarinya soalnya isinya mau mirip-mirip gitu
Researcher	terus ini menurut kamu vocab kamu itu udah seberapa?
	masih biasa saja sih
Researcher	Tapi untuk memahami suatu bacaan bahasa inggris, lumayan bisa ya tanpa memerlukan kamus
SZ	paham, soalnya aku kalau ngartiin bahasa inggris itu dari perkalimat bukan perkata, kalimatnya
Researcher	okeyyy berarti tanpa bantuan kamus bisa ya
	Secara umum bisa sih kak
Researcher	okeyyy, kalau secara mendetail perlu bantuan kamus?
	Iyaa
Researcher	Terus kalau disuruh menyimpulkan bisa yaa dengan butuh beberapa kali bacaan tadi ya?
	Iyaa, kak
Researcher	SZ, apakah kamu dapat memahami arti dari setaip vocabulary atau kata-kata dari bacaan teks analytical yang telah kamu baca?
SZ	hanya tau kata-kata yang famiar saja sih kak, biasanya sih kalau saya mau benar-benar tahu itu buka google translate dulu, kalau masih ngga paham biasanya aku cari pembahasannya dulu digoogle kaya how sama whom itu kan bedanya apa aku cari penjelasannya
Researcher	Oalah, berarti juga memerlukan bantuan google translate ya kadang?
SZ	Iyaa, kak
Researcher	Kalau bagian mengidentifikasi exception atau kecuai, kamu kesulitan tidak untuk menemukan statement yang benar?
SZ	“Engga terlalu bingung sih kak, tinggal dicocokkan sama dibacaan saja”
Researcher	Oalah, oke-oke. Mungkin itu dulu yaa , habis ini masih ada pelajaran kan?
SZ	Iyaa kak, sama pak G
Researcher	Oalah... makasih banyak yaa
SZ	Iyaa kak, sama-sama. Sukses kak
Researcher	Ehe iyaa, makasihh
SZ	Sama-sama

The third informant, ZM

(Pada hari Rabu, 12 april 2023) di ruang kelas x.6

Researcher	:	Hiii Zm, sesuai izin yang tadi yaa... Saya mau mewawancarai ZM buat jadi informant penelitian saya
ZM		iyaa kak
Researcher		Oiya btw tadi jamnya maju yaa, ini nanti sampai jam berapa pelajarannya?
ZM		Habis sholat kak
Researcher		Habis sholat jam berapa? 12.15 ya?
ZM		Iyaa kayaknya kak
Researcher		Oalah oke-oke, kita mulai ya?
ZM		Iyaa kak.
Researcher	:	kamu kalau baca reading text sekali baca langsung paham isinya tidak?
ZM		aku kalau baca sekilas atau cuma sekali ngga bisa paham sih kak isi bacaannya, biasanya diulangi terus baru bisa paham
Researcher		kalau dalam menemukan ide pokok itu, kamu kesusahan atau kesulitan tidak?
ZM		Enggak
Researcher		berarti langsung bisa menemukan ide pokok bacaan ya?
ZM		iyaa bisa, cuman ya pernah sih kebingungan menemukan ide pokonya.
Researcher		Bingungnya gimana, Zahra?
ZM		Itu sih kak, kalau ide pokok kan biasanya ada diawal kalimat kalau engga ya akhir kalimat ya seringnya, cuman kadang tuh kaya ngerasa dikalimat pertama dan terakhir itu tidak pas kalau dijadiin ide pokok gitu
Researcher		Oalah, iyaa iya paham maksud kamu. Lalu nih, kamu biasanya membutuhakn membaca teks bacaan berapa kali biar paham isinya?
ZM		Biasanya satu sampai 3 sih kak minimal.
Researcher		Berarti kamu memerlukan membaca secara berulang kali ya?
ZM		Iyaa kak
Researcher		okeyyy, kalau dibagian soal mengenai pronoun. Oiyas sebelumnya aku jelasin dulu ap aitu pronoun. Jadi pronoun itu kan kata ganti orang contohnya ada it them, she kaya gitu. Misal ada soal the word them itu referes

