

**STUDENTS' DIFFICULTIES IN READING COMPREHENSION OF THE
ANALYTICAL EXPOSITION TEXT AND THE STRATEGIES TO SOLVE
THEM**

(A Case of the 11th Graders of SMA Islam Sultan Agung 1 Semarang
in Academic Year 2023/2024)

A FINAL PROJECT

**Presented as Partial Fulfilment of the Requirements to Obtain the *Sarjana*
Pendidikan Degree in English Education**



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THE ANALYTICAL EXPOSITION TEXT AND THE STRATEGIES TO
SOLVE THEM**

(A Case of the 11th Graders of SMA Islam Sultan Agung 1 Semarang
in Academic Year 2023/2024)

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Semarang, 16 January 2024

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STATEMENT OF WORK'S ORIGINALITY

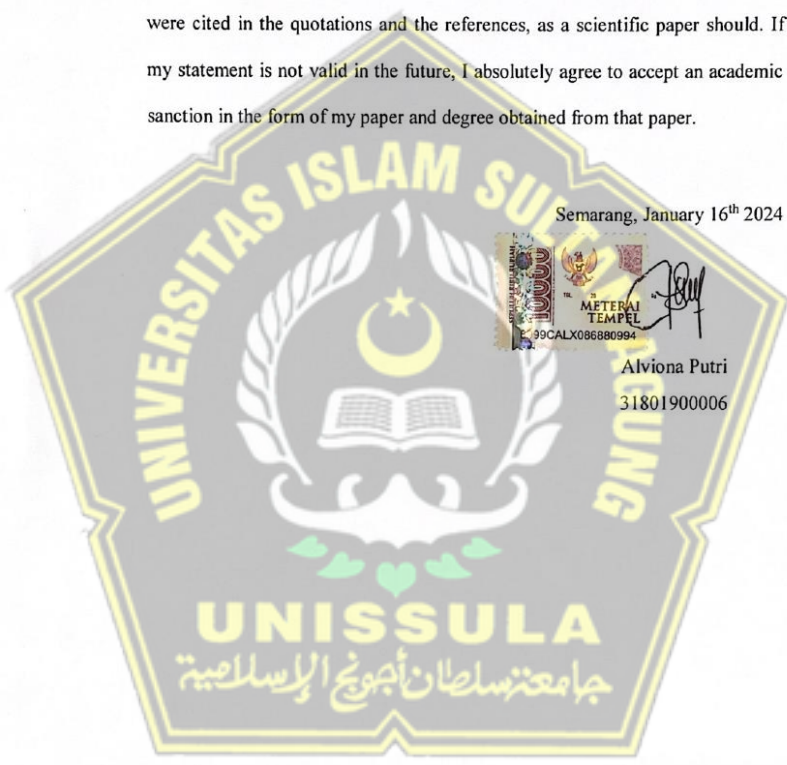
STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.

Semarang, January 16th 2024



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MOTTO AND DEDICATION

“..., Allah will raise those who believe among you and those who are given knowledge by several degrees, ...”

(Al-Mujadilah:11)

This study is dedicated to:

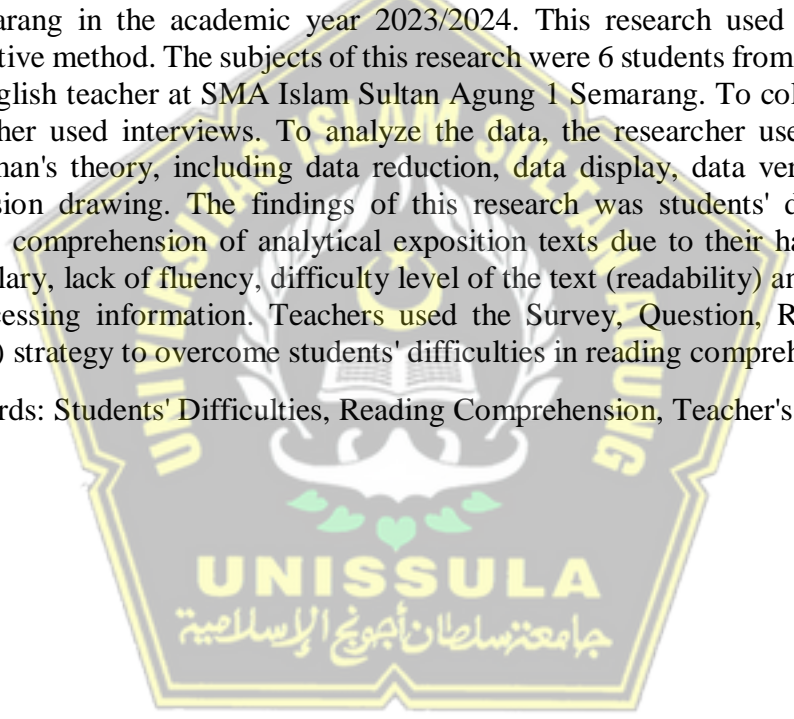
1. My first love and my role model, Mr. Suyatno, who always gives me motivate, prayer, financed, and provide support until the author was able to complete her education until undergraduate.
2. The door of my heaven, (Almh.) Mrs. Ro'im Lidyawati, who during her life always gave the author extraordinary prayers and always poured out endless affection. Thank you for bringing her to this stage.
3. For my 2 younger siblings, Navandra Pangestu A.Md.T. and Kamila Chalisa, thank you for providing support and prayers for the author in completing this final project.
4. My best friends who always help and accompany me until the author did her final project.

ABSTRACT

Putri, Alviona. 31801900006. *“Students’ Difficulties in reading Comprehension of Analytical Exposition Text and the Trategies to Solve Them (A Case of Eleventh Graders’ at SMA Islam Sultan Agung 1 Semarang in the Academic Year 2023/2024)”*. A final project, English Education Study Program, The Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Hartono, S.S., M.Pd.

The purpose of this research was to found out the difficulties faced by students in reading comprehension of analytical exposition text and explore the strategies used by teachers to solve students’ difficulties in reading comprehension of analytical exposition texts in the 11th grade of Islamic High School Sultan Agung 1 Semarang in the academic year 2023/2024. This research used a qualitative descriptive method. The subjects of this research were 6 students from grade 11 and one English teacher at SMA Islam Sultan Agung 1 Semarang. To collect data, the researcher used interviews. To analyze the data, the researcher used Miles and Huberman's theory, including data reduction, data display, data verification and conclusion drawing. The findings of this research was students' difficulties in reading comprehension of analytical exposition texts due to their have a limited vocabulary, lack of fluency, difficulty level of the text (readability) and difficulties in processing information. Teachers used the Survey, Question, Read, Review (SQ3R) strategy to overcome students' difficulties in reading comprehension.

Keywords: Students' Difficulties, Reading Comprehension, Teacher's Srategies



INTISARI

Putri, Alviona. 31801900006. *“Students’ Difficulties in reading Comprehension of Analytical Exposition Text and the Trategies to Solve Them (A Case of Eleventh Graders’ at SMA Islam Sultan Agung 1 Semarang in the Academic Year 2023/2024)”*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung. Dosen Pembimbing: Hartono, S.S., M.Pd.

Tujuan penelitian ini adalah untuk mencari tahu kesulitan yang dialami siswa dalam pemahaman membaca teks eksposisi analitis dan mengeksplorasi strategi yang digunakan guru dalam mengatasi kesulitan siswa dalam pemahaman membaca teks eksposisi analitis di kelas XI SMA Islam Sultan agung 1 Semarang tahun ajaran 2023/2024. Penelitian ini menggunakan metode pendekatan deskriptif kualitatif. Subjek penelitian ini adalah 6 orang siswa dari kelas 11 dan guru bahasa Inggris di SMA Islam Sultan Agung 1 Semarang. Untuk mengumpulkan data peneliti menggunakan wawancara. Untuk menganalisis data, peneliti menggunakan teori Miles and Huberman, meliputi reduksi data, penyajian data, verifikasi data serta penarikan kesimpulan. Temuan penelitian ini adalah kesulitan siswa dalam pemahaman membaca teks eksposisi analitis disebabkan keterbatasan kosakata yang dimiliki, kurangnya kelancaran, tingkat kesulitan suatu teks (keterbacaan) dan kesulitan dalam memproses informasi. Guru menggunakan strategi Survei, Menanya, Membaca, Membaca, dan Meninjau (SQ3R) untuk mengatasi kesulitan siswa dalam pemahaman membaca.

Kata Kunci: Kesulitan Siswa, Pemahaman Membaca, Strategi Guru

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Assalamu'alaikum Wr. Wb.

