

**STUDENTS' DIFFICULTIES IN COMPREHENDING THE
ANALYTICAL EXPOSITION TEXTS AT SECOND GRADE OF
SMA NU 1 HASYIM ASY'ARITARUB – TEGAL
IN ACADEMIC YEAR 2019/2020**

THESIS

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education
In English Language Education



By:

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Title : **Students' Difficulties in Comprehending the Analytical Exposition
Texts at the Second Grade of SMA NU 1 Hasyim Asy'ari Tarub –
Tegal in Academic Year 2019/2020**

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ABSTRACT

Title : **Students' Difficulties in Comprehending the Analytical Exposition Texts at the Second Grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/2020**

Name : Aenun Oktavia Salamah

Student Number : 1503046021

The objective of this research is to find out the most difficult aspect and the factor of causing the students' difficulties in comprehending analytical exposition texts at the second-grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in academic year 2019/2020. This research is descriptive qualitative. The subject of research is the second-grade of XI IPA 1 at SMA NU 1 Hasyim Asy'ari Tarub – Tegal in the academic year 2019/2020. The techniques of collecting data are documentation and interview. The result of this research shows that there are 53.03% of students have less level in understanding to look for determining main idea of the text. Then, there are 66.67% students who have the less level of understanding to look for making inference of the text. Next, there are 75.76 % of students have an average level in locating the reference of the text. The last, there are 89.39 % of students who have a good level in detail information of the text. The difficulties faced by the students found in comprehending analytical exposition text, there are inadequate instruction, lack of pupil interest, and vocabulary difficulties. The factor of causing the students' difficulties found in comprehending analytical exposition text, there is difficulty in understanding a long sentence, difficulty in reading strategy, and difficulty in concentration (school environment and home environment).

Keywords: *Analytical Exposition, Comprehending, Reading Difficulties.*

MOTTO

(QS. Al- Insyirah: 5-6)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“So, Verily, with every difficulty, there is relief. Verily, with every difficulty there is relief”¹

Learn From today

Live for today

Hope for tomorrow

By: Albert Einstein

¹ Abdullah Yusuf Ali, the Holy Qur'an (Koran), (Riyadh: King Fahd Holy Qur'an Printing Complex, 1987), p.320

DEDICATION

The thesis is dedicated to

1. My beloved father (Bapak Pujiyanto) and mother (Ibu Sumiyati).
2. My beloved sister ((Mba Ati, Mba Rina, mb wid and Dek Marlin) and brother (Mas Andi, Mas Indra, Mas Joni, Mas Acep, Mas Nawir, and Dek Khasbi). Thanks for your support and I love you
3. My beloved family, thank you very much for praying and understanding during my study.

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Bismillahirrohmanirrohim,

The first and foremost, I wish to take the opportunity to express my greatest gratitude to Allah SWT the almighty for the blessings, grace, love, and strength leading to the completion of this final project. Without Him, I couldn't stay patient and in control in writing this final project from this page to the last page. Second, Shalawat and Salam are always dedicated to our beloved prophet Muhammad SAW, the last prophet and the prophet who had brought us from the darkness to the brightness.

I realize that I cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be completely finished.

Therefore, I would like to extend my appreciation to all of the, especially to:

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13. All of people who cannot be mentioned one by one who have supported the writer to finish this final project.

Finally, the writer realizes that this thesis is far from being perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be helpful and beneficial for everyone. Amen.

Semarang, December 2019
The writer,

Aenun Oktavia Salamah
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CHAPTER 1

INTRODUCTION

This chapter discusses the background of the research, research question, objectives of the research, significance of the research and scope of research.

A. Background of the Research

Reading becomes very important in the educational field because students can get more information widely and it can increase their knowledge without going anywhere. Alyousef as an expert-defined reading can be seen as an interactive process between the reader and a text, in the process, the reader can interact dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge.¹ It means that reading can involve the reader, the written material, and the interaction between the reader and that written material.

The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text is an important skill and as an achievement indicator in reading that should be achieved by the students. If the students find difficulties in comprehending the text, it affected their study. According to Oberholzer difficulty with reading can have an increasingly negative effect on the students'

¹Hesham Suleiman Alyousef, 'Teaching Reading Comprehension to ESL / EFL Learners', 5.1 (2006), 379–80.

schoolwork and tertiary education, as reading requirements become greater and more extensive.² Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties in comprehending English reading text. By knowing the students' difficulties, it helped the teacher to find the appropriate teaching method to help students improve their ability in reading.

A student who loves reading and spends a lot of time in reading activity can write well. By reading, students can improve their vocabulary and writing skills. On the contrary, a student who has the low reading ability will find difficulty in the learning process. Good reader means to comprehend what the writer tries to present in his/her writing. This means that the reader needs a background of knowledge and competence while reading. Khairil Razali and Irhami Razali stated that the readers using their background of knowledge and experience to compose meaning from the text in the reading process, then the readers can connect the ideas in the text to that they already know to get the comprehension of the text.³ Even most people can understand the material that they read after reading word-by-word and they are spending a lot of time repeating the difficult term of the text.

² Oberholzer, *the Relationship between Reading Difficulties and Academic Performance*, accessed on <http://uzspace.uzulu.ac.za/handle/10530/398>. Retrieved on 17 July 2019

³Khairil Razali, 'Strategies in Improving Reading Comprehension Through', 1.1 (2013), 1–15

Reading is important in our daily lives and we can know what we do not know, Allah said in the Holy Qur'an Surah Al - 'Alaq 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“(Read! In the name of your Lord, Who has created (all that exists), (2) has created man from a clot (a piece of thick coagulated blood). (3) Read! And your Lord is the most generous, (4) who has taught (the writing) by the pen. (5) has taught man that which he knew not.”⁴

From the verse above, we can know how Islam emphasizes the importance of reading in human life.

According to Grabe and Stoller that reading comprehension is the ability to understand the information in a text and interpret it appropriately.⁵ It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to comprehend text is influenced by their natures and skills, one of which is the ability to make inferences.

The analytical exposition text is one of genre stated in the English curriculum for the second-grade of senior high school students in the first semester. It is also one of the difficult genres that students learn in understanding text.

All school will implement a curriculum which is relevant to their specific pupils needed. The curriculum is more positive,

⁴Kementerian Agama RI Direktorat Jenderal Bimbingan Masyarakat Islam Direktorat Urusan Agama Islam dan Pembinaan Syariah (Jakarta: PT. Sinergi Pustaka Indonesia, 2012), p. 904

⁵Grabe William, *Teaching and Researching Reading*, 2002.11

which can achieve the objective of motivating learning, enhancing knowledge and developing positive values or even attitudes. Nowadays, most schools implement curriculum 2013 as the current curriculum.

Based on basic competence which is issued by Kementerian Pendidikan dan Kebudayaan 2013 that basic competence 2013 of the second-grade senior high school, the students are expected to comprehend the social function, text the structure, and the language features in reading the text in oral and written form.⁶ However, in real situations, the students have not achieved the curriculum expectation and have allowed ability in reading comprehension. Text such as English magazines, newspapers, and articles as an authentic material has an important role such as improving students reading ability and their knowledge of current issues. But it is not easy to be read for students and to comprehend.

Based on student's grades, it can be seen that the average value of students, who get low scores that are still equivalent to the criteria of minimum mastery (KBM) even though it is equivalent to KBM, most of the students still feel difficult understand the exposition analytic text material. Therefore, researchers are interested in knowing the difficulty of students in understanding the text of analytic exposition in the second grade of SMA NU 1 Hasyim Asy'ari Tarub - Tegal in the academic year 2019/2020.

⁶Sekolah Menengah Atas and Madrasah Aliyah, 'Kompetensi Dasar', 2013.

B. Research Questions

Research question of the study are:

1. What are the most difficult aspects of comprehending analytical exposition text at the second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/2020?
2. What factors of causing the students' difficulties in comprehending analytical exposition texts at the second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/2020?

C. Objectives of the Research

The objectives of the research are:

1. To find out the most difficult aspects of comprehending analytical exposition texts at the second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/2020
2. To know the factors of causing the students' difficulties in comprehending analytical exposition texts at the second grade of SMA NU 1 Hasyim Asy'ari Tarub - Tegal in Academic Year 2019/2020

D. The Significance of the Research

The significances of the study are expected by the writer to be able to give benefits as follow:

1. Theoretically

- a. Giving the description for any further researcher who wants to study the same case, hopefully, this research becomes the source of information and reference.
- b. Giving the description of the factors of causing the students' difficulties in comprehending the analytical exposition texts at the second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in academic year 2019/2020.

2. Practically

a. For English Teacher

This study can help the teachers to create and find innovations methods and teaching activities which apply in teaching reading to help the students to overcome the difficulties in comprehending analytical exposition texts.

b. For English Students

Hopefully, the student can more understand about reading comprehending of texts. They can apply the skill of reading comprehending to decrease their difficulties in comprehending on analytical exposition texts.

c. For Researcher

The result of this study will give information to the next researcher about students' difficulties in comprehending analytical exposition texts. This result also can be a future reference to the other researchers.

E. Scope of Research

The scope of the study, this research limits this study will like to analyze the kind of aspects of students' difficulties in comprehending the analytical exposition texts and the factor of causing the students' difficulties in comprehending the analytical exposition texts at the second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic year 2019/2020.

CHAPTER II

THEORETICAL REVIEW

Chapter II presents previous research and the theoretical framework. In the theoretical framework this research starts with reading comprehension, strategy in reading comprehension, aspect of reading comprehension, analytical exposition text, the difficulties in reading comprehension, cause of difficulties in reading comprehension.

A. The Previous of Research

There are some relevant previous researcher that used to support the research, they are:

A research conducted by Zuhra, entitled “*Senior High School Students’ Difficulties in Reading Comprehension, English Educational Journal*”. The objective of the research found the most difficult type of reading comprehension question faced by students in reading test and why the face these difficulties in the national examinations. The research design was mix – mode method, this means that quantitative and qualitative method. The quantitative used to obtain data about the most difficult type of reading comprehension question faced by the students and why the students faced these difficulties and the qualitative used to explore the students’ perceptions about their own difficulties in the reading test. For the instrument, the researcher used test, questionnaires, and interview. The result of the research most of the students failed

to answer or gave failed answer to the reading comprehension question that was asked.¹ The similarities between research above and this research to known most difficulties in comprehending text. The differences between research above and this research were research design. The research above used mix – mode method (quantitative and qualitative method) and focused on difficulties in the national examinations. This research used qualitative research and focused on analytical exposition texts.

The next research was research conducted by Siti Asiyah Aminah “*An Analysis of Students’ Difficulties in Reading Comprehension on Narrative Texts (a Case Study at the Second Grade of MA Sholatiyah Petir – Serang District)*”. The objective of the research found students’ difficulties in reading comprehension on narrative texts. The research design was qualitative method. The research used test and interview. The result of the research showed that the students’ difficulty in literal comprehension is 27.31% and categorized into a low level. The students’ difficulty in inferential comprehension is 30.38%. The students’ difficulty in critical comprehension is 40.77% and categorized into the medium level. So, finding the students’ difficulties is at the highest level, namely critical comprehension that is 40.77%.² The similarities between the research above and

¹zuhra, ‘Senior High School Students’ Difficulties in Reading Comprehension’, *English Educational Journal (EEJ)*, 6 no 3 (2015), 438.

²Siti Asiyah Aminah, ‘An Analysis of Students’ Difficulties in Reading Comprehension on Narrative Text (a Case Study at the Second

this research was research design. Both of them use qualitative method. The differences between the research and this research were on the texts. The research focused on narrative texts and this research focused on analytical exposition texts.