	kemana gitu kamu bisa paham tidak ini tuh them maksudnya siapa sih?
ZM	oh iyaa tau, soalnya kan sudah ada disini dikalimat sebeleumnya.
Researcher	Okeyyy, tetapi apabila cumin dari baca doang tanpa harus menjawab soal “them” itu refers kemana bingung tidak?
ZM	Ooh iya thu, soalnya kan sudah ada disini (menunjuk teks bacaan) dikalimat sebelumnya.
Researcher	Mengenai kesimpulan yaa. Apakah kamu merasa kesulitan untuk menyimpulkan isi bacaan teks analytical exposition?
ZM	Eee kalau menyimpulkan isi bacaan semua rada-rada kesusahan sih kak
Researcher	Bingung yang bagaimana maksudnya, Zar?
ZM	Bingung kaya semua itu penting jadi kaya mau ambil intinya yang mana
Researcher	Kamu kalau membaca itu secara mendetail tidak?
ZM	Maksudnya mendetail itu gimana kak?
Researcher	mendetail itu kamu harus bener-bener paham tuh maksid bacaanya tidak ada yang terlewat
ZM	Iya
Researcher	Berarti kalau disuruh mencari hal yang mendetail seperti contoh soal yang mencari alasan adanya suatu kejadian itu bisa paham maksudnya ya?
ZM	Iyaa kak bisa cuman kadang kadang bingung sih kak yang mana soalnya rada pusing dikit kalau mencari yang detail penting gitu karna kaya semua tuh penting hehehe dan harus baca ulang sih
Researcher	oke itu tadi mengenai cari detail informasi dari bacaan, lalu kalau membuat kesimpulan dari yang kamu baca gimana? Apakah kamu kesulitan untuk membuat kesimpulan itu?
ZM	bikin kesimpulan sih sebenarnya biasa aja sih kak kalau aku paham bacaannya, tapi kalau reading bahasa inggris ini aku sering ngga paham isinya apa jadi aku gabisa bikin kesimpulannya.
Researcher	jika disuruh mencari statement yang salah seperti dalam soal no 8. Kamu kesusahan ngga buat jawabnya. Menganalisisnya mana kira-kira jawaban yang tidak sesuai dengan bacaan yang kamu baca?
ZM	Oohhh paham kok kak cumin yaa aga lama aja bisa jawabnya,

	y aitu tadii kak susah ingat kadang
Researcher	Oalah bersrti bisa ya
ZM	Tergantung sih kak yang dicari mudah apa susah dulu
Researcher	Kalau menurut kamu yang mudah sepeti apa dan yang sulit juga gimana?
ZM	Kalau kalimatnya cepet dicari yaa mudah kak, tapi kadang tuh susah banget buat nemuin juga. Jadi ya kadang mudah kadang susah
Researcher	btw penguasaan vocabularymu gimana> menurut kamu vocab kamu itu udah bisa membantu kamu buat memahami bacaan bahasa inggris belum?
ZM	Vocab apay a kak?
Researcher	Vocab itu kata-kata, kata kata bahasa inggris yang kamu ketahui
ZM	ooh ya aku bisa dikit-dikit sih kak, dasar dasarnya tau ntar kalau digabungin dikit-dikit ngerti
Researcher	Oh gituuu, tapi misal dalam kegiatan membaca text reading kamu memerlukan bantuan kamus tidak?
ZM	kalau kesusahan banget perlu sih kak
Researcher	Biasanya pake kamus digital atau dalam bentuk buku?
ZM	Kalau belajar pake buku tpi kalo buat ngerjain soal gitu biasanya pake digital yang lebih cepat
Researcher	Okeyyy Sebelumnya sudah tau belum teks analytical exposition itu teks yang seperti apa?
ZM	, taunya pas kemarin diajarin sama miss D
Researcher	Oiyah ini tadi ikan mengenai teks analytical exposition yaa, menurut kamu teks ini tuh teks yang susah tidak sih untuk dipahami?
ZM	eee ngga susah sih bu tapi ngga mudah juga
Researcher	Pada saat pembelajarn analytical exposition text kamu buth berapa penjelasan dari miss D kamu baru paham jenis teks ini?
ZM	Aku butuh beberapa kali penjelasan sih kak susahan ini sih kak, soalnya pas dijelasin beberapa kali dulu baru ngerti
Researcher	Apabila kamu membaca teks reading secara oral, oral itu dibunyikan. Kamu terkadang belibet tidak pada saat membacanya
ZM	bisa si kak tapi kalo.. sedikit bisa Cuma sedikit ngga bisa gitu