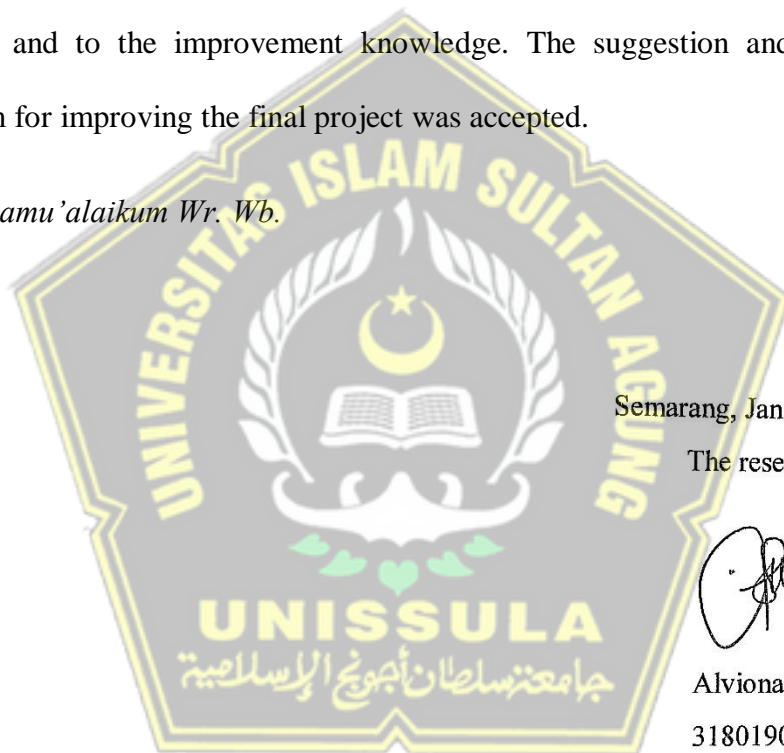
Alhamdulillah Rabbil 'Aalamiin, all praise is given to Allah, the Lord of the word for His mercis, blessing, and good health in completing the final project. Sholawat and salam are due to our prophet Muhammad SAW, his families, and followers until the end of the world. I would like to express my biggest gratitude and appreciation for people who have helped me in finishing this final project. I would like to addressed my appreciation to:

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2. Triamanah, S.Sos., M.Si. as the Dean of the Faculty of Languages and Communication Science
3. Nur Ekaningsih, S.Pd., M.Pd. as the Head of English Education Program
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10. Everyone who has helped the researcher conduct this study and write the final project

Finally, I hope this research will be useful and beneficial for readers, further studies and to the improvement knowledge. The suggestion and constructive criticism for improving the final project was accepted.

Wassalamu 'alaikum Wr. Wb.



Semarang, January 16th 2024

The researcher,

Alviona Putri

31801900006

TABLE OF CONTENT

PAGE OF APPROVAL	i
PAGE OF VALIDATION	ii
STATEMENT OF WORK'S ORIGINALITY	iii
MOTTO AND DEDICATION.....	iv
ABSTRACT	v
INTISARI.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLE.....	xi
APPENDICES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Reasons for Choosing the Topic.....	4
1.3 Research Questions.....	4
1.4 Objectives of the Study	5
1.5 Limitation of the Study	5
1.6 Significance of the Study	5
1.7 Definition of Key Terms	6
1.8 Organization of the Study	7
CHAPTER II LITERATURE REVIEW.....	9
2.1 English Language Teaching at Senior High School	9
2.2 Teaching Reading at Senior High School	15
2.3 Reading Comprehension	16
2.3.1 Definition of Reading Comprehension.....	16
2.3.2 Aspects of Reading Comprehension.....	16
2.4 Students' Difficulties in Reading Comprehension	18
2.5 Causes of Students' Difficulties in Reading Comprehension	21
2.6 Problems in Teaching Reading.....	23
2.7 Strategies for Teaching Reading.....	23
2.8 Analytical Exposition Text.....	27
2.8.1 The Definition of Analytical Exposition Text	27
2.8.2 Generic Structure of Analytical Exposition Text	27

2.8.3	The Language Features of Analytical Exposition Text	28
2.9	Review of Previous Studies	30
CHAPTER III RESEARCH METHOD		32
3.1	Research Design	32
3.2	Subject of the Study	33
3.2.1	Population	33
3.2.2	Sample	33
3.3	Data of the Study	34
3.3.1	Types of Data	34
3.3.2	Variables	34
3.4	Instrument of the Study	34
3.5	Technique of Data Collection.....	35
3.6	Data Collecting Procedure.....	36
3.7	Technique of Data Analysis	37
CHAPTER IV FINDINGS AND DISCUSSIONS.....		39
4.1	The School Profile	39
4.2	The Subject Profile	40
4.3	Research Findings.....	42
4.3.1	Students' Difficulties in Reading Comprehension of Analytical Exposition Text	42
4.3.2	The Teacher's Strategies to solve the Students' Difficulties in Reading Comprehension of the Analytical Exposition text.....	47
4.4	Discussions.....	48
4.4.1	Students' Difficulties in Reading Comprehension of Analytical Exposition Text	48
4.4.2	Teachers' Strategies to Solve Students' Difficulties in Reading Comprehension of Analytical Exposition Text	52
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....		55
5.1	Conclusions	55
5.2	Suggestions.....	56
REFERENCES		58
APPENDICES		63

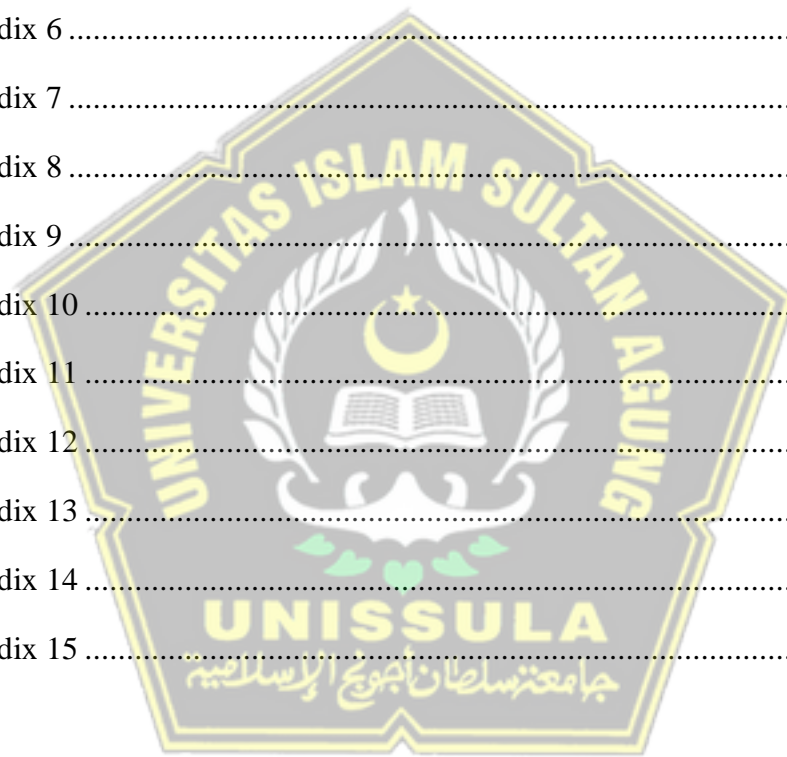
LIST OF TABLE

Table 2.1 29



APPENDICES

Appendix 1	64
Appendix 2	65
Appendix 3	66
Appendix 4	69
Appendix 5	71
Appendix 6	73
Appendix 7	76
Appendix 8	79
Appendix 9	81
Appendix 10	87
Appendix 11	88
Appendix 12	89
Appendix 13	90
Appendix 14	91
Appendix 15	92



CHAPTER I

INTRODUCTION

This chapter presents of Background of Study, Reasons for Choosing the Topic, Research Question, Objectives of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

1.1 Background of Study

English is a language which becomes one of the required to be learned in school. There are four basic skills in English namely listening, speaking, reading and writing. At school, students are required to learn reading skills. Reading helps students become more proficient writers and vocabulary masters. One kind of receptive written language competence is reading. It is referred to as responsive since reading allows one to gain experiences, knowledge, and information. People who read can think more clearly, form more insightful opinions, and see the world from new perspectives. As a result, mastering reading is crucial. Activities that can result in a variety of skills should be incorporated into reading instruction. These abilities have a close relationship with the thinking processes. A person thought process will be smarter and clearer the more proficient they are with language.

Butarbutar (2021) states that a reader needs to be able to recognize words, understand their meanings, and combine meanings in a sequential manner in order to comprehend a text. An individual's nature and abilities, including the capacity for inference, impact a person capacity for text comprehension. Reading comprehension is one area where extra time is needed to thoroughly examine and comprehend each word.

In actualy, however students' reading proficiency is still low. This can be proven by the fact that students find difficult to comprehend reading texts of books because they have limited ability in reading comprehension. According to Grabe & Stoller (2011) cited by Kalsum & Yolanda (2022) stated that reading challenges originate from lower-level and higher-level comprehension processes operating inefficiently. This makes students have difficulties in reading text. They become uninterested in the learning exercise as a result of this. The issue arises from the students' continued low level of vocabulary knowledge.

Furthermore, research by Oberholzer (2005) cited by Satriani (2018) showed that as the need for reading grows, students' difficulties with reading can have an ever-greater detrimental effect on their academic performance and ability to pursue further education. Understanding a text when reading is a crucial ability and indicator of reading that students must attain, so it is necessary for teachers and students to identify and overcome difficulties with comprehension when reading texts. Students' learning will suffer if they have trouble comprehending the texts.

While it is crucial to understand the challenges faced by students, each student may have different issues. Teachers may differ in how they approach solving problems with students as well as in how they approach them. Therefore, the purpose of this study is to identify the difficulties that students faced in terms of reading comprehension and to explore the strategies that teacher uses to help students in overcoming these problems, particularly when it comes to analytical expositions text. The researcher hopes that the approaches defined by this study be assisted educators and other researcher in dealing similar problems.

The genres listed in the English curriculum for high school students in the second grade during the first semester, one of the lists is the analytical exposition text. Additionally, it is a genre that presents challenges for students to study in order to comprehend the text. An analytical exposition text goal is to establish a point of truth. This text is an example of an oral or written discourse that serves to inform, explain, or describe the subject matter under discussion. According to Yuningsih & Novarita (2020), an analytical exposition text aims to convince the reader of the significance of the discussed subject by presenting perspectives that support the central theme or idea, prompting attention and consideration.