The next research was research conducted by Ariyanti Puspita, entitled *“Students’ Difficulties in Comprehending English Reading Text as a Second Grade Student of SMA Metro”*. The objective of this research found out the students’ constraints in comprehending reading text. The research design used qualitative method. The researcher used test and interview. The result of the research showed that the students have constraints concerning five aspects of reading based on reading test and result of interview could be seen the students ability that it did not apply the appropriate reading techniques while reading.³ The similarities between the research and this research were both of them use qualitative research. The differences between the research and this research were on the text and the data collection. The research used procedure text and the collecting data used test and interview while

Grade of MA Sholatiyah Petir – Serang District), Faculty of Education and Teacher Training the State Institute for Islamic Studies Sultan Maulana ’, 2017, 51

³Ariyanti Puspita, ‘Students’ Difficulties in Comprehending English Reading Text as a Second Grade Students o SMA N 2 Metro, English Education Study Program Language and Art Education Department Teacher Training and Education Faculty University of Lampug’, 2017, 58.

this research used analytical exposition text and the collecting data used document and interview.

The next research entitled “*An analysis of Students’ Difficulties in Finding the Moral Value of Narrative Text at the First Semester of the Eight Grade of MTs n 1 Bandar Lampung in Academic Year 2017/2018*” was composed by Daryanti. The objective of this research was to identify the factors that cause students difficulties in finding moral value of narrative text. The research design used qualitative method. The research used document and interview. The result of the research showed that most students have problems in their metacognition, because they must read the narrative text repeatedly to determine the moral value.⁴ The similarities between the research and this research, both of them used qualitative method and the collecting data used document and interview. The differences between the research and this research were level of school and text. The research focused on narrative text and for junior high school.

The next research entitled “*The Difficulties Faced by Students in Reading Comprehension Section of National Examination (a Case Study SMA N 1 Bakongan)*” was composed by Larsa Kasvia. The objective of this research found out the difficulties faced by senior high school students in reading comprehension section of

⁴Daryanti, ‘An Analysis of Students’ Difficulties in Finding the Moral Value of Narrative Text at the First Semester of the Eight Grade of MTs N 1 Bandar Lampung in 2017/2018 Academic Year, Tarbiyah and Teacher Training Faculty RadenIntan State Islamic University Lampung’, 2018, 54.

the national examination. The research used test and questionnaire. The research design used mix-mode method this means quantitative and qualitative method. The result of the research the students didn't know about terms bottom-up strategy and top-down strategy, because they never learned about that strategy before and they never applied it when they answered the questions.⁵ The similarities between the research and this research, both of them use aspect of reading to know most of students difficulties in answering question. The differences between the research and this research were research design and the collecting data. The research used mix-mode method and this research used qualitative research.

B. Literature Review

1. Reading Comprehension

a. Definition of Reading

Reading is the activity to gain information. According to Harmer, reading is useful for other purposes too: any exposure to English (provided to students understand it more or less) is a good thing for language students.⁶ At the very least, some of the language sticks in their minds as a part of the process of language acquisition, and, if the reading text

⁵Larsa Kasvia, 'The Difficulties Faced by Students in Reading Comprehension Section of National Examination (a Case Study SMA N 1 Bakongan), Faculty of Tarbiyah and Teacher Training ARRainry State Islamic University Darussalam - Banda Aceh', 2017, 49

⁶ Jeremy Harmer, *How to Teach English*, (Pearson Educational Limited: oxford, 2007),p.99

is especially interesting and engaging, the acquisition is likely to be even more successful.

Meida states that, Reading is one of the important skills in language learning because reading is a way to gain any new knowledge and raise the information which involves the thinking process.⁷ Nevertheless, there are many students in Indonesian who tend to dislike reading because of lack of interest and motivation to read a lot, so their comprehension is extremely poor.

Mikulecky states that, reading is the cognitive processes that a reader uses in making sense of a text.⁸ In this skill the students are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main ideas and supporting details, factual information, and meaning of the words. It means that the students are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by students.

From the theory above, it can be conclude that reading is an interactive process through which the reader uses code, context analysis, prior knowledge, vocabulary,

⁷ Meida Fitriana, 'Students' Reading Strategies in Comprehending Academic Redaing: a Case Study in an Indonesian Private Colage', *International Journal of Language Education*, 2,2,(2018),43.

⁸ Beatrice Mikulecky, 'Teaching Reading in a Second Language', (Pearson Education: Boston University, 2008), p.3

and language along with the executive control strategies to understand, interactive processes between the reader and the text in order to understand the writer's intention.

b. Definition of Reading Comprehension

Bernhardt states that, reading is about to understand written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use the background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to comprehend a written text.⁹ It means reading is a process of interaction between the writer and the reader. The writer has a message want to share such feeling, facts, ideas, and arguments. Then, the writer can put the message into the words. So, reading not only means to understand the word and translating but reading is thinking to read well.

Reading comprehension is the ability to the read text, process it, and understand its meaning. It is the understanding a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article,

⁹By Elizabeth S Pang and Elizabeth B Bernhardt, 'Teaching Reading'.19.

demonstrates that reading purpose in each case successfully fulfilled.¹⁰

From the explanation above, the writer can conclude that reading comprehension is a process of get information about the topic and content in the text. Students feel not easy to comprehend an English text because English is a foreign language.

2. Strategies in Reading Comprehension

Those the strategy help the students become the purposeful and active reader to control their own reading in order or comprehend the whole meaning of a text. Brown mentions principle strategies of reading,¹¹ as follows:

- a) Identify the purpose of reading
- b) Apply spelling rules and conversations for bottom up decoding.
- c) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean.
- d) Guess at meaning (of words, idioms, etc.) when you are not certain
- e) Skim the text for the gist and mains ideas.
- f) Scan the text for specific information.

¹⁰Francoise Grellet, 'Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise', (New York: Cambridge University Press, 1981), p. 26.

¹¹Brown, H. Douglas, Language Assessment Principle and Classroom Practice, (New York: Longman, 2004),p.189

- g) Use silent reading techniques for rapid processing.
- h) Use margin notes, outlines, charts, or semantic map for understanding and retaining information.
- i) Distinguish between literal and implied meaning.
- j) Capitalize on discuss markers to process.

3. Aspect of Reading Comprehension

According to Nuttal in Irma Manda, there are five aspects of reading comprehension, which the students should comprehend a text well, such as determining the idea, making the inference, locating the reference, detail information, and understanding vocabulary.¹² These aspects are regarded as difficulties that students encounter in comprehending the text.

a. Determining the main idea

The main idea is a statement that tells the author's point about the topic. According to Roell that it is the point of the passage. In determining the main idea, the students can expect to find the main idea of the text, so they will comprehend the topic to tell in the text.¹³ The main idea is usually in the first, middle, and the last sentence. It can make more difficult to find. The students get confused to see what the main idea of a passage, and where the main

¹²Irma Manda Negara, 'Correlation Between Grammar Mastery and Reading Comprehension of the Students in STIE Indonesia Pontianak', *Journal Pendidikan Bahasa*, 5.2 (2016), 216.

¹³ K. Roell, *How to Find the Main Idea*, accessed on <https://int.search.myway.com/search/GGmain.jhtml>, retrieved on 15 Juni 2019.

idea is located. Some example of determining the main ideas fall in the following pattern:

“What is the main idea of the passage?”

“What is the topic of the passage?”

“What is the author’s main in the point in the passage?”

b. Making Inference

Inference is good guess or conclusion drawn based on the logic of passage. The students can expect to comprehend the text to find the conclusion of the statement in the text. Kopitski said 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 conclusion.¹⁴ So, they can answer the question. These questions are often stated in one of the following forms:

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

“What the meaning of the statement above?”

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

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.

¹⁴M Kopitski, ‘Exploring the Teaching of Inference Skills (a Capstone Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in English as a Second Language)’, in *Minnesota: Hamline University*, 2007, p. 13.

c. Locating Reference

According to Sharpe that reference is antecedent. It is a word or phrase to which a pronoun refers. In identifying the reference, the students are expected to comprehend for what the pronoun use in the sentence, such as the pronoun to show the place, people, or situation.¹⁵ Some example of locating references fall in the following pattern:

“What does the word *He* in the sentence refers to ... “

“the word it in the above sentence refers to ... “

d. Detail Information

Detail information usually finds in the reading test of the last type of question. This question can check the student’s ability to understand the material that is directly stated in the text. Some example of detail question fall in the following pattern:

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

“All of the following are the true except ...”

“A person, date, or place is...”

In comprehending and answering a detail question, the student can use a scanning strategy. Besides, to find out the answer to a detail question, the reader can note or underline the keyword in the question, then scan the passage for that word synonym.

¹⁵Pamela J Sharpe, ‘How to Prepare for the TOEFL Test of English as a Foreign Language 11th Edition’, in *America: United States of America*, 2004, p. 228.

e. Understanding Vocabulary

In understanding vocabulary, the students expand their knowledge of reading a passage, they will find out new words meaning in the dictionary and guessing the meaning from the context. According to Sharpe that context helps students making a general prediction about the meaning.¹⁶ It's mean that predicting the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. Some examples of understanding vocabulary fall in the following pattern:

“What is the opposite of the underlined word?”

“What is the synonym of the word *dark*?”

“What is the antonym of the word *even*?”

4. Concept of Analytical Exposition

a. The Definition of Analytical Exposition

Gordon states that expository text is written to inform the readers about a specific subject.¹⁷ Generally, expository text contains an explicit or implicit topic sentence with the main idea and the supporting ideas. According to Yue Sri, analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something in

¹⁶Sharpe.p. 225

¹⁷Christine J Gordon and Christine J Gordon, ‘Modeling an Expository Text Structure Strategy in Think Alouds Modeling an Expository Text’, 31.2 (1990).

this case.¹⁸ In addition, Priyana, Riandi, and Mumpuni said that analytical exposition is a text that proposes or suggest a certain topic which may only be pro or contra, not both.¹⁹

b. The Language Features of Analytical Exposition

According to Sudarwati and Grace, the language features of analytical exposition text are²⁰:

- 1) Focus on generic human and non-human participants.
(e.g.: Car, Pollution)
- 2) The use of mental verbs used when expressing opinions (e.g.: like, believe)
- 3) The use of words that link to arguments (e.g.: firstly, however, therefore)
- 4) The use of present tense (Andi is quiet boy)
- 5) The use of compound and complex sentences
- 6) The use of modals and adverbs (e.g.: can, may certainly)

c. Generic Structure of Analytical Exposition

The generic structure of analytical exposition text has three components. They are thesis, argument, and reiteration. Yue Sri describes²¹:

¹⁸Yue Sri, *Analytical Exposition Text*, accessed on <http://www.academia.edu/5380105/analyticalexposition.p.1>.

¹⁹Riandi and Mumpuni Priyana, 'Interlanguage: English for Senior High School Students XI Science and Social Study Programme', in *Jakarta: Grasindo*, 2008, p. 74.

²⁰Sudarwati and Grace, *Look Ahead 2*, (Jakarta: Erlangga, 2007), p.24.

1) Thesis

Introduces a topic, outlines main idea or point of view to be presented (thesis statement)

2) Argument

It consist about *point and elaboration*

Point, states the main argument

Elaboration, develops and supports each point of argument.

3) Reiteration

Conclusion (restatement)

The example of analytical exposition text is as follow:

Is Smoking Good for Us?

Thesis	Before smoking, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. Nearly a quarter of smokers die because of diseases caused by smoking.
Arguments	<p>Ninety percent of lung cancers are caused by smoking. If ones smoke five cigarettes a day, they are six times more likely to die of lung cancer than a non-smoker. If they smoke twenty cigarettes a day, the risk is nineteen greater.</p> <p>Besides, ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non-smokers.</p> <p>In addition, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non-smoker breathes as much</p>

²¹Yue Sri, Analytical Exposition Text, accessed on http://www.academia.edu/5380105/analytical_exposition. Retrieved on 17 july 2019, p.1.

	as substance causing cancer as if he had smoked fifteen cigarettes.
Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

Source: J. Priyana, Riandi, and Mumpuni, (2008), *Interlanguage: English for Senior High School Students XI*, Grasindo

5. The Difficulties in Reading Comprehension

According to Kennedy in Nopita research, the difficulties in reading comprehension are produced by many factors,²² there are:

a. Inadequate Instruction

It is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

b. Lack of Pupil Interest

It is difficult to any but the most thoroughly disciplines readers to concentrate the material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness effort.