	lho kadang belibett dan lama
Researcher	Okeyy kalau membaca seperti itu kadang kesusahan dengan cara membacanya? Kaya kata ini harusnya bacanya gimana ya?
ZM	Iyaa kak sering, makanya suka tersendat-sendat kalau baca teks bahasa inggris
Researcher	Okeyyy, apakah kamu ada strategi yang kamu gunain untuk memahami suatu teks reading bahasa inggris?
ZM	Engga ada strateginya sih kak, aku kalau reading yaa cumin aku baca berulang git uterus kalau masih tidak paham biasanya nanya ke teman hehe
Researcher	Tapi kalau untuk mengerjakan soal reading gimana strategi yang kamu gunakan?
ZM	Yaitu tadi kak akalau soal reading aku baca soalnya dulu baru aku baca teksnya biar cepet ketemu, soalnya pas baca terus lihat ini inget yaudah ketemu jawabannya deh
Researcher	Tapi dengan cara begitu kamu mengerti tidak isi bacaan reading tersebut
ZM	Berulang dulu sih kak
Researcher	Kalau dalam membaca sekilas bisa mengertinya maksud bacaan teks tersebut?
ZM	Eemmm kalau sekilas doang susah mengertinya sih kak, mininaml 1-3 dulu bbaru mengerti
Researcher	Kalau kamu membaca teks reading gimana cara kau buat memahaminya antar kalimat satu denga lainnya buat menentukan sesuatu kalimat?
ZM	Nah kalau itu aku sering bingung sih kak, Sebernarnya antar kalimat itu nyambung tapi kaya kadang tuh bingung maksud kalimat ini ke kalimat selanjutnya tuh gimana.
Researcher	Okeyy terus nih kalau kamu misal disuruh menjelaskan ulang inti dari bacaan yang telah kamu baca bisa tidak?
ZM	Dalam bahasa inggris atau bahasa Indonesia kak?
Researcher	Emmmm, kalau dalam keduanya gimana?
ZM	Eeeee bisa kalau kata-katanya ngga susah gitu bisa kak aku, kalau secara bahasa inggris sebih susah sih kak hehe
Researcher	Ooo berate tergabung vocab kamuy aa? La;au vocabnya yang udah kamu ketahui kamu bisa menjelaskannya ya kalau tidak familiar kesusahan ya?
ZM	Heem iyaa kak

Researcher	Oalah, okee Sampai sini dulu yaa, kamu harus sholat dulu kan? Nanti misal data aku masih kurang, aku hubungin kamu yaa
ZM	Okee kak siap
Researcher	Makasih banyak yaa
ZM	Iyaa kak, sama-sama... sukses selalu kak
Researcher	Iyaa, kamu juga semangat belajarnya