Finding information in the text thesis, argument, and reiteration is necessary for comprehension of analytical exposition text. For students to comprehend a given book effectively, they need to be aware of these structures when they read an analytical exposition text.

According to the initial study by the researcher, it was discovered that many students have difficulties in comprehending analytical exposition texts. However, despite these difficulties, teachers have developed strategies to solve the students' issues with reading comprehension. This was interested the researcher to conduct a study concentrated on the reading comprehension of analytical exposition text, entitled: **“Students’ Difficulties in Reading Comprehension of the Analytical Exposition Texts and the Strategies to Solve Them (A Case of the 11th Graders of SMA Islam Sultan Agung 1 Semarang in Academic Year 2023/2024)”**

1.2 Reasons for Choosing the Topic

There were several reasons why this research needs to be conducted, they are as follows:

1. Based on researcher observation during teaching practice in SMA Islam Sultan Agung 1 Semarang in Academic Year 2023/2024, that some students had difficulties in reading comprehension especially in analytical exposition text.
2. Identifying students' learning difficulties in reading comprehension and could help teachers in selecting appropriate teaching strategies.
3. In this study, the researcher wanted to know strategies to teach reading comprehension, especially in analytical exposition text.

1.3 Research Questions

Based on the background of the study, two research questions are formulated, they are as follows:

1. What were the difficulties faced by students of 11th graders of SMA Islam Sultan Agung 1 Semarang in Academic Year 2023/2024 in reading comprehension of analytical exposition text?
2. What possible teaching strategies could teachers apply to solve the students' difficulties in reading comprehension of analytical exposition text of the 11th graders of SMA Islam Sultan Agung 1 Semarang in Academic Year 2023/2024?

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To find out the students' difficulties in reading comprehension of analytical exposition text of the 11th graders of SMA Islam Sultan Agung 1 Semarang in Academic Year 2023/2024.
2. To explore the teaching strategies used by the teachers to solve the difficulty in reading comprehension of analytical exposition text of the 11th grades of SMA Islam Sultan Agung 1 Semarang in Academic Year 2023/2024.

1.5 Limitation of the Study

This study was conducted for 11th graders of SMA Islam Sultan Agung 1 Semarang in Academic Year 2023/2024. It focused on the identification of students' difficulties in reading analytical exposition text and the teaching strategy used by teachers to solve it.

1.6 Significance of the Study

This research be significant practically and pedagogically for both teachers and students:

1. Practical Significance
 - a. For Teachers: As a reference for the teachers to create and find innovations in methods, strategy and teaching activities that can be used in reading instruction to assist students in overcome the difficulties with understanding texts that present analytic exposition texts.

- b. For Students: This study intended to assist students develop their reading comprehension skills.

2. Pedagogical Significance

- a. For Teachers: This study is aimed to offer English teachers with knowledge and experience in selecting one of several ways to enhance students' reading comprehension of English text.
- b. For Students: Hopefully, students can understand the kinds of teaching strategies to overcome the problems in reading comprehension skills.

1.7 Definition of Key Terms

Defining key terms is important to understand the topic's meaning. The key terms of the research are defined as follows:

1. Reading comprehension

Klingner et al (2007) cited by Apriyani & Almunawaroh (2019) claimed that the process of creating meaning through the coordination of several intricate processes, such as word reading, fluency, and understanding of both the world and words, is reading comprehension. It suggests that readers will naturally respond to the content more when they read it more often and as a result, they will understand and comprehend it better. The information and pleasure knowledge that readers will gain.

2. Reading Comprehension Difficulty

Oberholzer (2005) cited by Kalsum & Yolanda (2022), when reading requirements are bigger and more varied, students' difficulties with understanding

might negatively affect their academic performance and chances for higher education.

3. Strategy

Brown (2007), describing a strategy as a particular approach to handling a task problem, methods employed to reach a specific goal, and a plan for managing specific information, essentially means that is the strategy implemented to attain success or fulfill objectives.

4. Teaching Strategy

Antoni (2010), stated as a generalized plan for a lesson, a teaching strategy encompasses the lesson structure, the desired behavior of learners, instructional goals, and a outline of the tactics essential for executing the strategy.

5. Analytical exposition Text

Mukhayati et al (2022) analytical exposition is a text that contains the author's thoughts or opinions on the issue.

1.8 Organization of the Study

Chapter I presents Introduction. It contains of Background of Study, Reasons for Choosing the Topic, Research Question, Objectives of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

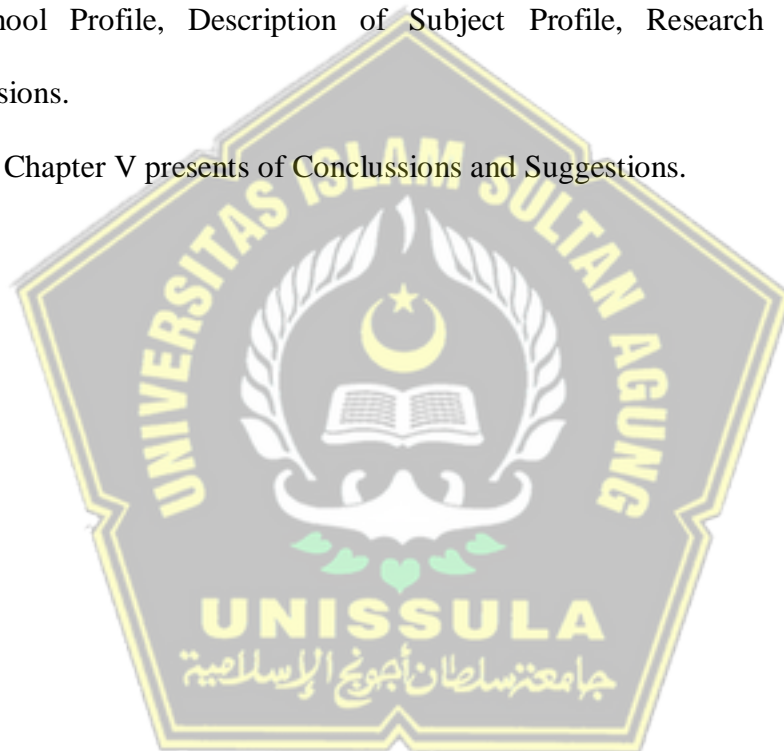
Chapter II presents of Reviews of Related Literature. It contains of English Language Teaching at Senior High School, Teaching Reading at Senior High School, Reading Comprehension, Students Difficulties in Reading Comprehension, Causes of Students Difficulties in Reading Comprehension, Problems in Teaching

Reading, Strategies for Teaching Reading, Analytical Exposition text and Review of Previous Study.

Chapter III presents of Research Method. It contains of Research Design, Subject of the study, Data of the Study, Instrument of the Study, Technique of Data Collection, Data Collecting Procedure, and Technique of Data Analysis.

Chapter IV presents of Finding and Discussion. It contains of Description of School Profile, Description of Subject Profile, Research Findings and Discussions.

Chapter V presents of Conclusions and Suggestions.



CHAPTER II

LITERATURE REVIEW

This chapter presents of Reviews of Related Literature. It contains of English Language Teaching at Senior High School, Teaching Reading at Senior High School, Reading Comprehension, Students Difficulties in Reading Comprehension, Causes of Students Difficulties in Reading Comprehension, Problems in Teaching Reading, Strategies for Teaching Reading, Analytical Exposition text and Review of Previous Study.

2.1 English Language Teaching at Senior High School

Teaching English in high school plays a crucial role in preparing students to use the English language effectively and efficiently. To encourage active students' participation throughout the process of teaching and learning, high school English teachers must possess the capacity to enhance the interactive and engaging nature of their lesson. The four language skills that necessary to achieving success in learning English in high school are listening, speaking, reading, and writing (Yamad, 2011).

In teaching English, teachers use appropriate strategies to master these English language skills. The objective of English language learning in high school is to develop speaking, reading, writing, and thinking skills in English. This aims to prepare students to use the English language proficiently.

The “Merdeka Belajar” Curriculum is one of the educational development policies published by the Ministry of Education and Culture. The "Merdeka

"Belajar" Curriculum is an evaluation of the 2013 Curriculum and provides flexibility for educators to create learning that is suitable for the needs and learning environment of the students. In teaching English in high school, the "Merdeka Belajar" approach can be utilized by teachers to achieve effective and efficient learning goals (Yamada, 2011).

The "Merdeka Belajar" Curriculum was evaluated in the "Merdeka Belajar" Curriculum. According to the Ministry of Education and Culture's website, the "Merdeka Belajar" curriculum offers a variety of intracurricular learning opportunities, with content designed to provide students enough time to explore ideas and develop their skills. This is how the "Merdeka Belajar" Curriculum is conceptualized (Rohimajaya & Hamer, 2023):

1. Project-based learning aimed to help students improve their character and soft skills in line with the Pancasila student profile.
2. Concentrate on key content and provide time for in-depth instruction in fundamental skills like reading and numeracy.
3. The opportunity for educators to implement differentiated instruction according to students' skill levels.

The "Merdeka Belajar" Curriculum provides flexibility for educators to create quality learning that is suitable for the needs and learning environment of the students. Therefore, in teaching English in high school, teachers can use the "Merdeka Belajar" approach to achieve effective and efficient learning goals.