²²Nopita Ningsih, 'An Analysis on Teacher's Strategies in Reading Comprehension Class of the Second Grade Students of SMPN 3 Ngrambe in the Academic Year of 2015/2016, English Education Department Islamic Education and Teacher's Training Faculty thRelationshipipic Institute ', 2016, 37-38.

c. Unsuitable Materials

When reading materials use or whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to pupil interest, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skill development is unbalanced and all forms of comprehension discouraged.

d. Vocabulary Difficulties

An excessive vocabulary burden focuses the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

6. Cause of Difficulties in Reading Comprehension

To comprehend a text, Oberholzer argues that reading difficulty refers to the problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom.²³ It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have a negative effect on their study especially in their reading ability.

²³Oberholzer, *the Relationship between Reading Difficulties and Academic Performance*, accessed on <http://uzspace.uzulu.ac.za/handle/10530/398>. Retrieved on 17 July 2019.

Difficulty is something that complicated to do or not easy to do.²⁴ These difficulties result in the student's poor performance in the reading tests. Some factors influence the reader during reading, namely; difficulty in understanding long sentences, the difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration.²⁵ As follows:

a. Difficulty in Understanding a Long Sentence

In a common problem that most of students find difficulty in understanding the long sentence with a complicated structure. It is supported by reported of Barfield shows almost 12 percent of students had difficulty in understanding a long sentence in a graded story and 20 percent in academic text.²⁶ Therefore, the effect of this problem is the student who cannot comprehend long sentence they failed to understand the main idea in the text.

b. Difficulty in Using Reading Strategies

Reading strategies are very important, it is not only to successfully comprehending the text but also to overcome any reading problem. To overcome the difficulties, there are

²⁴Anson Road, 'Cambridge Advanced Learner's Dictionary', in *Singapore: Cambridge University Press*, 2008, p. 391.

²⁵Larsa Kasvia, 'The Difficulties Faced by Students in Reading Comprehension Section of National Examination (a Case Study SMA N 1 Bakongan), Faculty of Tarbiyah and Teacher Training ARRainry State Islamic University Darussalam - Banda Aceh', 2017, 16.

²⁶ A. Barfield, in other Wird: How Learner Construct reading Difficulties, accessed on <http://www.aassa.ac.jp/dcdycus/LAC99/bar399.html>, retrieved on 26 juni 2019

some reading strategies commonly used to comprehend the information given in the text, for example summarizing, question generating, skimming, and scanning.²⁷ There are characteristics of the students who lack in use of reading strategies, such as the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension.

c. Difficulty in Concentration

Difficulty in concentration can be caused by a psychological factor. Bad concentration will lead the students to fail to comprehend the text and students can do it a worse reading test. It is an important factor for good and effective reading.

According to Janet, there are factors that influence the students in reading comprehension in are reader environment (school and home environment).²⁸ As follows:

1) School Environment

In the school environment, students with reading problem don not read as much as students who are a good reader and also can be caused by learning difficulties in reading comprehension, such as a school with lack of learning media. The lack of learning media such as English books,

²⁷ Samad, Jannah, & Fitriani, "EFL Students' Strategies Dealing with Common Difficulties in TOEFL Reading Comprehension Section", *International Journal of Language Education*, 1,1 (2017), 30.

²⁸ Janet W. Lerner, *Factor Associated with Reading Problems*, accessed on <https://www.pearsonhighered.com>, retrieved on 26 juni 2019.

magazines or newspapers become ineffective and will be impeding students in understanding the material.

2) Home Environment

In the home environment, parents play an important role in the home. This can provide emotional wellbeing as well as intellectual stimulation. For example, a child's early development of self-concept is dependent on the support and encouragement of parents. When students learn English, students need the attention of parents or their families to learn English. Learning reading without family the attention will make students feel difficulty in learning. They can feel if no one supported them to learn English text.

CHAPTER III

RESEARCH METHOD

This chapter explains the method of the study. The description includes research design, research subject, sources of data, the technique of data collection, and the technique of analyzing data.

A. Research Design

This study used descriptive qualitative research. The descriptive is appropriate for the study since it describes the students' difficulties in reading comprehension. Sugiyono said that qualitative is research produces descriptive data in written or spoken words from the people and their behavior which can observe.¹ The data of this study collected the data used to document and interviews.

B. Research Subject

The subject of this research is students at second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/ 2020 because based on the preliminary research here was a tendency that they have difficulties in comprehending of the reading text especially analytical exposition texts.

C. Source of Data

The source of the data of this research is the second grade of students at SMA NU 1 Hasyim Asy'ari Tarub – Tegal in

¹Sugiyono, *'Metode Penelitian Kuantitatif, Kualitatif, Dan R&D'*, in Bandung: PenerbitAlfabeta, 2017, p. 27.

Academic Year 2019/2020. The students are the primary source of data from the most difficult aspect in comprehending analytical exposition texts and the factor of causing students' difficulties in comprehending analytical exposition text. This research used document study, it includes the English material or everything which enriches the data in teaching-learning process. The document is worksheet students in comprehending analytical exposition texts and scores of students. Also, this research will interview students to get information.

D. The Technique of Data Collection

The technique of data collection is the most important step in the study.² This research must collect the data to get the result of the research. In this study, this research used documentation and interview.

1. Document Study

Sharan and Elizabeth state that the document is broadly defined to include public records, personal paper, popular culture documents, visual documents, physical material, and artifacts.³ The researcher collects data that already exists so that the researcher can obtain the required data such as student names, student scores, and student worksheets.

²Sugiyono, '*Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*'. p,308

³Sharan B Merriam and Elizabet Tisdell, '*Qualitative Research A Guide to Design and Implementation*', in San Fransisco: Jossey Bass, 2016, p. 189.

2. Interview

The interview is one of the collecting data techniques in collecting data. It is the elicitation of data by one person from another through person to person encounters.⁴ This research will make an interview for the students in SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/2020. The purpose of this technique is to know the difficulties of students in comprehending of analytical exposition texts. The students answered the question with their own words and there was no alternative answer from the researcher. It used to get more detail information to support the data from the reading test.

E. The Technique of Data Analysis

According to Miles and Huberman in Sugiyono, qualitative analysis used the word that is arranged in the text. They are data reducing, data displayed, and conclusion.⁵

1. Data Reduction

It is the process of choosing, focus on simplifications, abstracting, and transformation of hard data is written notes that are found in the field. Reducing the data is a type analysis that made sharpen, categorize, direct, eliminated the data, and organize the data to get the conclusion and verification. It

⁴David Nunan, '*Research Methods in Language Learning*', in New York: Cambridge University Press, 1992, p. 76.

⁵Sugiyono, '*Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*'. p,337-41

means, the researcher chose the important data that had been collected. Then, the researcher categorizes the data related to difficulties faced by students and factors causing the students difficulties in comprehending analytical exposition at second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/2020. The data gets from the document and interview.

2. Data Display

After the reduction of the data into the most important, the narration of data allows talking conclusion of the study. In presenting the data, the researcher describes the data in the form of description or narration.

Then, to find which question types are difficult for students, this study divided the question items based on its type. Finally, this study used the measurement of a percentage to know the percent of the difficult items of each question type. The formula:

$$P = \frac{F}{N} \times 100\%$$

Where,

P = The percentage of correct answer

F = The frequency of students correct answer

N = the total number of students

It's taken from the result of the student comprehension of the reading texts worksheet, to look for the level of the student comprehension of the reading texts. The researcher uses Brown's standard in reading comprehension, there are:

90 – 100	Excellent
70 – 89	Good
50 – 69	Average
30 - 49	Fair

Source : H. Douglas Brown, (2003), 'Reading on Second Language Acquisition', in *New York: Longman*.

3. Conclusion

Based on the data displayed, the conclusion of the research can be taken. The characteristic of qualitative research is analytical induction. However, when there are no expectations or changes to phenomena and it is supported by valid evidence.

In talking conclusion of this research, the conclusion was taken from the data display. The researcher took supporting and the non-supporting evidence to the conclusion should be changed. However, if the supporting evidence was more than the non-supporting one, it means that the conclusion is confirmed and became the final conclusion of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data was collected research findings and discussion

A. Research Findings

In this research, this research classified the findings into some points that consist of students' difficulties in comprehending the analytical expositions texts at the second grade especially class XI IPA 1 of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in academic year 2019/2020, the difficulties faced by students and the factors of causing the student's difficulties in comprehending the analytical expositions. Obtaining the data, this research used the document to analyze student's difficulties in comprehending the analytical exposition. This research took the student's worksheet for the test. Read on the analytical exposition texts that had been received before. The process of collecting data was held on September 25th– October 12th2019. This research also used an interview to know the factors of causing the student's difficulties in comprehending the analytical exposition texts. The subject of this research is class XI IPA 1 of SMA NU 1 Hasyim Asy'ari Tarub – Tegal I academic year 2019/2020.

Below is the student's initial name, their score of reading test and their standard in reading comprehension. The score gets from the reading test by the teacher of SMA NU 1 Hasyim Asy'ari Tarub – Tegal.

Table 4.1
The Score of Student's Difficulties in Comprehending the
Analytical Exposition Texts

No	Written by	Score
1.	Aghisna Mardika Salma	70
2.	Alwi Ahmad Muttaqien Danur	40
3.	Awlinnisa Sufri	50
4.	Diah Ayu Lestari	40
5.	Fauzi Awalia	50
6.	Fitriani Retno Wardani	40
7.	Helmi Yulian Azmi	70
8.	Heni Sri Astuti	70
9.	Hesty Nanda Putri Suratman	70
10.	Imtias Putri Ananta	90
11.	Indria Fadhilatul Latifah	30
12.	Intan Nuraini	80
13.	Irkhonni	70
14.	Karisma Reza Riskiana	30
15.	Kurohtul Aeni	70
16.	Maghfirotunnnisa	70
17.	Mar'atul Hamidah	30
18.	Muhammad Reza Ijazi	50
19.	Mutiara Julianti	70
20.	NurEl Darosa	80
21.	Nurkhopipah	90
22.	Nur Lailatul Adha	80
23.	Panca Aitya Indra Permana	70
24.	Pramesti Rahmadiyahani	80
25.	Riska Maulina	60
26.	Riski Nurjanah	70
27.	Sigit Ardiansyah	50
28.	Siti Nur Sya'adah	80
29.	Syarifatul Khusna	50
30.	Triasari Ningrum	70
31.	Yaumurokhmah Fadhilah	40
32.	Irma Ardiana	70
33.	M. Lutful Fuadi	40

The data were collected from the student's score. The data was taken from 33 students in XI IPA 1. The data show that the highest score is 90 and the lowest score is 30. It can categorize when one is an excellent level. From the data, it can be seen that most of the students were categorized into a good level. So, their reading comprehension is good, it can be seen in the table above that there are 2 students who get an excellent level, there are 17 students who get the good level, there are 6 students who get average level, and there are 8 students who get fair level.

1. The students' Difficulties in comprehending the Analytical Exposition Texts

This research finding presented the result of analyzing the data. The subject is the second grade of the IPA 1 at SMA NU 1 Hasyim Asy'ari Tarub – Tegal. There are thirty-three data collected by this research. This research analyzed the students' scores from their worksheets in order to know the students in comprehending the analytical exposition. The type of the worksheet which done by the students was multiple choice with five options such as a, b, c, d, e.

The researcher used the theory of Brown to analyze students' scores from their worksheets. Then, each score is analyzed by using the formula from the level of mastery, the material of reading comprehending there are determining the main idea, making the inference, locating the reference, and detail information.