Appendix 5 Classification of students' respond

Aspects	Interviewe's answer
Previewing	<p>First informant, MF “Aku minimal harus 2 kali membaca kak baru bisa paham.....” (“I have to read at least 2 times before I can understand.....”)</p> <p>Second informant, SZ “Aku ngga bisa kak kalo baca sekilas saja, aku biasanya berkali-kali terus dicrosscheck dulu” (I can't (understand) if I just read at a glance, I usually crosscheck it many times first)</p> <p>Third informant, MF “.....aku kalau baca sekilas atau cuma sekali ngga bisa paham sih kak isi bacaannya, biasanya diulangi terus baru bisa paham” (“..... if I read at a glance or just once I can't understand the content of the reading, usually I repeat it and then I can understand it”)</p>
Identifying main idea	<p>First informant, MF “Kadang kesulitan sih mba, Biasanya aku malah itu sih mb nyari diparagraf pertama gitu” (“Sometimes it's hard mba, I usually find it in the first paragraph”)</p> <p>Second informant, SZ “iyaa agak, agak kesulitan sedikit.....”(“Yes, it's a bit, it's a bit difficult.....”)</p> <p>Third informant, MF “iyaa bisa, cuman ya pernah sih kebingungan menemukan ide pokonya” (“Yes, I can, but I've never been confused about finding the right idea”)</p>
Locating Reference	<p>The first informant, MF “Nah itu tuh saya sering nemuin soal gitu kak, cuman kadang tuh aku bingung yang dimaksud itu kata didepannya yang mana, kadang ada banyak orangnya jadi yang bener yang mana ngga tau” (“Well, I often encounter problems like that, kak, but sometimes I'm confused about which word is meant in front of it, sometimes there are many people so I don't know which one is correct.”)</p> <p>The second informant, SZ “Enggak kak, soalnya pernah dikasih tau kalau ada kata kaya</p>

	<p>gitu berarti merujuk ke kata didepannya gitu” (“No kak, because I was told that if there is a word like that, it means it refers to the word in front of it.”)</p> <p>The researcher asked informant SZ again if the informant understood about locating references and the informant said "yes kak".</p> <p>The first informant, ZM</p> <p>“Ooh iyaa tahu, soalnya kan sudah ada disini (menunjuk teks bacaan) dikalimat sebelumnya” (“I know, because it's already here (pointing to the reading text) in the previous sentence”)</p>
Understanding Vocabulary	<p>“Kurang lancar sih kak, kurang hafal kata-kata bahasa inggris” (“I have less fluent kak, less memorised English words”)</p> <p>“hanya tau kata-kata yang famiar saja sih kak, biasanya sih kalau saya mau benar-benar tahu itu buka google translate dulu, kalau masih ngga paham biasanya aku cari pembahasaanya dulu digoogle kaya how sama whom itu kan bedanya apa aku cari penjelasannya” (“I only know the familiar words. Usually, if I really want to know, I open google translate first, if I still don't understand, I usually look for the language first in Google, like how and whom, what is the difference, I look for the explanation".)</p> <p>“ooh ya aku bisa dikit-dikit sih kak, dasar-dasarnya tahu. entar kalau digabungin dikit-dikit ngerti” (“ooh yes I can do it a little bit, Kak, I know basics English words and if I combine it, a little bit understand).</p> <p>“Kalau kesusahan banget perlu (kamus) sih kak” (“If it's really difficult to need (dictionary), kak”)</p>
Making Inference	<p>The first informant, MF</p> <p>“Tergantung, kak. Kadang bingung kadang enggak kaya aku rada reti maksudnya tapi bingung bikin kata-kata buat narik kesimpulannya yang bingung” (“It depends on, kak. Sometimes I'm confused, sometimes I'm not, like I'm not sure what the point is but I'm confused to make words to draw conclusions that are confused.”)</p> <p>The second informant, SZ</p> <p>“Aku bisa menyimpulkan isinya kalau bacanya berkali-kali sampai paham dulu, kak” (“I can deduce the content of the reading as long as I read it many times until I understand it first.”)</p>