In addition, there are several popular methods of teaching English among educators, such as the Grammar Translation Method (GTM), Audio-Lingual Method (ALL), Silent Way, Community Language Learning (CLL), and Total Physical Response (TPR). Each method has its own advantages, disadvantages, and different strategies to help students succeed in learning English (Rohimajaya & Hamer, 2023).

Here is an explanation of some popular English language teaching methods among educators (Chu, 2023):

1. Grammar Translation Method (GTM)

Translating words and phrases from source language to the target language is the main goal of this approach. Teachers use grammar rules and provide example sentences to apply language structures. With GTM, students can get a thorough grasp of grammar and use it in their writing projects. However, the disadvantage is the lack of emphasis on speaking and listening skills.

2. Communicative Language Teaching (CLT)

This method focuses not only on communication but also on teaching grammatical rules that must be understood in order to be used in communication. Furthermore, this method influences reading and writing abilities in addition to speech skills.

3. Audio-Lingual Method (ALL)

This method emphasizes repeated practice in speaking and listening skills through the use of dialogues and the application of sentence patterns.

Teachers use audio recordings to provide pronunciation examples, and students practice through repetition. The advantage of ALL is that it develops active speaking and listening skills. However, the disadvantage is the lack of emphasis on written comprehension and reading (Anokye, 2022).

4. Silent Way

This method allows students to learn independently with the teacher as a facilitator. Teachers provide minimal instructions, and students learn by observing and actively exploring the language. The advantage of the Silent Way is that it develops students' autonomy and creativity in using the language. However, the disadvantage is that it requires a considerable amount of time to become proficient in communication (Anokye, 2022).

5. Community Language Learning (CLL)

This method focuses on a collaborative and interactive approach. The teacher acts as a counselor and guide, helping students build confidence in using English. The advantage of CLL is that it creates a friendly and supportive learning environment for students. However, the disadvantage is that it requires more time to develop high language skills.

6. Total Physical Response (TPR)

This method integrates physical movement with language comprehension. Teachers give instructions through body movements, and students respond with physical actions. The goal is to connect the meaning of words with physical actions to reinforce understanding. The advantage of TPR is that it develops holistic language comprehension and engages students' motor

skills. However, the disadvantage is the lack of emphasis on active speaking skills.

Each method has different approaches and strategies to help students learn English. It is important for teachers to choose methods that are suitable for the learning objectives, students' needs, and the learning context. Combining or integrating various methods can also enhance the effectiveness of English language learning in high school (Anokye, 2022).

In addition, Core Competencies (KI) and Basic Competencies (KD) with indicators of competency accomplishment are part of the high school English curriculum. The main goal of this curriculum is to give students practice using English texts to comprehend and apply procedural, conceptual, and factual information about events and phenomena. Speaking, listening, reading, and writing exercises in both concrete and abstract realms are used to accomplish this.

Core Competencies (KI) are the general skills expected of students after completing their learning. In English, there are four Core Competencies, which include:

1. Embracing and practicing the teachings of their religion.
2. Developing honest, disciplined, responsible, caring (mutual cooperation, collaboration, tolerance, peace), courteous, responsive, proactive behavior, and showing attitudes as part of the solutions to various problems in interacting effectively with the social environment and nature, as well as positioning oneself as a reflection of the nation in global interactions.

3. Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on curiosity about science, technology, art, culture related to visible phenomena and events.
4. Processing, reasoning, presenting, and creating in concrete and abstract domains related to the development of what has been learned independently at school, and being able to use appropriate scientific methods.

On the other hand, Basic Competencies (KD) are detailed skills or knowledge that students need to achieve in order to fulfill these Core Competencies. Each Basic Competency is associated with indicators of competency achievement that describe observable behaviors or outcomes for evaluating students' achievements (Khodadady et al., 2015).

In English learning in high school, students will improve speaking, listening, reading, and writing abilities through the use of English texts. They will learn to understand and apply the knowledge they acquire related to phenomena and events in concrete and abstract contexts. English learning in high school also involves the use of authentic texts, such as news articles, literary texts, and scientific materials, to enhance students' understanding of English and its content. Additionally, the integration of information and communication technology is a component of English learning, enabling students to employ it for comprehension and application across diverse contexts (Manuel, 2022).

Thus, English learning in high school is not only focused on language mastery but also on developing students' competencies in comprehending,

applying, and communicating factual, conceptual, and procedural knowledge through the use of English (Zhang, 2023).

2.2 Teaching Reading at Senior High School

Acquiring the skill of reading in English is crucial for students, yet many still encounter challenges in comprehending textual content. Therefore, teachers must employ effective strategies to enhance students' reading abilities and outcomes. Teaching reading is a complex task, as it involves not only instructing students to read but also guiding them in comprehending various aspects of English. Reading comprehension stands out as a important skill, serving as the gateway for students to retain the information and knowledge acquired through reading.

Reading activities allow us to interact with author's thoughts and the written accounts of their experiences. In addition to stressing reading comprehension as a crucial ability for students in high school, Snow (2002) claims that teachers are teaching reading comprehension to students in early reading classes. Drawing from the previously provided explanation, the researcher posits that teaching reading is a process in which students consult written accounts of their reading experiences as an integral element of the process from teaching and learning.

In addition, Harmer (1998) asserts that become a good teacher, a teachers need to emphasize several aspects such as the teacher should make classes interesting, a teachers should love their work, teacher should have their own personality, a teachers should have a lot of knowledge and a teachers should be entertainers in a good or positive sense.

2.3 Reading Comprehension

2.3.1 Definition of Reading Comprehension

Reading is a very important talent for students to possess, as it empowers students to interpret the significance embedded in written materials is a definition of reading comprehension. Students who are proficient readers can also be able to observe, comprehend, and analyze the information included in the texts they read. We must read a text to be able to access information contained in written form. Reading is an activity that involves deriving meaning from written text, as the statement above makes evident.

According to Audina et al. (2020), comprehension is the capacity to understand something. Understanding the writer's thoughts in the text using what one knows after reading it is referred to as comprehension.

According to the explanation given above, reading comprehension is the expertise to infer meaning from material through reading exercises. The outcome of the reader and writer interacting with the concept or understanding of the facts provided in the reading text is reading comprehension. In addition, to the information in the reading text, the reader's previous knowledge also affects reading comprehension. In this case, the cognitive process of organizing words, information, and fluency within a text to produce meaning could be used to characterize reading comprehension.

2.3.2 Aspects of Reading Comprehension

Students must improve their reading comprehension abilities in order to become proficient readers. Students must also become proficient in the elements of

reading comprehension. According to Nuttal (1985), referenced by Negara (2016), for students to fully understand a text, they need to be proficient in five areas of reading comprehension, including:

a. Determine The Main Idea

Every text contains a central idea that the author intends to convey. If readers can identify the text's main idea, it will be simpler for them to understand the book's content.

b. Locating Reference

The pronoun antecedent is its reference. To determine this reference, students need to be aware of the nature of the pronoun employed in the text, including whether it is singular or plural and the specific place, people, or situation it refers to in the given context.

c. Understanding Vocabulary

To make reading a text easier for readers, students must understand the meaning of any terminology included in the text. Readers who are not familiar with the vocabulary find it difficult to understand the content.

d. Making Inference

After reading a text, concluding is the same as drawing inferences. For informational purposes and to conclude, the reader must understand the content.

e. Detailing Information

Inquiries are typically used in this aspect to find out information from students who have read the book. If the students are able to respond to the questions, they will get understand the content of the text they read.

2.4 Students' Difficulties in Reading Comprehension

In the context of reading activities, individual students encounter specific challenges that hinder their comprehension of a text. Oberholzer (2005) cited by Kalsum & Yolanda (2022), when reading requirements are bigger and more varied, students' difficulties with understanding might negatively affect their academic performance and chances for higher education. Extracting information from a text necessitates students to read and comprehend it, yet various obstacles hinder their ability to obtain detailed information from the material they read. Peter Westwood (2008) outlines the following difficulties that students commonly encounter in reading comprehension:

a) Limited vocabulary knowledge

The most important element in meaning creation is vocabulary. This is due to the several words, which is made up of several terms. It is challenging for the students to comprehend what they read. It is important to take into account whether there is a significant discrepancy between the students' understanding of word meanings and the words used in the text.

b) Lack of fluency

This is a problem that certain students frequently encounter because they have difficulty with reading. Students that read either very slowly or very rapidly usually do not comprehend what they are reading. Rather than allowing full attention to higher-level ideas and concepts in a text, slow reading tends to restrict cognitive ability to the low-level processing of letters and words. However, reading too quickly could make it difficult to understand words and overlook crucial subtleties.

c) Lack the familiarity with the subject matter

At the first meeting, the teacher usually reads aloud from the school textbook. It is preferable to initially deliver the material in alternative formats, such as through a mini-lecture, poster, or video. However, a lot of teachers use their school textbooks to teach introductory theory. It results in low comprehension among the students.

d) Difficulty level of the text (readability)

One of the main factors determining whether or not the content can be read with comprehension is the text degree of difficulty. Reading material with long sentences, has complicated topics, vocabulary, or sentence structure might be challenging for some readers to understand. It implies that students must read at the proper level.

e) Inadequate use of effective reading strategies

Challenges result from this, and these are an essential component of the teaching and learning process. Students need teachers to use a variety of

strategies since they act as both the manager and the facilitator in the classroom. The secret to improving comprehension is to have a successful reading plan. Unfortunately, research shows that many teachers fail to provide adequate time for students to learn how to use comprehension strategies, and reading is not emphasized as a critical thinking activities.

f) Weak verbal reasoning

Students who struggle to make the connection between new material and what they already know are the cause of this problem. However, a student's capacity for reasoning during the reading process will determine this. Each person's level of intelligence determines it.

g) Problems with processing information

Each person's working memory capacity is unique. On the other hand, the reader needs to have sufficient memory to process the information while reading. To maintain the intended meaning of the text as sentences and paragraphs unfold, the reader needs to establish necessary connections between concepts and hold relevant information in their working memory. Teaching implies that in order for slow readers to properly comprehend the information. It is advisable to motivate them to read the material repeatedly if necessary.

h) Problems in recalling information after reading

Students must pay close attention to reading assignments and understand how crucial it is to retain details in order to be able to recall information. Students frequently discovered the issues that lead to comprehension

problems with the material. This is a result of the students' lack of focus during reading. The best retention occurs when readers apply newly learned material from the text to what they already know and have experienced, as well as when they practice important ideas from the texts. Students can learn how to remember information from the books by using a mind map or visual organizer.