Based on the table, this research categorized the student's score into 4 categorized using Brown's theory. There are excellent, good, average, and fair.¹ Meanwhile, the student's level can be seen in the table below:

Table 4.2
Student's Difficulties in Comprehending the Analytical Exposition Texts based on Scoring Rubric According to Brown

Students of Number	Score	Level of Mastery	Percentage
2	90 – 100	Excellent	6.06 %
17	70 – 89	Good	51.52%
6	50 – 69	Average	18.18%
8	30 – 49	Fair	24.24%

Based on the table above, there are 2 students who get an excellent level, 17 students who get a good level, 6 students who get an average level, and 8 students who get a fair level. It means that the students at the excellent level have 90-100, the students at the good level have 70-89, the students at the good level have 50-59, and the students at the good level fair have 30-49.

At an excellent level, the students have a percentage score of 6.06%. There are 2 students who get excellent level. Their score is about 90-100, so their score mastery level is excellent. The result shows that at this level, the students have

¹H. Douglas Brown, 'Reading on Second Language Acquisition', in *New York: Longman*, 2003, p. 215.

an excellent level of comprehending of the analytical exposition texts.

The students who get a good level are 17 students, their score is about 70-89, so their score mastery level is a good level and the percentage of their score is 51.52%. From 33 students there are 17 students who get a good level. The result shows that in their level, the students have a good level of comprehending of the analytical exposition because their score is more than 69.

In the average level, the students have percentage score 18.18%. From 33 students', there are 6 students who get average level. They have a score of about 50-59, so their score mastery level is average. The result shows that at this level, the students have less in comprehending the analytical exposition because their score is less than 70.

The students who get a fair level is 8 student, her score is about 30- 49, so her level mastery of the score is a fair to level and the percentage of her score is 24.24%. From 33 students, there are 8 students who get fair level. The result shows that the student has very low in comprehending the analytical exposition.

Based on the data above, students in comprehending the analytical exposition can be divided into 4 categories level of mastery. There are excellent levels of about 6.06%(2 students), a good level about 51.52%(17 students), to the average level about 18.18%(6 students), and a fair level about 24.24%(8

students). In conclusion, the students in comprehending the analytical exposition are good because mostly the students have a good level (51.52%). But there are still students who are at the level of lack (average and fair) as many as 14 students, namely 8 students who get fair from 33 students. Then, there are 6 students who get an average level.

The researcher analyzed the students' scores in detail by making the answer distribution of each comprehending based on the test item to find out the student's level in comprehending the analytical exposition. There are determining the main idea, making an inference, locating reference, and detail information.

The researcher used Sudijono's formula to analyze the data. It formula shows the percentage of the correct answers which help to show student's problem in reading comprehending. The indicator of the student's understanding of reading comprehending can be seen on the table below:

Table 4.3
Distribution of Total Correct Answer in Item of
Determining the Main Idea of the texts

Distribution	Correct Answer in Determining Main Idea of the Text	
Item Number	2	4
Total	18	17
There are 2 items $F = 35$ $N = 33 \times 2 = 66$ $P = \frac{F}{N} \times 100 \%$ $P = \frac{35}{66} \times 100 \%$ $P = 53.03 \%$		

Based on the data above the researcher described that from 2 item question tasks given to the students in determining the main idea of the text, there are correct answers from total answers: 35. The mean of students in percentage is 53.03% correct answers. The result shows that the students in comprehending English reading dealing with the students' understanding in determining the main idea of the text question are less.

The model of a question to find out the main idea of the students' test can be seen below:

- a. The main idea of paragraph 2 is.... (Multiple choice numbers 2)
- b. What is the main idea of the passage? (Multiple choice numbers 4)

Table 4.4
Distribution of total correct answer in item of understanding the looking for making inferences of the text

Distribution	Correct Answer in Making inferences of the Text	
Item Number	3	6
Total	21	23
<p style="text-align: center;">There are 2 items $F = 44$ $N = 33 \times 2 = 66$ $P = \frac{F}{N} \times 100 \%$ $P = \frac{44}{66} \times 100 \%$ $P = 66.67 \%$</p>		

Based on the data above, the researcher described that there are 2 item question tasks given to the students. The

students needed to look for making inferences about the text. From the total answers which are 66 answers, there are 44 correct answers. The mean of students' correct answer in percentage is 66.67%. The result shows that the students in comprehending analytical exposition text dealing with the students looking for the making inferences of the text question are average.

The model of making inference question of the student's test can be seen below:

- a. Based on the facts above, the writer suggest that
(Multiple choice numbers 3)
- b. From the text, we know that ... (Multiple choice numbers 6)

Table 4.5
Distribution of total correct answer in item of detail
information of the text

Distribution	Correct answer in detail information				
Item number	1	5	7	8	9
Total	21	16	16	20	25
<p style="text-align: center;">There are 5 items $F = 98$ $N = 33 \times 5 = 165$ $P = \frac{F}{N} \times 100 \%$ $P = \frac{98}{165} \times 100 \%$ $P = 89.39 \%$</p>					

Based on the data above, the researcher described that there are 5 item question tasks given to the students. The students needed to look for the details information of the text. From the total answers which are 165 answers, there are 98 correct answers. The mean of students' correct answer in

percentage is 89.39%. The result shows that the students in comprehending English reading dealing with the students looking for the details information of the text question are average.

The model of detail information question of the student's test can be seen below:

- a. Why is formalin dangerous for the human's body? (Multiple choice numbers 1)
- b. What does the passage tell us about the writer's opinion on the issue at hand? (Multiple choice numbers 5)
- c. Distracted driving endangers life, ... it is not an acceptable action. (Multiple choice numbers 7)
- d. Which one is true according to paragraph 3? (Multiple choice numbers 8)
- e. What is the function of seat belts? (Multiple choice numbers 9)

Table 4.6
Distribution of total correct answer in item of locating reference of the text

Distribution	Correct answer in locating reference
Item number	10
Total	25
<p>There are one items</p> $F = 25$ $N = 33 \times 1 = 33$ $P = \frac{F}{N} \times 100 \%$ $P = \frac{25}{33} \times 100 \%$ $P = 75.76 \%$	

Based on the data above, the researcher described that there are 1 item question tasks given to the students. The students needed to look for locating reference to the text. From the total answers which are 33 answers, there are 25 correct answers. The mean of students' correct answer in percentage is 75.76%. The result shows that the students in comprehending English reading dealing with the students looking for the locating reference of the text question are average.

The model of locating reference question of the student's test can be seen below:

"...that **they** are completely safe." (paragraph 3)

What does the word "they" refer to? (Multiple choice numbers 10)

From the worksheet, the researcher found 4 of reading comprehending. There are determining the main idea, making inference, detail information, and locating reference. The percentage of each aspect in comprehending reading can be seen in the table below:

Table 4.7
The Percentage of each aspect in comprehending analytical exposition of the text

No	Aspect in Comprehending of the Text	Correct Answer %	Incorrect Answer %
1.	Determining the Main Idea	53.03 %	46.97 %
2.	Detail Information	89.39 %	10.61 %
3.	Locating Reference	75.76 %	24.24 %
4.	Making Inference	66.67 %	33.33 %

Based on the data above it can be said that there are 53.03% of students who have less level in understanding to look for determining the main idea of the text. Then, there are 66.67% of students have less level of understanding to look for making inference of the text. Next, there are 75.76 % students who have average level in locating the reference of the text. The last, there are 89.39 % of students who have a good level in detail information of the text.

2. Difficulties faced by students

Based on the aspect of reading comprehension, the researcher used Nuttal in Irma Manda's theory there are five aspects such as determining the main idea, making inference, detail information, locating reference and understanding vocabulary.² From the worksheet, the researcher found 4 aspects of reading comprehension there are determining the main idea, making inference, detail information, and locating reference.

From the research finding, it can be concluded that there is 53.03% (less) of students who are correct in answering question items to look for determining the main idea, so 46.97% of students faced difficulties in that question items. There are 89.39% (excellent) students who are correct in answering

²Irma Manda Negara, 'Correlation Between Grammar Mastery and Reading Comprehension of the Students in STIE Indonesia Pontianak', *Journal Pendidikan Bahasa*, 5.2 (2016), 216.

question items to look for detail information, so 10.61% of students faced difficulties in that question items. There are 75.76% (good) students who are correct in answering question items for locating reference, so 24.24% students faced difficulties in that question items. There are 66.67% (average) students who are correct in answering question items to look for the making inference, so 33.33% students faced difficulties in the question items.

Based on the research finding of students in comprehending analytical exposition text from worksheet and interview on September 25th – October 12th 2019 with the student second-grade class XI IPA 1 of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in academic year 2019/2020, the researcher found several difficulties faced by the students in reading comprehending. There are some problems or difficulties faced by the students such as:

a. Inadequate Instruction

The first problem was inadequate instruction, based on the interview with the students in the second-grade class XI IPA1 her name is Khamidah

The researcher : Apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analitikal eksposisi?

Interview : Saya masih kurang faham soalnya guru ketika menjelaskan selalu memakai bahasa inggris

From the interview above, the teacher is a key factor in teaching. Without the teacher, the learners will not again and gather information. In this problem, the teacher is the most affected person. If the teacher is a resourceful person, then this problem will be solved. It is important that a teacher must make an alternate solution or ways on how to sustain needs in teaching. Through these ways, teaching-learning process will become productive and conducive. The researcher found second grade students in SMA NU 1 Hasyim Asy'ari Tarub – Tegal is bored when the teaching-learning process was happening.

b. Lack of pupil interest

The second problem was lack of pupil interest, based on the interview with the student second-grade class XI IPA 1 her name is Diah

The researcher	:	Menurut anda pelajaran bahasa Inggris menyenangkan atau tidak?
Interview	:	Biasa aja sih kadang menyenangkan dan terkadang juga membosankan

From the interview above, the lack of interest of students in comprehending text so that students do not understand the meaning of the material. The students can't understand the contents of the material or the sentence makes. The students need more time to find the meaning of the word and the correct answer.

c. Vocabularies difficulties

The third problem has limited the vocabularies, based on the interview with the student second-grade class XI IPA 1 her name is Heni

- | | | |
|----------------|---|---|
| The researcher | : | Hal apa yang membuat anda merasa kesulitan dalam mempelajari teks analitikal eksposisi? |
| Interview | : | Kesulitan saya di pemilihan kata atau lebih tepatnya di vocabnya karena masih kurang |

From the interview above, learning to read written texts is not the same as learning to understand written texts. Reading comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating the context, and making judgments.³ Therefore, students cannot understand the meaning of the word. Based on the interview with teacher's that students still have a limited vocabulary. So, knowledge of vocabulary is less.

3. Cause of difficulties in reading comprehension

Based on the research finding, the researcher found that there is 53.03% (less) of students who are correct in answering questions items to look for determining the main idea, so 46.97% of students faced difficulties in that question items.

³By Elizabeth S Pang and Elizabeth B Bernhardt, 'Teaching Reading'.19.

There are 66.67% (average) students who are correct in answering question items to look for the making inference, so 33.33% students faced difficulties in the question items. There are 75.76% (good) students who are correct in answering question items for locating reference, so 24.24% students faced difficulties in that question items. There are 89.39% (excellent) students who are correct in answering question items to look for the detail information, so 10.61% of students faced difficulties in that question items. Based on the research finding of students in comprehending analytical exposition text from worksheet and interview on September 27th2019 with second grade students in SMA NU 1 Hasyim Asy'ari Tarub – Tegal in academic year 2019/2020, the researcher found several difficulties faced by the students in reading comprehending. There are some problems or difficulties faced by the students such as:

a. Difficulty in Understanding a Long Sentence

The first of causing difficulty in reading comprehension was difficulty in understanding a long sentence. Based on an interview with the student's second-grade class XI IPA 1 her name Khamidah

The researcher : Hal apa yang membuat anda merasa kesulitan dalam mempelajari teks analitikal eksposisi?

Interview : Ketika membaca teks yang panjang membacanya saya membutuhkan waktu lama. Jadi, saya bisa memahami isi teksnya

From the interview above, the researcher found that the cause of difficulties in reading comprehension related to difficulty in understanding a long sentence namely the lack of a long time in understanding the text so students still had difficulty understanding long texts.

b. Difficulty in reading strategies

The second of causing difficulty in reading comprehension was difficulty in reading strategies. Based on an interview with the student's second-grade class XI IPA 1her name Nisa

The researcher : Hal apa yang membuat anda merasa kesulitan dalam mempelajari teks analitikal eksposisi?