	<p>The third informant, ZM “Kalau menyimpulkan isi bacaan semua rada-rada kesusahan sih kak” (To conclude the content of all the readings is a bit difficult, Kak).</p> <p>“..... susah gitu, bingung kaya semua itu penting jadi kaya mau ambil intinya yang mana” (“..... is difficult, confused like everything is important so it's like which point to take”)</p>
Detail information	<p>The first informant, MF “Kalau itu bisa bisa aja mb kalau aku pas mau nyari, kalau pas males yaa sulit hehe” (“If it's possible, it can be done if I want to find it, if I'm lazy, it's difficult hehe”)</p> <p>The second informant, SZ “kalau itu kadang kesusahan sih kak, soalnya kan kadang ada beberapa tempat atau nama orang gitukan jadi bingung yang dimaksud yang mana” (“If it's sometimes difficult kak, because sometimes there are several places or names of people so I'm confused about which one is meant”)</p> <p>The third informant, ZM “Yaa kak bisa cuman kadang kadang bingung sih kak yang mana soalnya rada pusing dikit kalau mencari yang detail penting gitu karna kaya semua tuh penting hehehe dan harus baca ulang sih” (“Yes, I can, but sometimes I'm confused about which one (the detail information) because it's a bit dizzy when looking for important details because everything is important hehehe and I have to reread it”)</p>
Identifying exceptions	<p>The first informant, MF “Emm itu aku nyontek temen itu mba, ngga bisa soalnya kalau nyari yang kecuai-kecuai gitu.. suka bingung” (“Emm, I cheat on my friend, I can't because if I look for the exceptions, I like to be confused.”)</p> <p>Second informant, SZ “Engga terlalu bingung sih kak, tinggal dicocokkan sama dibacaan saja” (“Not too confused, kak, just match it with the text”)</p> <p>Third informant, informant ZM “Oohhh paham kok kak cuman yaa aga lama aja bisa jawabnya, yaitu tadii kak susah ingat kadang” (“Oohhh I understand, kak, it's just that it takes a long time to answer, that's why it's hard to remember sometimes.”)</p>

Referring to the passage	<p>The first informant, MF “Susah kak, kalau cari kaya gitu jadinya pusing harus baca berulang-ulang terus.” (“It's hard, kak, if I look for something like that, I get dizzy and have to read it over and over again”)</p> <p>The second Informant, SZ According to an interview with informant SZ, the informant said: “lumayan kak. biasanya kalau cari diparagraph mana gitu lumayan mudah sih kak, tapi kalau teks ini kan kaya tentang isu masalah gitu dan menurutku rada susah buat nyarinya soalnya isinya mau mirp-mirip gitu.” (“not bad kak. Usually if you look for it in the paragraph, it's quite easy sis, but if this text is like about the issue of the problem and I think it's a bit difficult to find it because the contents are similar.”)</p> <p>The third informant, ZM “Tergantung sih kak yang dicari mudah apa susah dulu” (“It depends on what is looking for kak, easy or difficult first”)</p> <p>“Kalau kalimatnya cepet dicari yaa mudah kak, tapi kadang tuh susah banget buat nemuin juga. Jadi ya kadang mudah kadang susah.” (If the sentence is quick to find, it's easy, but sometimes it's really hard to find it too. So yes, sometimes it's easy and sometimes it's hard.”)</p>
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Appendix 6. Figures

Figure 2 Interview With ZM



Figure 3 Interview with J



Figure 4 Interview with MF



Figure 5 Interview With SZ



Figure 6 Students doing test



Appendix 7 Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA**

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
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Nomor : B-1386/Un.20/F.V/PP.00.9/03/2023

24 Maret 2023

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMA Batik 2 Surakarta
di
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **INDAH SUSILOWATI**
NIM : 196121101
Program Studi : Pendidikan Bahasa Inggris
Semester : 8
Judul Skripsi : Students' Difficulties in Reading Analytical Exposition Text for the Tenth Grade Students of SMA Batik 2 Surakarta in the Academic Year 2022/2023

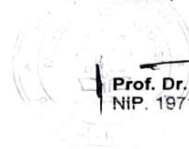
Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 29 Maret 2023 sampai tanggal 21 April 2023.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dekan,



Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005