2.5 Causes of Students' Difficulties in Reading Comprehension

Oberholzer (2005) defines reading difficulties as issues related to reading that result in falling behind the classroom's reading standards. This indicates that reading difficulties are the root of the problems that students are facing, and they might negatively impact their overall learning process. According to Kasia (2009), there are several factors that contribute to students' difficulties with reading comprehension, including:

a. Difficulty in Understanding a Long Sentence

Most students' problem to understand long sentences with complex structures, which might make it challenging for them to comprehend a text main idea.

b. Difficulty in Using Reading Strategies

Students who lack reading strategies may experience difficulties with reading comprehension. Reading strategies play a crucial part in reading. Therefore, when employing a reading comprehension method, it is crucial to select one that will assist the students.

c. Difficulty in Concentration

Concentration problems may arise from psychological factors. Students who have poor with concentration may find it difficult to understand the material and may perform lower on reading assessments.

According to Westwood (2008), the learning environment of the students is one of the elements that contributed to their problems with reading comprehension. The following environment factors can cause the students' difficulties in reading comprehension:

a. House Environment

The attention that parents provide their children can affect how well they learn. Students would struggle to learn to read if their parents weren't around to help them.

b. School Environment

Students' learning environment in school, such as the absence of instructional materials, can affect how well they learn English. Students may struggle with reading comprehension if the school does not have access to instructional media. Lack of educational resources such English books, dictionaries, newspapers, or megazines might affect students' ability to gain reading comprehension.

2.6 Problems in Teaching Reading

Teachers may encounter difficulties when instructing reading in the classroom. This is evident from the blunders or errors made by students during the learning process. In actuality, a lot of students at school often experienced difficulties with reading comprehension. According to Yadaf (2014) cited by Solikhah (2018) who opined that the following issues and difficulties in teaching reading contribute to reading becoming boring, there are, there are:

1. Literacy in general word list vocabulary
2. Difficult vocabulary terms
3. Academic vocabulary
4. Complexity of grammar
5. Inappropriate texts
6. Complexity of academic text
7. Reading habits and culture
8. Lack of schema activation
9. Lack of motivation to read
10. Insufficient preparation in teaching reading

2.7 Strategies for Teaching Reading

Brown (2007) provided a definition for strategy, describing it as a specific approach to addressing a task or problem, a set of methods aimed at attaining a specific outcome, and a plan for managing specific information. Essentially, a strategy is an action taken to achieve success or fulfill objectives. The teaching and

learning process is a closely connected system comprising various components, including teachers, students, and facilities. Each component plays a distinct role in the overall teaching and learning framework. Teachers, for instance, are responsible for developing lesson plans and employing effective teaching strategies to ensure efficiency and effectiveness in the teaching and learning activities.

Effective readers are not only capable of decoding text but also excel in reading for thorough comprehension. This involves delving into a passage to grasp its overall meaning. Such comprehensive reading is particularly essential in academic and other contexts where a complete understanding is required. Vacca & Vacca (1999), as cited by Khairunnisa et al. (2021), have identified specific strategies for teaching reading comprehension, including:

1) Scaffolding

A high-impact change in instructional delivery that can significantly enhance content literacy for all learners, particularly those from diverse backgrounds, involves implementing scaffolding strategies for text. According to Gasong (2007) cited by Rahayu et al (2020), scaffolding refers to a teaching approach where students receive support during the initial phases of learning, followed by a gradual reduction of assistance and an increase in opportunities for independent learning. This method enables teachers to assist diverse learners in understanding content and overcoming challenges in text-related learning scenarios. Scaffolding, in essence, is a process wherein a student is guided to solve a specific problem beyond their

current developmental level, with the assistance of a teacher or another individual possessing greater expertise.

Based on the provided definition, it can be inferred that scaffolding serves as a form of support provided by teachers to students. This support is designed to facilitate the development of students' learning abilities, ultimately leading to a higher level of mastery of the material. The effectiveness of scaffolding is demonstrated as students progress to solving more intricate problems, showcasing their enhanced understanding and proficiency.

2) Think-aloud

The Think Aloud strategy is employed to assist students in reading activities with the goal of recalling more significant information from texts provided by teachers. This strategy relies on the teacher's capacity to convey creativity and guide students through each step of comprehending the reading text. Through the teacher's guidance, students can develop their ability to engage actively with the text, fostering a deeper understanding of the material.

3) Reciprocal Teaching

Reciprocal teaching is a method wherein both students and teachers share the responsibilities of instructing, enabling them to collaboratively guide discussions related to a particular reading. This strategy encompasses four essential techniques making predictions, posing questions, summarizing, and clarifying to steer the discussion. Reciprocal Teaching stands as a valuable

approach for instructing students in recognizing essential concepts within a reading, encouraging dialogue about vocabulary, shaping thoughts and inquiries, and summarizing information. Its adaptability makes it suitable for diverse subject areas, particularly demonstrating effectiveness with textbooks and non-fiction materials.

4) SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing)

SQ3R is a methodical reading technique that will assist you in breaking down the reading process into digestible chunks. It is just one of several comparable techniques you can employ to raise your comprehension. It involves the following five steps: surveying, inquiring, reading, reciting, and reviewing. Using the SQ3R strategy, one must: (1) scan the chapter headings quickly to understand the important information, (2) turn the heading into a question, (3) read to find the answer, and (4) remember the important information (the answer to the question) by repeating or writing it down at the important point.

5) Question-Answer Relationship (QARs)

QARs are type of reading method that focus on understanding and analyzing questions. Stated differently, this approach helps students comprehend the questions in order to obtain information from the text itself. Therefore, in actual classroom practice, students just skim the reading and concentrate on the teacher's questions regarding the text reading to better understand.

2.8 Analytical Exposition Text

2.8.1 The Definition of Analytical Exposition Text

Analytical exposition is a form of text that clarifies the author's perspective on a phenomenon or issue, with no intention of persuading the reader to concur or take specific actions. In accordance with Mukhayati et al (2022) analytical exposition is a text that contains the author's thoughts or opinions on the issue. Djuharie (2009), as cited by Salima et al. (2020), similarly defines analytical exposition as a text that delves into the writer's ideas regarding the surrounding phenomenon, emphasizing the writer's involvement in the text. To facilitate reader comprehension of the text's purpose, it is crucial to structure it coherently. The text should primarily focus on presenting a thesis, supporting arguments, and ensuring effective reiteration. Additionally, correct grammar usage is essential.

2.8.2 Generic Structure of Analytical Exposition Text

The primary social function of analytical exposition is to convince the reader of the writer's stance on a particular issue. Dahler and Toruan (2017) assert that the objective of analytical exposition text is to influence readers or listeners by articulating arguments that elucidate the underlying reasons for a particular situation. The social function revolves around providing the readers with the writer's viewpoint or argument concerning the topic. As stated by Gerot and Wignel (1995), cited by Ariyani (2021), the organizational structure of analytical exposition is as follows:

1) Thesis (preview argument or opinion)

Firstly, the topic or main idea that will be discussed in this part is introduced by the writer. The opening paragraph of an analytical exposition text always contains the thesis statement.

2) Arguments (point and elaborate sequence)

Secondly, the writer offers arguments or viewpoints in this section to bolster their primary thesis. An analytical exposition text typically has more than two arguments. The reader becomes increasingly convinced that the topic is very important and deserves to be considered as more arguments are put forth.

3) Reiteration

Lastly, the text of the analytical exposition concludes with this section. The first paragraph's primary argument is restated in a reiteration. It is sometimes referred to as the text conclusion.

2.8.3 The Language Features of Analytical Exposition Text

According to Salimatin Mufida (2022), the language features of analytical exposition text are:

- 1) Use of emotive words.
- 2) Use of words of the quality statement.
- 3) Use of words of link argument thinking verb.
- 4) Use of present tense.
- 5) Use of compound and complex sentences.

The example of analytical exposition text is as follows:

Table 2.1

Title	Integrated Pest Management
Thesis	<p>In agriculture, there is no one ideal method for managing pests. Although pesticides are frequently utilized, this can lead to a number of issues. The best strategy for managing pests is to combine several management techniques.</p>
Arguments	<p>Firstly, pesticide residues chemicals left behind in the environment may accumulate. The output produced by farms suffers as a result.</p> <p>As well, pests might grow resistant to pesticides gradually. It follows that stronger and newer ones must be created.</p> <p>Certain pesticides harm fish and bees, among other non-target creatures. This disturbs the natural balance.</p> <p>Totally eliminating agricultural pests could be highly costly. Occasionally the cost of insect damage is lower than the control approach.</p> <p>Finally, a through awareness of the local ecosystem greatly aids in pest management. A pest can be managed by using its natural enemies. It is best to use pesticides that have no effect on the natural enemies.</p>
Reiteration	<p>Thus, in agriculture, integrated pest management is a safer and more efficient choice.</p>

(Salimatin Mufida, 2022)

2.9 Review of Previous Studies

There is a review of the research related to this study, some of which are as follows.