Interview : Saya masih kurang dalam mempelajari reading strategi terutama ketika menerapkan skimming dan scanning, padahal kemungkinan strategi tersebut dapat mempermudah mencari jawaban didalam teks terutama didalam teks panjang

Based on the interview above, the cause of student difficulties lies in the difficulty in implementing reading strategies such as skimming and scanning, even though these strategies can facilitate students in answering questions in long texts.

c. Difficulty in Concentration

The second of causing difficulty in reading comprehension was difficulty in reading strategies. Based on an interview with the student's second-grade class XI IPA 1 her name Nisa

- The researcher : Di perpustakaan apakah ada buku berbahasa inggris selain buku pelajaran?
- Interview : Ada, seperti Novel dan Komik
- The researcher : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?
- Interview : Tergantung film dan videonya dapat menambahkan kosakata atau tidak

Concentration includes the home environment and school environment. Based on the above interview, the example of both an environment there is the existence of reading books in English besides textbooks such as Novels and Comics then for a home environment in the movie or the video can increase vocabulary or not.

B. Discussion

In this research, the researcher discussed the research finding covering the difficulties faced by the students and the causing of students' difficulties in comprehending analytical exposition.

To analyze the comprehending score by the second-grade students of SMA NU 1 Hasyim Asy'ari Tarub – Tegal, the

researcher used a reading scoring rubric by Brown's standard in reading comprehension. The scores were taken from the teacher's document when she tested the students in the previous meeting. Before the researcher discovered whether the students faced difficulties or not, the researcher classifies the students' scores using Brown's standard in reading comprehension. Brown's said that there is 4 level of standard in reading comprehension such as excellent, good, average and fair.

In this research, the research took 33 students in second grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal as the subject of the study and the object of the study is the second grade students worksheet.

Based on the students' scores, the researcher classified the difficulties faced by the students in comprehending analytical exposition text. It can be divided into 4 category levels of mastery. There is excellent level about 6.06% (2 students have score 90-100), the good level about 51.52% (17 students have score 70-89), the average level about 18.18% (6 students have score 50-59), the fair level about 24.24% (8 students have score 30-49). In SMA NU 1 Hasyim Asy'ari Tarub – Tegal, the standard of the minimum score is 70. From the data, the students are categorized having a good comprehending of analytical exposition text when their score can reach excellent (90-100) and good (70-89) levels.

In conclusion, the students in comprehending analytical exposition text are good because most of the students have a good level (51.52%) but, there are still students who are at the average level and less as many as 14 students. the researcher also identified the difficulties faced by students in comprehending analytical exposition.

Then, the researcher found that there is 53.03% (less) of students who are correct in answering questions items to look for determining the main idea, so 46.97% of students faced difficulties in that question items. There are 66.67% (average) students who are correct in answering question items to look for the making inference, so 33.33% of students faced difficulties in the question items. There are 75.76% (good) students who are correct in answering question items for locating the reference, so 24.24% of students faced difficulties in that question items. There are 89.39% (excellent) students who are correct in answering question items to look for detail information, so 10.61% of students faced difficulties in that question items.

After categorizing the students' score, the researcher concluded that in second-grade of SMA NU 1 Hasyim Asy'ari Tarub - Tegal, the students faced difficulty in comprehending English reading text. In this research, the researcher tried to identify the difficulties faced by the students in comprehending English reading thoroughly the mistaken that they had done on

their worksheet. The researcher also tried to identify the difficulties faced by the students in comprehending analytical exposition text thoroughly the result of the interview from the students.

To identify the students' difficulties in comprehending analytical exposition text, the researcher used Kennedy in Nopita's theory. It said that the difficulties in reading comprehension are inadequate instruction, lack of pupil interest, and vocabulary difficulties.⁴ In SMA NU 1 Hasyim Asy'ari Tarub – Tegal, the researcher found 3 kinds of difficulties faced by students in comprehending analytical exposition text. There are inadequate instruction, lack of pupil interest, and the vocabulary difficulties.

First, the students had difficulty because of inadequate instruction presented by the teacher. It made the students in SMA NU 1 Hasyim Asy'ari Tarub – Tegal are bored when the teaching-learning process was happening.

Second, the students had difficulty because of the lack of pupil interest. It made the students in SMA NU 1 Hasyim Asy'ari Tarub – Tegal did not understand the meaning of the material or sentence when they read the text. The students need more time to look for the correct answer. They used the dictionary to search the meaning. It is difficult to any but the most thoroughly disciplines

⁴ Nopita Ningsih, 'An Analysis on Teacher's Strategies in Reading Comprehension Class of the Second Grade Students of SMPN 3 Ngrambe in the Academic Year of 2015/2016, English Education Department Islamic Education and Teacher's Training Faculty the State Islamic Institute ', 2016, 37–38.

readers to concentrate the material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. The students in SMA NU 1 Hasyim Asy'ari Tarub – Tegal said that reading English is difficult. They were not familiar with the vocabulary. When the students did not interest in the materials, it caused the students having difficulty absorbing the materials.

Last, the students had difficulty because of the students' vocabulary difficulties. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found second-grade students' in SMA NU 1 Hasyim Asy'ari Tarub – Tegal knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary. And sometimes, they ignored the keyword of the text, so that students' reading comprehending of analytical exposition text is less.

In the research, the researcher tried to identify factors of causing the students' difficulties in comprehending analytical exposition thoroughly the mistaken that they had done on their worksheet. The researcher identified the factors of causing the students' difficulties in reading comprehension using Larsa Kasvia.⁵ It said that the causes of difficulties namely difficulty in

⁵ Larsa Kasvia, 'The Difficulties Faced by Students in Reading Comprehension Section of National Examination (a Case Study SMA N 1

understanding long sentences the difficulty that is caused by limited background knowledge, difficulty in using reading strategies, and difficulty in concentration.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the students' difficulties and the factors of causing the students' difficulties in reading comprehending English reading text at second- grade students of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in Academic Year 2019/2020, the researcher draws the conclusion based on the results of analyzing the data. The researcher also proposed some suggestions for teaching learning process in reading sessions.

A. Conclusion

Based on analyzed data there is excellent level about 6.06% (2 students have score 90-100), good level about 51.52% (17 students have score 70-89), average level about 18.18% (6 students have score 50-59), fair level about 24.24% (8 students have score 30-49). the researcher drawn the conclusions as follows, there are the students get a problem to look for the determining main idea of the text, identifying a specific word in the text and many students have difficulty in understanding the structure of the text. They have a limited vocabulary so to understand the meaning of the text is still lacking. The students cannot understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material.

The solutions to overcome the student difficulties such as the students need to take note and memorize vocabulary. They bring a dictionary and the teacher translates the material. The teacher motivates the students to understand the material.

From the resulting interview, the researcher found three-factor of causing the students' difficulties in comprehending analytical exposition text at the second-grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in academic year 2019/2020. They concern with difficulty in understanding long sentence, difficulty in reading strategies, and difficulty in concentration.

The first factor of causing difficulties is difficulty in understanding a long sentence. There is a student who felt when she can a long sentence in the text, she need a long time too. So, students can get the meaning of the text if she has a long time to read a long sentence.

The last factor of causing difficulties is difficulties in concentration. Concentration includes the home environment and school environment. Based on the above interview, the example of both an environment there is the existence of reading books in English besides textbooks such as Novels and Comics then for a home environment in the movie or the video can increase vocabulary or not.

B. Suggestion

From the conclusion above, this research would like to give some suggestion, as follows:

1. To the teacher

These suggestions are very useful for the English teachers, especially for the English teacher at the second grade of students in SMA NU 1 Hasyim Asy'ari Tarub – Tegal in the academic year 2019/2020.

- a. The teacher had better give more attention and motivation to their students to practice their English and give more exercise.
- b. The teacher must increase students' knowledge and vocabulary. By adding vocabulary to questions in the reading aspect, the teacher can measure students' vocabulary skills.

2. To students

- a. The students have to increase their vocabulary, by reading the English textbooks, find meaning, and memorize a lot of vocabulary.
- b. The students have to study more in reading English text to improve their ability to read skill.
- c. The students must be able to understand the reading of the analytical exposition text in their English practice.
- d. The students can add their vocabulary to understand in English text.
- e. The students must participate actively in the class.

3. To Further Researcher

To further researchers who want to test the difficulty of students in understanding analytical exposition texts, it would be better if further researchers examining all aspects of reading comprehension accompanied by more diverse questions to obtain more complex data. This will allow future researchers to analyze each item in more detail

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Appendix 1

Students' Name

No	Name	Gender M/F
1.	Aghisna Mardika Salma	F
2.	Alwi Ahmad Muttagien Danur	M
3.	Awlinnisa Sufri	F
4.	Diah Ayu Lestari	F
5.	Fauzi Awalia	F
6.	Fitriani Retno Wardani	F
7.	Helmi Yulian Azmi	M
8.	Heni Sri Astuti	F
9.	Hesty Nanda Putri Suratman	F
10.	Imtias Putri Ananta	F
11.	Indria Fadhilatul Latifah	F
12.	Intan Nuraini	F
13.	Irkhonni	F
14.	Karisma Reza Riskiana	F
15.	Kurohtul Aeni	F
16.	Maghfirotnunnisa	F
17.	Mar'atul Hamidah	F
18.	Muhammad Reza Ijazi	M
19.	Mutiara Julianti	F
20.	Nur El Darosa	F
21.	Nurkhopipah	F
22.	Nur Lailatul Adha	F
23.	Panca Aitya Indra Permana	M
24.	Pramesti Rahmadiyahani	F
25.	Riska Maulina	F
26.	Riski Nurjanah	F
27.	Sigit Ardiansyah	M
28.	Siti Nur Sya'adah	F
29.	Syarifatul Khusna	F
30.	Triasari Ningrum	F
31.	Yaumurrokhmah Fadhillah	F
32.	Irma Ardiana	F
33.	M. Lutful Fuadi	M

Appendix 2

Pedoman Wawancara

Guru

1. Dalam aspek reading terdapat 5 aspek didalamnya yaitu main idea, locating reference, making inference, detail information, dan understanding vocabulary. Dari kelima tersebut apa yang membuat siswa merasa kesulitan?
2. Apa yang menyebabkan siswa mengalami kesulitan dalam memahami teks analitikal eksposisi?
3. Upaya apa yang dilakukan guru dalam mengatasi kesulitan tersebut?

Siswa

1. Menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?
2. Apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analytical exposition?
3. Hal apa yang membuat anda merasa kesulitan dalam memahami teks analitikal eksposisi?
4. Di perpustakaan adakah buku bacaan bahasa inggris selain buku pelajaran?
5. Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

Appendix 3

Analytical Exposition

XI

The following text is for questions 1 to 3.

Source: Soal Ujian Nasional UN SMA tahun 2015.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water, which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products, which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body?
 - A. It is not food preservatives.
 - B. It is a disinfectant for human beings.
 - C. It is used to preserve biological specimens.
 - D. It is 10% solution of formaldehyde in water.
 - E. It is controlled flighty from the government.
2. The main idea of paragraph 2 is
 - A. the human's bodies will be harmful after consuming the formalin
 - B. the government has not controlled the use of formalin firmly.

- C. the weak control of using formalin is not threatening the human
 - D. the human's bodies will be harmful after consuming the formalin
 - E. the use of formalin is known all over the regions
3. Based on the facts above, the writer suggest that ...
- A. people have to avoid consuming formalin in their food
 - B. the use of formal dehyde is necessary to control the food
 - C. people should add 100% solution of formaldehyde in water
 - D. the food preservative is required to make the food delicious
 - E. food seller is supposed to pour formalin for vegetables and food products

The following text is for questions 4 to 8.
Sumber: UN SMA/MA IPA 2016/2017

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life. The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted. Eleven percent of driver's aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

4. What is the main idea of the passage?
- A. The warning of texting and driving.
 - B. The debatable issue of texting and driving.
 - C. The involvement of mobile devices while driving.
 - D. The risks of texting while driving.
 - E. The consequences of not paying attention traffic.