The first study entitled Reading Teaching Strategies Applied by Teachers in Senior High School was done by (Pandiangan, et al: 2021). This study aims to clarify which reading instruction tactics are appropriate for teachers to use with their students. Descriptive qualitative approach was employed in this investigation. Ten high school English teachers who responded to the survey served as the study's subjects. This study employed a questionnaire with ten questions to gather data. The findings demonstrated that teachers employ a variety of ways while instructing students in reading skills, including SQ3R (Survey-Question-Read-Recite-Review), Active Reading, Speed Reading, Skimming, and Scanning. But not every student can accept and comprehend these methods of instruction. In this situation, the teachers need to be able to adapt their lesson plans to the interests and skill levels of their students.

The second study entitled Reading Comprehension Difficulties Among Tenth Grade Students of Vocational High School was done by Butarbutar and Haswani (2021). The goal of this study is to find out the challenges faced by tenth-grade students at Vocational High Schools and the factor impacting students' reading comprehension issues. The method employed in this study was descriptive qualitative. The tenth-grade students at Vocational High School are the focus of the study. This study employed both questionnaires and interviews to gather data. The

findings indicated that the majority of students have difficulties with determining the main idea, locating references, understanding vocabulary, and making inferences. The factors influencing their difficulties were limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, and the problems in recalling after reading.

The third study entitled *An Analysis of Students' Difficulties in Reading Comprehension at SMPN 05 Tanah Pinoh Barat* was done by (Malinda, et al: 2022). The objective of this research is to identify challenges faced by students in comprehending written texts. The research employed a quantitative descriptive approach and focused on students from SMPN 05 Tanah Pinoh Barat. Data collection involved a reading test and a structured questionnaire. Findings revealed that seventh-grade students at SMPN 05 Tanah Pinoh Barat encountered difficulties in five facets of reading comprehension. The most challenges were observed in vocabulary (58%) and references (62%). Key components such as the main idea (38%), supporting details (38%), and inference (42%) also posed difficulties for the students. The questionnaire results indicated that students' struggles in reading comprehension stemmed from three factors: a lack of comprehension of reading materials, challenges in applying reading strategies, and limited vocabulary knowledge.

Based on 3 previous studies above as basic supporting research for this study. It is necessary to find out within the similar topic of students' difficulties in reading comprehension and strategies to solve them whether the result will be the same or different from the previous ones.

CHAPTER III

RESEARCH METHOD

This chapter presented the Research Method. It contained the Research Design, Subject of the study, Data of the Study, Instrument of the Study, Technique of Data Collection, Data Collecting Procedure, and Technique of Data Analysis.

3.1 Research Design

According to Creswell (2018), research design involves data collection, analysis, and interpretation that researchers proposed for the studies. The research was conducted using a descriptive qualitative method to describe the difficulties that the students experienced and to find out about the strategies that the teachers used to solve the students' difficulties in reading comprehension of analytical exposition text in the eleventh grade at SMA Islam Sultan Agung 1 Semarang.

According to Sugiyono (2020), a qualitative descriptive research method is one that is based on the positivist or interpretive philosophy and this method is employed to examine the conditions of natural objects, with the researcher acting as the primary instrument in the research process, which involves triangulating (combining) data collection techniques, obtaining qualitative data, conducting inductive and qualitative data analysis, and emphasizing understanding meaning over generalization in the research results.

The focus of qualitative research was on quality rather than quantity, and the information gathered came from official documents, direct observation, interviews, and other sources rather than questionnaires. Additionally, the process

element of qualitative research was given greater weight than the final result obtained. This was because, as the process was observed, the relationship between the pieces under study become clearer.

3.2 Subject of the Study

3.2.1 Population

According to Siyoto & Sodik (2015), The population was the full subject of the study, which included people, things, animals, plants, symptoms, test results, and events. It served as a source of data for the study that had specific features. The population of this study were all the students of the eleventh graders and all of the English teachers at SMA Islam Sultan Agung 1 Semarang.

3.2.2 Sample

According to Siyoto & Sodik (2015), a sample was a part of the population that was chosen by specific guidelines to serve as a representative sample, either in terms of number or characteristics. So, that it could represent the population. In this research, one English teacher and six students of the 11th graders of SMA Islam Sultan Agung 1 Semarang were utilized as samples for the study. In this study, the researcher used purposive sampling technique (judgement sampling). The sample of this study, based on gender, they were three boys and three girls.

3.3 Data of the Study

3.3.1 Types of Data

Primary data were data sources that directly provided data to data collectors (Sugiyono, 2020). Primary data were obtained through interviews, questionnaires, or observations conducted by researchers. In this study, the primary data used by researchers were interview transcripts.

3.3.2 Variables

Researchers decided the features, characteristics, or values of people, objects, or activities to study to gather information and develop conclusions. These variables were known as research variables. The variables in this research were students' difficulties and English teacher strategies in reading comprehension.

3.4 Instrument of the Study

According to Arikunto (2006), a research instrument was a type of tool that the investigator utilized to assist in gathering data. The goal is that the research studied is systematic and easy to understand. In addition, Sugiyono (2020) stated that the instruments for qualitative research are observation, interviews, and documentation. Based on opinion of expert, it can be concluded that research instrument are tools used to collect data to facilitate research and systematic research results.

In this study, the reseacher used non-test instrument of the study. Sudijono (2011:76) stated that non-test techniques generally play an important role in evaluating student learning outcomes in terms of the domain of attitudes (affective

domain) and the realm of skills (psychomotoric domain). The interview was a guide that contained details of the activities and questions that were used during the interview, so the researcher had to make an interview outline containing questions that were used as a benchmark in the flow, order, and use of words during the interview. The interview guideline instrument can be seen in Appendix 1 and Appendix 2.

3.5 Technique of Data Collection

The study would provide the techniques of data collection as follows:

1. Interview

During an interview, participants were asked questions directly as part of the data gathering process. Interviews were employed as a data collection approach, according to Sugiyono (2020), if the researcher intended to ask respondents more detailed questions or wanted to perform a preliminary study to identify issues that needed more investigation.

In addition, the researcher employed a semi-structured interview approach for data collection, utilizing a set of predetermined questions along with supplementary options to extract information relevant to the subject. As described by Ary et al. (2010, p: 438), a semi-structured interview includes choosing a particular topic of interest and creating questions, while also allowing the interviewer to modify the format or questions as needed during the interview. Through this method, the researcher not only posed pre-prepared questions but also allowed for the emergence of new questions based on the respondents'

answers. This approach facilitated a comprehensive gathering of information during the sessions, enhancing the depth and reliability of the obtained answers and information.

The semi-structured interview method was employed to gather information regarding students' challenges with reading comprehension of analytical exposition text as well as obtain data about the strategies used by teachers to overcome the difficulties experienced by students. In this case, the researcher conducted interviews with English teachers and 11th-grade students of SMA Islam Sultan Agung 1 Semarang.

3.6 Data Collecting Procedure

The procedure of the study helped the researcher in analyzing data. There were a sequence of steps to be followed for success in this study, as follows:

1. The researcher prepared instruments for the study that were used for research, including interview transcripts, notes, and recorders or a mobile phone for interview documentation.
2. The researcher asking for a research submission letter from the supervising lecturer and faculty.
3. The researcher visited SMA Islam Sultan Agung 1 Semarang to ask permission to conduct research at the school. The researcher was provided with a research letter from the faculty to the school.
4. The researcher conducting interviews

In conducting interviews, the researcher selected 6 students to conduct interviews one by one. Students were given questions by the researcher related to students' difficulties in reading comprehension of analytical exposition text. After conducting interviews with students, the researcher conducted interviews with one English teacher related to strategies to solve the difficulties experienced by students according to the results of interviews with previous students.

5. The researcher analyzing data was carried out when the researcher had obtained all the data needed to obtain valid information.

3.7 Technique of Data Analysis

Data analysis in qualitative research was done during data collection and after data collection was completed within a particular time frame. Miles and Huberman (1994) claim that tasks involving the analysis of qualitative data were conducted in an interactive manner until they were completed, which resulted in the saturation of the data. According to Miles and Huberman (1994), three continuous flows of activity make up data analysis: data reduction, data display, and conclusion drawing/verification. The researcher utilized the following steps in data analysis:

1. Data Reduction

Data reduction means summarizing, choosing, theorizing, and converting data from written field notes. The data in this study was in the form of interview notes. Data reduction refers to a researcher's (often unconscious) decision that formed a theoretical, case, or research request and also decided

which data were selected in data collecting. This demonstrated that researchers were expected to be able to differentiate between correct and incorrect data. The researcher filtered through the data from the interviews that will be used and removed other material that did not provide proof for the issue for further investigation.

2. Data Display

Following data reduction, the next step in data analysis was data display. A data display analysis was one that took the shape of matrices, networks, charts, or graphics. The most common type of data presentation in qualitative research was narrative text. This made it easy to comprehend what occurred, plan future work based on what was learned, or verify the facts given.

3. Drawing Conclusion and Verification

The final step in this study was data analysis, which included conclusion. The researcher began to comprehend the data at this point. The researcher began by defining and comprehending the data. Finally, the researcher should have been able to draw research conclusions and findings. Data classification could be provided in narrative or graphical style. Conclusions should cover the most significant facts from the research and be stated in simple language that readers can understand. Data classification might be provided in narrative or graphical style. Conclusions should cover the most significant facts from the research and be stated in simple language that readers can understand.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented a Description of the School Profile, Description of the Subject Profile, Research Findings, and Discussions.

4.1 The School Profile

SMA Islam Sultan Agung 1 Semarang was a private school that promoted Islamic values. The school was founded on January 02, 1966. It was located on Jl. Mataram No. 657, Wonodri, South Semarang District, Semarang City, Central Java Province. The eastern part of the school was bordered by company offices, the southern part in front of the school was a roadway and several restaurants, and the western and northern parts were surrounded by residential areas.

This school was accredited by BAN (National Accreditation Body). The school had two major programs, namely Mathematics and Natural Sciences (MIPA) and Social Sciences (IPS). It had 35 classrooms with a total of 55 teachers and around 954 students. Like other high schools in general, this school operated five working days from Monday to Friday. From 2016 to 2021, the school used the national curriculum, namely the 2013 curriculum, but in 2022, it began using the independent curriculum as a whole by the provisions regulated by the Ministry of education. In addition to the content and structure of the curriculum as outlined by the applicable regulations, Sultan Agung 1 Semarang Islamic High School, as an Islamic school, provided an extra portion in the field of Islamic religious education. Islamic religious subjects taught included Fiqh, Al-Qur'an Hadith, SKI/Tarikh, Aqidah Akhlak, Arabic Language, and BTAQ (Read and Write Al-Qur'an).

4.2 The Subject Profile

To collect the required data, the researcher decided to conduct interviews with one of the English teachers and six students of the 11th grade of SMA Islam Sultan Agung 1 Semarang who served as informants. The teacher who became the subject of my research had been teaching English for 20 years and was a permanent English teacher at SMA Islam Sultan Agung 1 Semarang. She taught grades 10 and 11.

These six students were all enrolled in the same eleventh-grade class. The selection of these six students was done randomly. In addition, they also represented gender; three male students and three female students. The researcher assigned them with codes; R1, R2, R3, R4, R5, and R6, with an explanation:

- R1 was female, 16 years old, and an 11th grade science student
- R2 was female, 16 years old, and an 11th grade science student
- R3 was female, 16 years old, and an 11th grade science student
- R4 was male, 16 years old, and an 11th grade science student
- R5 was male, 16 years old, and an 11th grade science student
- R6 was male, 16 years old, and an 11th grade science student

Further, all participants have experience in learning English. During the interview, the researcher asked about students' perceptions of English lessons. Based on the opinions of 6 students, some of them stated that English lessons were just ordinary. During the interview, some of them said:

"that's just average, sometimes it's fun sometimes it's not" (R1, Q2)

"that's just average" (R2, Q2)

Based on these statements, some students felt that English lessons were only ordinary. Other students also gave statements that English lessons were quite fun. This was evidenced by the informant's statement when the researcher asked about the perception of English lessons. *"It is quite fun" (R4, Q2)*

Next, the researcher also asked the students' opinions about their knowledge of English lessons. Students confirmed that they had limited knowledge of English lessons, evidenced by the following statements:

"I think it is limited, because English lessons are quite difficult so I feel my English knowledge is limited" (R1, Q7).

"Yes, it is limited, I often find it difficult in English lessons" (R5, Q7).

"Not bad, because I think understanding a text is not easy so, I also sometimes find it difficult to get information from the text read" (R6, Q7).

Before conducting interviews, researchers also asked about their understanding when the teacher explained English lessons, especially analytical exposition text material. Most of the students stated the same statement that their understanding was at a medium or sufficient level in paying attention to the teacher explaining the analytical exposition text material. Some of them said, *"I understand quite well" (R3, Q3).*

In addition, students also said that they understood the teacher's explanation quite well if the delivery given by the teacher was easy to understand. *"I understand quite well if the teacher's explanation is clear and easy to understand" (R2, Q3).*

Other students also gave statements that they were at an adequate level in paying attention to the teacher explaining the analytical exposition text material. This is evidenced by the informant's statement: "*I understand*" (R1, Q3).

The informants of this study have experience in learning reading comprehension of analytical exposition text material. From the results of interviews with informants, it can be concluded that each student has a different perception where students feel normal and also feel fun in learning English. Furthermore, students also have limited knowledge of English lessons. In addition, students also have a medium or sufficient level of ability to receive English lessons from analytical exposition text material.

4.3 Research Findings

This study found out the 11th grade students' difficulties in reading comprehension of analytical exposition text and to explore the teaching strategies used by the teacher to solve them. For these reasons, the data from the interviews were analyzed to answer the research questions.

4.3.1 Students' Difficulties in Reading Comprehension of Analytical Exposition Text

This result was derived from interviews conducted to understand the challenges students faced in comprehending analytical exposition texts. The participants in this study were six eleventh-grade students from SMA Islam Sultan Agung 1 Semarang. During the interview, the students answered that they had some problems in reading comprehension. Based on the question interview with students

that inquired about their challenges in understanding analytical exposition texts, their responses are outlined as follows:

1. Students have Limited Vocabulary

Students limited vocabulary have an impact on their reading comprehension skills. Those with limited word knowledge will encounter challenges in understanding the meaning of books or reading materials, making it harder for them to extract information from such texts. It is undeniable that possessing an extensive vocabulary can significantly aid students in mastering English skills, particularly in the domain of reading. The capacity to extract information from the text is crucial for students, and a rich vocabulary supports this process. Conversely, students with a limited vocabulary will face obstacles in comprehending the content of the text, potentially causing them unable to extract essential information from their reading materials.

Based from interviews with students difficulties in comprehending analytical exposition texts due to their limited vocabulary and frequent encounters with unfamiliar words, it was observed that they struggle to understand the material, resulting in difficulties in reading comprehension. As explained in the following interview:

R1: "Yes, because my vocabulary is limited so I often find unfamiliar words that I don't know what it means"

R2: "Yes, my difficulty is usually when there are words that I don't know the meaning".

R3: “Yes, the difficulties in understanding the content of the text, especially if the text is too long, I often find words that I don't know the meaning because my vocabulary is still limited, ...”

R4: “..., usually in vocabulary that is difficult to understand, I don't know the meaning”.

R5: “Yes, t's difficult to understand the content of the text, I don't know the meaning of the words”

R6: “Yes, I often find unfamiliar vocabulary”

R4: “Yes, quite often especially if the text is long, there are usually many unfamiliar vocabulary words and I don 't know the meaning”

Drawing from the outcomes of question number 2 and the results from teacher interview, it is also confirmed that students experience difficulties in reading comprehension due to the lack of vocabulary that students have, so they cannot understand the text being read. As explained in the following interview:

T: “Usually students lack vocabulary and limited knowledge so they have difficulty in reading comprehension”

Then, in response to the ninth and tenth questions (Q9, Q10) about utilizing a dictionary in reading activities, students stated that they require the use of dictionaries as a tool in their reading comprehension, whether in the form of books or digital. The findings of the interview are as follows:

R1: “Yes, I used a dictionary”

R2: "Sometimes a book dictionary, sometimes I also use google translate if I want to be quickly"

2. Lack of Fluency

Fluency affects the students in reading comprehension. Based on the question interview with students about the time they needed to understand an analytical exposition reading text. Students said that they often read repeatedly to be able to understand the content of the text they read. The results of the interview can be proven as follows:

R2: "Yes, if I don't understand, I re-read the text"

R3: "Yes, usually I read it repeatedly if I don't understand"

R4: "..., but if the reading text is difficult and long, I take a long time to read it repeatedly"

R1: "1 to 2 times usually more until I understand"

R3: "It depends, usually 1 to 3 times, sometimes more than 3 times depending on the text"

R5: "Many times until I understand"

3. Difficulty Level of the Text (readability)

One of the primary factors influencing whether or not the material can be read comprehension is the difficulty level of the text. One of the difficulties of a text is when students read many words or long sentences in a text that they do not understand. This finding is supported by data from interviews with

students who have difficulty understanding analytical exposition text. As they explained in the following interview:

R3: "..., especially if the text is too long, I often find words that I don't know the meaning of ..."

R6: "..., If it's a long text"

4. Problems with processing information

Students must have enough memory to receive information in order to retain the meaning of sentences and paragraphs of text when reading. However, each student has a different working memory capacity, some students can comprehend and accommodate more information than others. Limited working memory is frequently thought to be a cause in poor student understanding, particularly in reading comprehension.

According to the findings of interviews with students who had trouble understanding the reading of analytical exposition text, it was difficult to process information. According to their explanation in the following interview:

R1: "..., the difficulty is still confused in the generic structure ..."