5. What does the passage tell us about the writer's opinion on the issue at hand?
- A. Text messaging creates more risk than undistracted driving.
 - B. Mobile communication doesn't have relation with accident.
 - C. Many people lost their lives because of injury.
 - D. Distracted driving is still safe for the drivers.
 - E. Only adult drivers involved in the accident.
6. From the text, we know that ...
- A. The mobile phone should be banned in the street.
 - B. Distracted driving makes accident more rarely to happen.
 - C. Most of the accident caused by the condition of the road.
 - D. 18 percent of fatal crashes were caused by unnoticed street signs.
 - E. Drivers involved in car accidents admitted they were texting when they crashed.
7. Distracted driving endangers life, ... it is not an acceptable action.
- A. as
 - B. if
 - C. so
 - D. and
 - E. yet

The following text is for questions 8 to 10.

Source: Soal Ujian Nasional (UN) SMA / MA 2017

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

8. Which one is true according to paragraph 3?

- A. old cars do not use seat belts
- B. the old cars have seat belts for their safety
- C. the drivers wearing seat belts may drive carefully
- D. the traffic conditions in the past were similar to the recent
- E. the old cars' designer considered a seat belt as an important part

9. What is the function of seat belts?

- A. to reduce the traffic conditions
- B. to become a standard component in cars
- C. to reduce the risk of injury or death in an accident
- D. to prevent the drivers driving cars carefully
- E. to increase the risk of injury in car accidents

10. "... that **they** are completely safe." (Paragraph 3)

What does the word 'they' refer to?

- A. cars
- B. seat belts
- C. drivers
- D. designers
- E. others

The Result of Interview

Interview with the Students

The researcher comes to the second-grade of class XI IPA 1 when breathing on October 4th – 7th, 2019 and wanted some students to look for the difficulties faced in comprehending analytical exposition text by the second-grade class XI IPA 1 of SMA NU 1 Hasyim Asy'ari Tarub – Tegal in academic year 2019/2020. The researcher interviews the students who have the excellent score, good score, and low score. There are 2 students who have excellent score, 4 students who have good score, and 4 students who have fair score to interview. Below some interview with some students at the second-grade of SMA NU 1 Hasyim Asy'ari Tarub – Tegal:

1. Interview (excellent)

R : Assalamualaikum, selamat pagi.

S : Waaalaikumsalam, pagi mbak.

R : bisa minta waktunya buat wawancara sebentar?

S : bisa, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : boleh mbak

R : anda namanya siapa?

S : nama saya Imtias mbak

R: menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S: biasa aja sih mbak, lumayan menyenangkan

- R : apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analitikal eksposisi?
- S : faham, karena ketika menjelaskan disertai dengan nyayian atau lainnya sehingga mudah dipahami
- R : dalam membaca teks analitikal eksposisi, apakah anda kesulitan dalam memahaminya?
- S : iya mbak, karena tidak semua teks saya tau artinya.
- R : bagaimana cara anda mengerjakannya jika anda sendiri kurang tahu isi teksnya
- S : saya kira – kira saja mbak, biasanya jawaban juga ada didalam teks. Kalau tidak ya saya asal jawab saja yang penting dijawab
- R : cara belajar anda bagaimana kalau misalnya ada ulangan?
- S : biasanya sih mempelajari materi yang sudah dipelajari mbak
- R : diperpustakaan, apakah ada buku bahasa inggris selain buku pelajaran bahasa inggris?
- S : ada mbak, seperti novel dan komik
- R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?
- S : mendukung tapi sebelum menonton diperlihatkan dulu film atau videonya seperti apa
- R : baiklah, terimakasih atas waktunya
- S : iyah mbak, sama – sama

2. Interview (fair)

R : Assalamualaikum

S : Waaalaikumsalam mbak

R : bisa minta waktunya sebentar buat wawancara?

S : bisa mbak, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : iyah mbak, boleh

R : anda namanya siapa?

S : Alwi mbak

R : ok, Alwi. Menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S : ya lumayan mbak, kadang menyenangkan kadang tidak

R : kenapa ada tidaknya, apakah gurunya dalam menjelaskan materi kurang memahami?

S : faham sih, mungkin sayanya aja yang kurang begitu tahu apa yang dijelaskan gurunya

R : apakah ada kesulitan dalam mempelajari teks tersebut?

S : kesulitan saya dalam memahami isi teksnya mbak

R : bagaimana anda menjawabnya jika memahami isi teksnya saja masih kurang?

S : asal jawab saja mb

R : cara belajar anda di rumah bagaimana?

S : saya di rumah jarang belajar mbak, belajar kalau ada PR aja

R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

- S : tergantung filmnya dulu sih mb dan waktu ketika menonton
dirasa tidak mengganggu kegiatan yang lain
- R : baiklah, terimakasih atas waktunya
- S : iya mbak, kembali kasih

3. Interview (good)

- R : Assalamualaikum
- S : Waalaikumsallam mbak
- R : maaf sebelumnya, bisa minta waktu sebentar buat wawancara?
- S : bisa mbak, wawancara apa ya mbak?
- R : wawancara mengenai pelajaran bahasa inggris disini, bolehkan?
- S : bolehlah mbak
- R : ok. Nama anda siapa?
- S : Intan Nur Aeni mbak
- R : biasanya dipanggil siapa?
- S : Intan
- R : Ok Intan, menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?
- S : lumayan menyenangkan.
- R : Apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analytical exposition?
- S : faham mb selagi memperhatikan
- R : apakah ada kesulitan dalam mempelajari teks tersebut?

S : ada, masih sering salah dalam menerapkan tesis nya, dan juga masih kurang kosakata jd yah terkadang kurang paham maksud isi teks tersebut.

R : bagaimana cara anda mengerjakan soal jika masih merasa kesulitan

S : asal jawab aja sih mbak

R : cara belajar kamu bagaimana kalau ada ulangan?

S : mengulang pelajaran yang sudah dipelajari mbak

R : di perpustakaan adakah buku bahasa inggris selain buku pelajaran?

S : ada mbak, seperti novel, dan komik

R : baiklah, terimakasih atas waktunya

S : iyah mbak, masama.

4. Interview (good)

R : Assalamualaikum, selamat pagi.

S : Waaalaikumsalam, pagi mbak.

R : bisa minta waktunya buat wawancara sebentar?

S : bisa, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : boleh mbak

R : anda namanya siapa?

S : nama saya Heni mbak

R : menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S : biasa aja sih kadang menyenangkan dan terkadang juga membosankan

R : kenapa ada terkadangnya, apakah guru dalam menjelaskan materi kurang memahami?

S : faham sih mb

R : apakah ada kesulitan dalam mempelajari teks tersebut?

S : ada, di bagian pemilihan kata atau lebih tepatnya di vocabnya mb soalnya masih kurang

R : bagaimana cara anda mengerjakannya jika anda sendiri kurang tahu isi teksnya?

S : saya kira – kira saja mbak, biasanya jawaban juga ada didalam teks. Kalau tidak ya saya asal jawab saja yang penting dijawab

R : cara belajar anda bagaimana kalau misalnya ada ulangan?

S : biasanya sih mempelajari materi yang sudah dipelajari mbak

R : diperpustakaan, apakah ada buku bahasa inggris selain buku pelajaran bahasa inggris?

S : ada mbak, seperti novel dan komik

R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

S : mendukung

R : baiklah, terimakasih atas waktunya

S : iyah mbak, sama – sama

5. Interview (fair)

R : Assalamualaikum, selamat pagi.

S : Waaalaikumsalam, pagi mbak.

R : bisa minta waktunya buat wawancara sebentar?

S : bisa, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : boleh mbak

R : anda namanya siapa?

S : nama saya Khamidah mbak

R: menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S : ya lumayan mbak kadang menyenangkan dan juga terkadang tidak

R : kenapa ada tidaknya, apakah gurunya dalam menjelaskan materi kurang memahami?

S : saya masih kurang paham mbak karena ketika guru menjelaskan seringnya pake bahasa inggris

R : apakah ada masalah dalam mempelajari teks tersebut?

S : ada mbak, ketika membaca teks yang panjang untuk membacanya membutuhkan waktu lama jd saya masih kurang paham isi teksnya.

R : bagaimana cara anda mengerjakan soal jika anda sendiri kurang tahu isi teksnya

S : saya kira – kira saja mbak, Kalau tidak ya saya tanya teman jawabannya

R : cara belajar anda bagaimana kalau misalnya ada ulangan?
S : saya di rumah jarang belajar mbak, paling buka LKS saja.
R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?
S : tergantung film atau videonya dulu mb
R : baiklah, terimakasih atas waktunya
S : iyah mbak, sama – sama

6. Interview (excellent)

R : Assalamualaikum, selamat pagi.
S : Waaalaikumsalam, pagi mbak.
R : bisa minta waktunya buat wawancara sebentar?
S : bisa, wawancara apa mbak?
R : tentang pelajaran bahasa inggris disini, boleh?
S : boleh mbak
R : anda namanya siapa?
S : nama saya khopipah mbak
R :menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?
S : sangat menyenangkan
R :Apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analytical exposition?
S : faham, soalnya setelah menjelaskan selalu diberi soal - soal
R : apakah ada masalah dalam mempelajari teks tersebut?
S : ada mbak, di generic structure bagian thesis nya

R : kalau dalam membaca kalimat panjang, apa ada kesulitan dalam memahaminya?

S : iya mbak, karena tidak semua teks saya tau artinya.

R : bagaimana cara anda mengerjakan soal jika anda sendiri kurang tahu isi teksnya?

S : saya kira kira saja mbak

R : cara belajar anda bagaimana kalau misalnya ada ulangan?

S : biasanya sih mempelajari materi yang sudah dipelajari mbak

R : diperpustakaan, apakah ada buku bahasa inggris selain buku pelajaran bahasa inggris?

S : ada mbak, seperti novel dan komik

R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

S : mendukung

R : baiklah, terimakasih atas waktunya

S : iyah mbak, sama – sama

7. Interview (good)

R : Assalamualaikum, selamat pagi.

S : Waaalaikumsalam, pagi mbak.

R : bisa minta waktunya buat wawancara sebentar?

S : bisa, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : boleh mbak

R : anda namanya siapa?

S : nama saya nisa mbak

R: menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S : biasa aja sih mbak kadang kurang menyenangkan

R : Apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analytical exposition?

S : lumayan memahamkan, tapi tergantung saya nya sih mb memperhatikan atau tidak ketika guru menjelaskan

R : apakah ada kesulitan dalam mempelajari teks tersebut?

S : ada mbak, saya masih kurang memahami dalam mempelajari reading strategies terutama ketika menerapkan skimming dan scanning, padahal kemungkinan strategi tersebut dapat mempermudah mencari jawaban didalam teks terutama teks yang panjang.

R : bagaimana cara anda mengerjakan soal jika anda sendiri kurang tahu isi teksnya

S : kadang – kadang cuman asal jawab yang penting dijawab dan juga terkadang jawabannya ada didalam teks

R : cara belajar kamu bagaimana kalau misalnya ada ulangan?

S : biasanya sih mempelajari materi yang sudah dibahas sama bu guru

R : diperpustakaan, apakah ada buku bahasa inggris selain buku pelajaran bahasa inggris?

S : ada mbak, seperti novel dan komik

R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

S : mendukung banget soalnya kakak saya juga suka menonton yang bersubtitle bahasa inggris

R : baiklah, terimakasih atas waktunya

S : iyah mbak, sama – sama

8. Interview (good)

R : Assalamualaikum, selamat pagi.

S : Waaalaikumsalam, pagi mbak.

R : Bisa minta waktunya buat wawancara sebentar?

S : bisa, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : boleh mbak

R : anda namanya siapa?