R3: "..., and also difficulties in the generic structure, the thesis part is confused to understand what it means"

R5: "... and in the generic structure too, I am most confused about the argument and thesis part"

R6: "..., I think understanding a text is not easy so that makes it sometimes difficult for me to get information from the text I read"

4.3.2 The Teacher's Strategies to solve the Students' Difficulties in Reading Comprehension of the Analytical Exposition text

After finding out the students' problems in reading comprehension of the analytical exposition text, the researcher also found out the strategies used by the teacher to solve these difficulties. At this point, the researcher would like to present the data result of the answers to the fifth question obtained from the English teachers through interviews to find out the strategies used by teachers to solve the difficulties faced by eleventh-grade students of SMA Islam Sultan Agung 1 Semarang. The following are the results of the data:

The English teacher stated in the interview that she often teaches reading comprehension using SQ3R, as she explained in the following interview:

T: "I usually used the SQ3R strategy in teaching reading comprehension. I think this strategy is more effective and in accordance with the characteristics of current students and can help students to be able to more easily get information about the text they read and help reduce their problems in reading comprehension. In the past, I invited students to discuss the text together without using tools such as dictionaries, after that I asked students whether there were words that were difficult to understand or not, if there were I asked them to underline the difficult words, then look for the meaning of the word, the students tried to find it, then I asked students to try to translate the text again without opening a dictionary, but students now are lazy to be directed like that. So, now I used the SQ3R method to teach reading comprehension"

4.4 Discussions

This research aimed to find out students' difficulties in reading comprehension of analytical exposition text and to explore the strategies used by teachers to solve the problems faced by students in reading comprehension of analytical exposition text in the eleventh grade of SMA Islam Sultan Agung 1 Semarang. The researcher used interviews as the main method to collect data. In the above sub-chapters, the researcher presented the results of study. The researcher provided a detailed explanation of the research findings. The researcher discussed about the research data findings in this subsection. The explanation is presented below:

4.4.1 Students' Difficulties in Reading Comprehension of Analytical Exposition Text

According to the findings of this study, there were several problems or difficulties encountered by students in reading comprehension of analytical exposition text. In this research was found four experienced difficulties by students in reading comprehension of analytical exposition text, there are students had limited vocabulary, lack of fluency, difficulty level of the text and problems in processing information.

The first problems was that students' vocabulary was limited. Vocabulary was particularly important in English language acquisition because when students did reading comprehension tasks, they needed enough vocabulary to understand the content of the text being read. Students could readily understand the material since

they could find the meaning of each word in the text using vocabulary. According to the research, students struggled with reading comprehension due to a lack of vocabulary. According to Westwood (2008), students' difficulties with reading comprehension were caused by a lack of vocabulary. Comprehending written material relied heavily on vocabulary, as students required it to understand the significance of individual words within the text. Teacher interviews further confirmed that a common issue hindering students' reading comprehension was their lack of vocabulary, thus them from comprehending the text content. This shows that the common obstacle is the lack of vocabulary that hinders reading comprehension.

The proficiency of students' vocabulary played a significant role in influencing their reading comprehension skills, as comprehending a text without understanding the meanings of individual words proved to be a challenging task. This is the same with the findings of a prior study titled "An Analysis of Students' Difficulties in Reading Comprehension at SMPN 05 Tanah Pinoh Barat" from Malinda et al (2022), which indicated that students faced difficulties in understanding word meanings within the text due to their limited vocabulary knowledge.

Furthermore, the research findings revealed that students employed dictionaries to aid them in the process of reading comprehension activities. Students only learned the meaning of basic or familiar words when learning English

vocabulary. As a result, the use of dictionaries influenced students' reading comprehension.

The second problem the data also revealed that many students have a lack of fluency. This problem is was also found that in the process of reading activities, many students experienced repeated reading with the aim that they were able to understand the reading text they read, due to the limited vocabulary they had. In reading comprehension, students had to understand the text by connecting the meaning of the words, and they would get comprehensive information from the text. According to Gilakjani & Sabouri (2016) cited by Al Azis & Yusanti (2020), reading comprehension is the process of understanding the meaning of words from a text. The goal was to get an understanding of information about the reading text. The result of reading comprehension was to get a visual picture of the meaning of the text combined with the knowledge possessed by students.

The objective of integrating the meanings of individual words in reading comprehension was to assist students in mitigating challenges associated with reading comprehension, enabling them to comprehend the studied material more effortlessly. When the meanings of words were not connected to the text, students encountered difficulties in comprehension. Consequently, those who made an effort to comprehend word meanings during reading comprehension activities struggled to extract information from the text. This is the same as the results of a previous study the title Reading Comprehension Difficulties Among Tenth Grade Students' of Vocational High School from Butarbutar and Haswani (2021) said that students

many students lack fluency in reading English texts which causes them difficulty in reading words or sentences in a text, allowing the previous sentence to be missed and pushing them to re-read to understand the text being read.

The third problems based on the data findings in the study is that they experience difficulty level of the text. This problem is also often experienced by students when they did reading comprehension activities. According to Westwood (2008) stated that one of the key elements influencing students' comprehension of a text is the level of difficulty. Every text contains long sentences, text structure, themes, and vocabulary. Students find it more difficult to comprehend the meaning of the text when sentences are long. When reading English texts, students often become confused by long sentences or phrases since they are unfamiliar with the content and required time to comprehend. Students also become unsure of the meaning of the content structure of the text they read. According to the researcher findings, many students said that they had difficulty understanding sentences of paragraphs of English reading texts that were too long. This is the same as the results of a previous study the title Reading Comprehension Difficulties Among Tenth Grade Students' of Vacational High School from Butarbutar and haswani (2021) said that students usually have difficulty in understanding texts because of the high level of text or readability.

The fourth problem based on the findings in the research data, it was identified that students encountered challenges in the process of getting information while reading English texts, particularly analytical exposition texts. Some students

struggled with the comprehension of analytical exposition texts because they lacked a comprehensive understanding of the overall structure inherent in such texts. The generic structure emerged as a crucial indicator for readers to effectively organize information within the text as emphasized by (Mardiani, et al: 2021). This was the same as the results of a previous study with the title "Students' Difficulties in Reading Analytical Exposition Text for the Tenth Grade Students of SMA Batik 2 Surakarta" from Susilowati (2023), with the outcomes of a prior study titled Students' Difficulties in Reading Analytical Exposition Text, which highlighted students' struggles in processing information while analyzing the generic structure of the text. When students faced challenges in finding information due to difficulties in understanding the generic structure of analytical exposition texts, it underscored a contemporary issue in students' reading comprehension a deficiency in their knowledge.

4.4.2 Teachers' Strategies to Solve Students' Difficulties in Reading Comprehension of Analytical Exposition Text

According to the English teacher's interview, she used the SQ3R strategy to assist students with their problems in reading comprehending of analytical exposition text. After discussing the problems that students have in reading comprehension, the researcher be discussed the ways that strategies used by the teachers to overcome the difficulties that students face in reading comprehension of analytical exposition text.

The SQ3R method, encompassing surveying, questioning, reading, reciting, and reviewing, stands as an approach to teaching reading comprehension. This technique offers teachers a structured framework comprising five different steps to employ when instructing reading comprehension. According to Kusumayanthi & Maulidi (2019) stated that the application of SQ3R will increase students' interest in reading and students are more focused on reading by using this method students can also increase vocabulary. In addition, Irani (2020) also states that the SQ3R method involves students actively interpreting reading, students can think critically, causing students to have curiosity about the reading text, so that students be more focused and concentrated on reading.

The SQ3R strategy was also one of the appropriate and effective strategies. Using this strategy, could help teachers achieve the goal of applying appropriate strategies to overcome students' difficulties in learning reading comprehension. When doing reading comprehension activities, students experienced difficulties, so the teacher had to be able to determine the right strategy to solve the problem, and the strategy used had to be effective in overcoming student difficulties so that students could follow the learning activities. Through the SQ3R strategy, teachers could find out what students' problems were in understanding reading. Teachers could also provide an interesting and fun atmosphere so that students gained new concepts in learning activities. This was the same as the results of previous research with the title "Reading Teaching Strategies Applied by English Teachers in Senior High School" from Pandiangan et al (2021) that stated most teachers also used

SQ3R strategies (Survey, Questioning, Reading, Reciting, Reviewing) because they thought this technique was easier and suitable to be applied in class according to students' interests and abilities. This method also had the advantage of being able to understand the contents of the book well, making it suitable to facilitate and improve students' abilities in reading comprehension skills.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data collected and analyzed from the interviews, the problems experienced by students in reading comprehension of analytical exposition text in the eleventh grade of SMA Islam Sultan Agung 1 Semarang were due to students have limited vocabulary, lack of fluency, difficulty level of the text (readability) and difficulties in processing information. Their difficulty is frequently discovering unfamiliar words in the text, which causes them to be unable to understand each sentence, especially in the substance of the text with long sentences which results in difficulties at the level of the text they read, thus they have difficulties processing to obtain information in the reading comprehension of the text they read. Furthermore, the researcher discussed the tactics employed by teachers to address students' reading comprehension issues. According to the data, the teacher employed SQ3R to assist students in overcoming reading comprehension issues. This strategy was developed to assist teachers in teaching reading comprehension and overcoming students' reading comprehension difficulties. The SQ3R technique is one of excellent and effective strategy.

5.2 Suggestions

Based on the results and conclusions above, there are suggestions that may be useful for all parties related to the difficulties faced by students and teaching strategies to overcome students' reading comprehension challenges in analytical exposition text in eleventh grade of senior high school. The suggestions are as follows:

1. For English Teachers

In order to help students with reading comprehension, the researcher suggested through this study that teachers use appropriate strategies to support the learning process. Teachers should also provide material explanations in advance so that students can better understand the material and facilitate them in learning activities and also teachers can provide reading texts that are not too long for students.

2. For Students

In this study, the researcher suggested students to improve their vocabulary and memorizing many new vocabulary words. In addition, students are asked to read English reading texts more often to improve their comprehension and also read the material carefully to make it easier to get the information they need from it quickly.

3. For the Next Researcher

The researcher suggested that the next researcher used more variety of strategies to teaching reading comprehension and appropriate strategies that can help students become more proficient readers.



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