S : nama saya Diana mbak

R :menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S : biasa aja mbak

R : Apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analytical exposition?

S : paham sih mbak, tapi ya terkadang membosankan karena setelah materi diberi soal terus

R : apakah ada kesulitan dalam mempelajari teks tersebut?

S : ada mbak, ketika ada teks panjang saya masih kurang paham maksud dari teks tersebut

R : bagaimana cara anda mengerjakan soal jika anda sendiri kurang tahu isi teksnya

S : asal jawab yang penting dijawab dan juga terkadang jawabannya ada didalam teks

R : cara belajar kamu bagaimana kalau misalnya ada ulangan?

S : biasanya sih mempelajari materi yang sudah dibahas sama bu guru

R : diperpustakaan, apakah ada buku bahasa inggris selain buku pelajaran bahasa inggris?

S : ada mbak, seperti novel dan komik

R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

S : mendukung

R : baiklah, terimakasih atas waktunya

S : iyah mbak, sama – sama

9. Interview (fair)

R : Assalamualaikum, selamat pagi.

S : Waaalaikumsalam, pagi mbak.

R : bisa minta waktunya buat wawancara sebentar?

S : bisa, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : boleh mbak

R : anda namanya siapa?

S : nama saya Diah mbak

R :menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S : lumayan menyenangkan

R : ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?

S : jelas mbak soalnya ketika menjelaskan bu guru selalu memberikan soal setelahnya

R : apakah ada kesulitan dalam mempelajari teks tersebut?

S : ada mbak, masih bingung mana yang termasuk thesis dan argument

R : kalau dalam membaca teks panjang, apa ada kesulitan dalam memahaminya?

S : iya mbak, sulit memahami kata - katanya mbak.

R : bagaimana cara anda mengerjakan soal jika anda sendiri sulit memahami kata-katanya

S : asal jawab yang penting dijawab dan juga terkadang jawabannya ada didalam teks

R : cara belajar anda bagaimana kalau misalnya ada ulangan?

S : biasanya sih mempelajari materi yang sudah dibahas sama bu guru

R : diperpustakaan, apakah ada buku bahasa inggris selain buku pelajaran bahasa inggris?

S : ada mbak, seperti novel dan komik

R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

S : mendukung

R : baiklah, terimakasih atas waktunya

S : iyah mbak, sama – sama

10. Interview (fair)

R : Assalamualaikum, selamat pagi.

S : Waaalaikumsalam, pagi mbak.

R : bisa minta waktunya buat wawancara sebentar?

S : bisa, wawancara apa mbak?

R : tentang pelajaran bahasa inggris disini, boleh?

S : boleh mbak

R : anda namanya siapa?

S : nama saya Kharisma mbak

R : menurut anda pelajaran bahasa inggris disini menyenangkan atau tidak?

S : lumayan menyenangkan tapi juga terkadang membosankan

R : Apakah anda faham ketika guru menjelaskan pelajaran bahasa inggris khususnya di teks analytical exposition?

S : faham mbak soalnya ketika menjelaskan bu guru selalu memberikan soal setelahnya

R : apakah ada masalah dalam mempelajari teks tersebut?

S : ada mbak, masih bingung mana yang termasuk thesis

R : kalau dalam membaca teks panjang, apa ada kesulitan dalam memahaminya?

S : iya mbak, sulit memahami kata - katanya mbak.

R : bagaimana cara anda mengerjakan soal jika anda sendiri sulit memahami kata-katanya

S : asal jawab yang penting dijawab dan juga terkadang jawabannya ada didalam teks tapi seringnya minta di temen

R : cara belajar anda bagaimana kalau misalnya ada ulangan?

S : biasanya sih mempelajari materi yang sudah dibahas sama bu guru

R : diperpustakaan, apakah ada buku bahasa inggris selain buku pelajaran bahasa inggris?

S : ada mbak, seperti novel dan komik

R : Apakah keluarga anda mendukung ketika belajar bahasa inggris melalui film atau video?

S : mendukung sih m basal film tersebut meningkatkan kemampuan belajar

R : baiklah, terimakasih atas waktunya

S : iyah mbak, sama – sama

Interview with Teacher

R : Dalam aspek reading terdapat 5 aspek didalamnya yaitu main idea, locating reference, making inference detail information, dan understanding vocabulary. Dari kelima tersebut apa yang membuat siswa merasa kesulitan?

- T : Siswa merasa kesulitan dalam aspek main idea, dan understanding vocabulary
- R : Apa yang menyebabkan siswa mengalami kesulitan dalam memahami teks analitikal eksposisi?
- T : kebanyakan siswa ketika dihadapi teks apalagi tek tersebut panjang siswa merasa kesulitan dalam memahami maksud isi teknya itu disebabkan kurangnya kosakatan yang dimiliki.
- R : upaya apa yang dilakukan guru dalam mengatasi kesulitan tersebut?
- T : memberikan pelatihan dengan berbagai cara seperti sebelum memberian materi dimulai siswa diwajibkan setor kosakata minimal 20 kosakata / vocabulary.

Research Documentation



The Result of Students' worksheet

Name : *Putra Cahya Pratomo*

Number : *17*

Class : *IPA 10.1*

Analytical Exposition

XI

The following text is for questions 1 to 3.

Source: Soal Ujian Nasional UN SMA tahun 2015.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water, which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products, which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body?
 - A. It is not food preservatives.
 - ☒ B. It is a disinfectant for human beings.
 - C. It is used to preserve biological specimens.
 - D. It is 10% solution of formaldehyde in water.
 - E. It is controlled flighty from the government.

2. The main idea of paragraph 2 is
- ☒ A. the human's bodies will be harmful after consuming the formalin
 - B. the government has not controlled the use of formalin firmly.
 - C. the weak control of using formalin is not threatening the human
 - D. the human's bodies will be harmful after consuming the formalin
 - E. the use of formalin is known all over the regions
3. Based on the facts above, the writer suggest that ...
- A. people have to avoid consuming formalin in their food
 - B. the use of formal dehyde is necessary to control the food
 - ☒ C. people should add 100% solution of formaldehyde in water
 - D. the food preservative is required to make the food delicious
 - E. food seller is supposed to pour formalin for vegetables and food products

The following text is for questions 4 to 8.
Sumber: UN SMA/MA IPA 2016/2017

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of driver's aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

4. What is the main idea of the passage?
- A. The warning of texting and driving.
 - ☒ B. The debatable issue of texting and driving

- C. The involvement of mobile devices while driving.
- D. The risks of texting while driving.
- E. The consequences of not paying attention traffic.

5. What does the passage tell us about the writer's opinion on the issue at hand?
- A. Text messaging creates more risk than undistracted driving.
 - ☒ B. Mobile communication doesn't have relation with accident.
 - C. Many people lost their live because of injury.
 - D. Distracted driving is still safe for the drivers.
 - E. Only adult drivers involved in the accident.

6. From the text, we know that ...
- A. The mobile phone should be banned in the street.
 - ☒ B. Distracted driving makes accident more rarely to happen.
 - C. Most of the accident caused by the condition of the road.
 - D. 18 percent of fatal crashes were caused by unnoticed street signs.
 - E. Drivers involved in car accidents admitted they were texting when they crashed.

7. Distracted driving endangers life, ... it is not an acceptable action.
- A. as
 - B. if
 - ☒ C. so
 - D. and
 - E. yet

The following text is for questions 8 to 10.
 Source: SoalUjian Nasional (UN) SMA / MA 2017

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently,

drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

8. Which one is true according to paragraph 3?

- A. old cars do not use seat belts
- B. the old cars have seat belts for their safety
- ☒ C. the drivers wearing seat belts may drive carefully
- D. the traffic conditions in the past were similar to the recent
- E. the old cars' designer considered a seat belt as an important part

9. What is the function of seat belts?

- A. to reduce the traffic conditions
- B. to become a standard component in cars
- ☒ C. to reduce the risk of injury or death in an accident
- D. to prevent the drivers driving cars carefully
- E. to increase the risk of injury in car accidents

10. "... that they are completely safe." (Paragraph 3)

What does the word 'they' refer to?

- A. cars
- B. seat belts
- ☒ C. drivers
- D. designers
- E. others

Name : Dede Ayu Lestari
Number : 10
Class : XI IPS

Analytical Exposition
XI

The following text is for questions 1 to 3.
Source: Soal Ujian Nasional UN SMA tahun 2015.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water, which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products, which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body?
- ☒ A. It is not food preservatives.
 - ☐ B. It is a disinfectant for human beings.
 - ☐ C. It is used to preserve biological specimens.
 - ☐ D. It is 10% solution of formaldehyde in water.
 - ☐ E. It is controlled flighty from the government.

2. The main idea of paragraph 2 is
- A. the human's bodies will be harmful after consuming the formalin
 - ☒ B. the government has not controlled the use of formalin firmly.
 - C. the weak control of using formalin is not threatening the human
 - D. the human's bodies will be harmful after consuming the formalin
 - E. the use of formalin is known all over the regions
3. Based on the facts above, the writer suggest that ...
- A. people have to avoid consuming formalin in their food
 - B. the use of formal dehyde is necessary to control the food
 - ☒ C. people should add 100% solution of formaldehyde in water
 - D. the food preservative is required to make the food delicious
 - E. food seller is supposed to pour formalin for vegetables and food products

The following text is for questions 4 to 8.
Sumber: UN SMA/MA IPA 2016/2017

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life. The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted. Eleven percent of driver's aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

4. What is the main idea of the passage?
- ☒ A. The warning of texting and driving.
 - B. The debatable issue of texting and driving.

- C. The involvement of mobile devices while driving.
 - D. The risks of texting while driving.
 - E. The consequences of not paying attention traffic.
5. What does the passage tell us about the writer's opinion on the issue at hand?
- A. Text messaging creates more risk than undistracted driving.
 - B. Mobile communication doesn't have relation with accident.
 - C. Many people lost their live because of injury.
 - D. Distracted driving is still safe for the drivers.
 - ~~E. Only adult drivers involved in the accident.~~
6. From the text, we know that ...
- A. The mobile phone should be banned in the street.
 - B. Distracted driving makes accident more rarely to happen.
 - C. Most of the accident caused by the condition of the road.
 - D. 18 percent of fatal crashes were caused by unnoticed street signs.
 - ~~E. Drivers involved in car accidents admitted they were texting when they crashed.~~
7. Distracted driving endangers life, ... it is not an acceptable action.
- A. as
 - B. if
 - C. so
 - ~~D. and~~
 - E. yet

The following text is for questions 8 to 10.

Source: SoalUjian Nasional (UN) SMA / MA 2017

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently,

drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

8. Which one is true according to paragraph 3?

- A. old cars do not use seat belts
- ☒ B. the old cars have seat belts for their safety
- C. the drivers wearing seat belts may drive carefully
- D. the traffic conditions in the past were similar to the recent
- E. the old cars' designer considered a seat belt as an important part

9. What is the function of seat belts?

- A. to reduce the traffic conditions
- B. to become a standard component in cars
- ☒ C. to reduce the risk of injury or death in an accident
- D. to prevent the drivers driving cars carefully
- E. to increase the risk of injury in car accidents

10. "... that they are completely safe." (Paragraph 3)

What does the word 'they' refer to?

- ☒ A. cars
- B. seat belts
- C. drivers
- D. designers
- E. others

Name : Hani Sri Astuti
Number : 08
Class : XI MIPA 1

Analytical Exposition
XI

70

The following text is for questions 1 to 3.

Source: Soal Ujian Nasional UN SMA tahun 2015.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water, which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products, which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body?
☒ A. It is not food preservatives.
☐ B. It is a disinfectant for human beings.
☐ C. It is used to preserve biological specimens.
☐ D. It is 10% solution of formaldehyde in water.
☐ E. It is controlled flighty from the government.

2. The main idea of paragraph 2 is
- A. the human's bodies will be harmful after consuming the formalin
 - B. the government has not controlled the use of formalin firmly.
 - ☒ C. the weak control of using formalin is not threatening the human
 - D. the human's bodies will be harmful after consuming the formalin
 - E. the use of formalin is known all over the regions
3. Based on the facts above, the writer suggest that ...
- ☒ A. people have to avoid consuming formalin in their food
 - B. the use of formaldehyde is necessary to control the food
 - C. people should add 100% solution of formaldehyde in water
 - D. the food preservative is required to make the food delicious
 - E. food seller is supposed to pour formalin for vegetables and food products

The following text is for questions 4 to 8.

Sumber: UN SMA/MA IPA 2016/2017

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of driver's aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

4. What is the main idea of the passage?
- ☒ A. The warning of texting and driving
 - B. The debatable issue of texting and driving.

C. The involvement of mobile devices while driving.

☒ D. The risks of texting while driving.

E. The consequences of not paying attention traffic.

5. What does the passage tell us about the writer's opinion on the issue at hand?

A. Text messaging creates more risk than undistracted driving.

☒ B. Mobile communication doesn't have relation with accident.

C. Many people lost their live because of injury.

D. Distracted driving is still safe for the drivers.

E. Only adult drivers involved in the accident.

6. From the text, we know that ...

A. The mobile phone should be banned in the street.

B. Distracted driving makes accident more rarely to happen.

C. Most of the accident caused by the condition of the road.

D. 18 percent of fatal crashes were caused by unnoticed street signs.

☒ E. Drivers involved in car accidents admitted they were texting when they crashed.

7. Distracted driving endangers life, ... it is not an acceptable action.

A. as

B. if

☒ C. so

D. and

E. yet

The following text is for questions 8 to 10.

Source: SoalUjian Nasional (UN) SMA / MA 2017

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently,

drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

8. Which one is true according to paragraph 3?

- A. old cars do not use seat belts
- ☒ B. the old cars have seat belts for their safety
- C. the drivers wearing seat belts may drive carefully
- D. the traffic conditions in the past were similar to the recent
- E. the old cars' designer considered a seat belt as an important part

9. What is the function of seat belts?

- A. to reduce the traffic conditions
- B. to become a standard component in cars
- ☒ C. to reduce the risk of injury or death in an accident
- D. to prevent the drivers driving cars carefully
- E. to increase the risk of injury in car accidents

10. "... that **they** are completely safe." (Paragraph 3)

What does the word 'they' refer to?

- A. cars
- B. seat belts
- ☒ C. drivers
- D. designers
- E. others

Name : Nellya Nur
Number : 21
Class : XI IPA 1

Analytical Exposition XI

The following text is for questions 1 to 3.
Source: SoalUjian Nasional UN SMA tahun 2015.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water, which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products, which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body?

- ☒ A. It is not food preservatives.
- ☐ B. It is a disinfectant for human beings.
- ☐ C. It is used to preserve biological specimens.
- ☐ D. It is 10% solution of formaldehyde in water.
- ☐ E. It is controlled flighty from the government.

2. The main idea of paragraph 2 is
- A. the human's bodies will be harmful after consuming the formalin
 - B. the government has not controlled the use of formalin firmly
 - ☒ C. the weak control of using formalin is not threatening the human
 - D. the human's bodies will be harmful after consuming the formalin
 - E. the use of formalin is known all over the regions
3. Based on the facts above, the writer suggest that ...
- ☒ A. people have to avoid consuming formalin in their food
 - B. the use of formal dehyde is necessary to control the food
 - C. people should add 100% solution of formaldehyde in water
 - D. the food preservative is required to make the food delicious
 - E. food seller is supposed to pour formalin for vegetables and food products

The following text is for questions 4 to 8.

Sumber: UN SMA/MA IPA 2016/2017

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of driver's aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

4. What is the main idea of the passage?
- A. The warning of texting and driving.
 - B. The debatable issue of texting and driving.

- C. The involvement of mobile devices while driving.
- ☒ D. The risks of texting while driving.
- E. The consequences of not paying attention traffic.

5. What does the passage tell us about the writer's opinion on the issue at hand?

- ☒ A. Text messaging creates more risk than undistracted driving.
- B. Mobile communication doesn't have relation with accident.
- C. Many people lost their live because of injury.
- D. Distracted driving is still safe for the drivers.
- E. Only adult drivers involved in the accident.

6. From the text, we know that ...

- A. The mobile phone should be banned in the street.
- B. Distracted driving makes accident more rarely to happen.
- C. Most of the accident caused by the condition of the road.
- D. 18 percent of fatal crashes were caused by unnoticed street signs.
- ☒ E. Drivers involved in car accidents admitted they were texting when they crashed.

7. Distracted driving endangers life, ... it is not an acceptable action.

- A. as
- B. if
- ☒ C. so
- D. and
- E. yet

The following text is for questions 8 to 10.

Source: SoalUjianNasional (UN) SMA / MA 2017

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently,

drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

8. Which one is true according to paragraph 3?

- ☒ A. old cars do not use seat belts
- B. the old cars have seat belts for their safety
- C. the drivers wearing seat belts may drive carefully
- D. the traffic conditions in the past were similar to the recent
- E. the old cars' designer considered a seat belt as an important part

9. What is the function of seat belts?

- A. to reduce the traffic conditions
- B. to become a standard component in cars
- ☒ C. to reduce the risk of injury or death in an accident
- D. to prevent the drivers driving cars carefully
- E. to increase the risk of injury in car accidents

10. "... that **they** are completely safe." (Paragraph 3)

What does the word 'they' refer to?

- A. cars
- B. seat belts
- ☒ C. drivers
- D. designers
- E. others

Name : Arifin, Rizki, Alvin
Number : 10
Class : XI IPA 1

Analytical Exposition
XI

The following text is for questions 1 to 3.
Source: Soal Ujian Nasional UN SMA tahun 2015.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water, which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products, which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. Why is formalin dangerous for human's body?
- ☒ A. It is not food preservatives.
 - ☐ B. It is a disinfectant for human beings.
 - ☐ C. It is used to preserve biological specimens.
 - ☐ D. It is 10% solution of formaldehyde in water.
 - ☐ E. It is controlled flighty from the government.

2. The main idea of paragraph 2 is
- A. the human's bodies will be harmful after consuming the formalin
 - B. the government has not controlled the use of formalin firmly.
 - C. the weak control of using formalin is not threatening the human
 - D. the human's bodies will be harmful after consuming the formalin
 - E. the use of formalin is known all over the regions
3. Based on the facts above, the writer suggest that ...
- A. people have to avoid consuming formalin in their food
 - B. the use of formaldehyde is necessary to control the food
 - C. people should add 100% solution of formaldehyde in water
 - D. the food preservative is required to make the food delicious
 - E. food seller is supposed to pour formalin for vegetables and food products

The following text is for questions 4 to 8.

Sumber: UN SMA/MA IPA 2016/2017

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes - with 3,092 people killed - and crashes resulting in an injury - with 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of driver's aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

4. What is the main idea of the passage?
- A. The warning of texting and driving.
 - B. The debatable issue of texting and driving.

C. The involvement of mobile devices while driving.

~~D.~~ The risks of texting while driving.

E. The consequences of not paying attention traffic.

5. What does the passage tell us about the writer's opinion on the issue at hand?

~~A.~~ Text messaging creates more risk than undistracted driving.

B. Mobile communication doesn't have relation with accident.

C. Many people lost their live because of injury.

D. Distracted driving is still safe for the drivers.

E. Only adult drivers involved in the accident.

6. From the text, we know that ...

A. The mobile phone should be banned in the street.

B. Distracted driving makes accident more rarely to happen.

C. Most of the accident caused by the condition of the road.

D. 18 percent of fatal crashes were caused by unnoticed street signs.

~~E.~~ Drivers involved in car accidents admitted they were texting when they crashed.

7. Distracted driving endangers life, ... it is not an acceptable action.

A. as

B. if

C. so

~~D.~~ and

E. yet

The following text is for questions 8 to 10.

Source: SoalUjian Nasional (UN) SMA / MA 2017

Seat Belts

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently,

drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

8. Which one is true according to paragraph 3?

- ☒ A. old cars do not use seat belts
- ☐ B. the old cars have seat belts for their safety
- ☐ C. the drivers wearing seat belts may drive carefully
- ☐ D. the traffic conditions in the past were similar to the recent
- ☐ E. the old cars' designer considered a seat belt as an important part

9. What is the function of seat belts?

- ☐ A. to reduce the traffic conditions
- ☐ B. to become a standard component in cars
- ☒ C. to reduce the risk of injury or death in an accident
- ☐ D. to prevent the drivers driving cars carefully
- ☐ E. to increase the risk of injury in car accidents

10. "... that **they** are completely safe." (Paragraph 3)

What does the word 'they' refer to?

- ☐ A. cars
- ☐ B. seat belts
- ☒ C. drivers
- ☐ D. designers
- ☐ E. others

Research Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
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Nomor: B -8351/Un 10.3/D.1/TL.00/09/2019

24 September 2019

Lamp. : -

Hal : Mohon Izin Riset

a n : Aenun Oktavia Salamah

NIM : 1503046021

Yth.

Kepala Sekolah SMA NU 1 Hasyim Asy'ari Tarub
di Tegal

Assalamu'alaikum Wr Wb

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa

Nama : Aenun Oktavia Salamah

NIM : 1503046021

Alamat : Ds. Gembongdadi Rt 03 Rw 03 Kec. Suradadi Kab. Tegal

Judul skripsi : Student's Difficulties in Comprehending the Analytical Exposition
Texts at the Second Grade of SMA NU 1 HaSYIM Asy'ari Tarub –
Tegal in Academic Year 2019/2020

Pembimbing

1. Moh. Nafi Annury, M.Pd

2. Nadiyah Ma'mun, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 1 bulan, mulai tanggal 25 September 2019 sampai dengan tanggal 12 Oktober 2019

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr Wb.

a n Dekan,

Wakil Dekan Bidang Akademik



Tembusan

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**BADAN PELAKSANA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH ATAS
SMA NU 01 HASYIM ASY'ARI TARUB
STATUS TERAKREDITASI A**

Jl. Raya Karangjati No. 25 Tarub Tegal 52184 ☎(0283) 3447742

SURAT KETERANGAN

No. : 897 /103.35.212/X/2019

Yang bertanda tangan di bawah ini Kepala SMA NU 01 Hasyim Asy'ari Tarub Kabupaten Tegal Provinsi Jawa Tengah menerangkan bahwa :

Nama : Aenun Oktavia Salamah
NPM : 1503046021
Mahasiswa : UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jurusan : Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan penelitian (Research) di SMA NU 01 Hasyim Asy'ari Tarub, Selama 1 bulan terhitung mulai tanggal 25 September 2019 sampai dengan tanggal 12 Oktober 2019 guna penulisan skripsi dengan judul : “ **STUDENT'S DIFFICULTIES IN COMPREHENDING THE ANALYTICAL EXPOSITION TEXTS AT THE SECOND GRADE OF SMA NU 01 HASYIM ASY'ARI TARUB – TEGAL IN ACADEMIC YEAR 2019/2020** ”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tarub, 12 Oktober 2019

Kepala SMA NU 01 Hasyim Asy'ari



[Signature]
H. BAMBANG ARISYANTO

CURRICULUM VITAE

A. Personal Identity

1. Full Name : Aenun Oktavia Salamah
2. Place, Date of Birth : Tegal, October 28th 1997
3. Original Address : Ds. Gembongdadi Rt 08 Rw 03
Kec. Suradadi Kab. Tegal
4. Phone : 089510780784
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B. Education Background

1. Formal Education
 - a. SD N Gembongdadi 03 Tegal
 - b. SMP NU 1 Hasyim Asy'ari Tarub – Tegal
 - c. SMA NU 1 Hasyim Asy'ari Tarub – Tegal
 - d. UIN Walisongo Semarang
2. Informal Education
 - a. TPQ Nur Alam Gembongdadi
 - b. Ponpes Hasyim Asy'ari Tarub – Tegal
 - c. Ponpes Putri Al- Hikmah Tugurejo – Tugu Semarang