AN ANALYSIS OF STUDENTS' PROBLEMS IN COMPREHENDING EXPOSITORY TEXT AT THE ELEVENTH GRADE OF SMKN 4 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

A Thesis
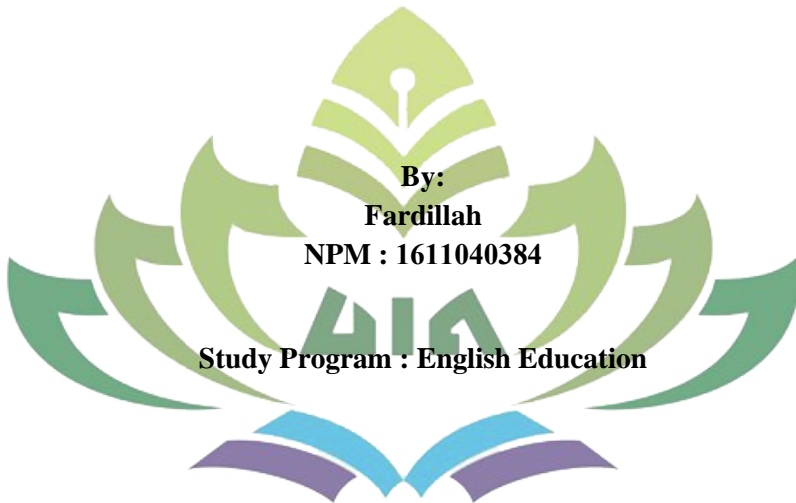
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Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
2023

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A Thesis

Submitted as Partial Fulfillment of the Requirements for S-1 Degree

By:
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Study Program : English Education

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**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2023**

ABSTRACT

AN ANALYSIS OF STUDENTS' PROBLEMS IN COMPREHENDING EXPOSITORY TEXT AT THE ELEVENTH GRADE OF SMKN 4 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

By:

FARDILLAH

This research is based on preliminary research that was done by a researcher at SMKN 4 of Bandar Lampung. The researcher found that XI BDP still had difficulties in comprehending reading text, especially expository text. Hence, The objectives of this research are to investigate students' problems and factors that cause students difficulties in comprehending expository text in reading comprehension, especially analytical exposition.

The researcher used a descriptive qualitative research method. The subject of this research was the XI BDP grade of SMKN 4 Bandar Lampung which consists of 90 students. The sample was taken by purposive sampling technique with the total member being 23 students, the researcher used the document to the collected data given by the teacher to find out students' reading problems in comprehending analytical exposition. Then, a questionnaire was done to know the factors that cause problems in comprehending analytical exposition.

From the data analysis, the result shows that there were three students' problems in comprehending expository text. The most dominant 83% or 19 students had problems with themselves, 78 % or 18 students had problems with the teacher, and 83% or 19 students had external problems. Whereas, problems from the students such as students' basic English ability, motivation on learning English, and students' attraction to the subject. Then, problems from the teacher such as unsuitable methods and not applying any method as well as external problems were environment and material. The researcher determined students' problems in comprehending expository that limitation of analytical exposition. The second is

to determine the factors that cause students' problems in comprehending expository text. In language skills the students did not understand the expository text and did not have prior knowledge, understanding the meaning of words students did not the meaning of the text, working memory students did not master vocabulary or had difficulty memorizing the vocab, working with text students could not make the conclusion or lack vocabularies and the last environment influences students lazy to learn English because environment did not native speakers. Thus, the result of both instrument there was problems from the students self that were influenced by the school environment or home environment

Keywords: *Analysis, Reading Comprehension, Expository text, Analytical Exposition, students' problems.*
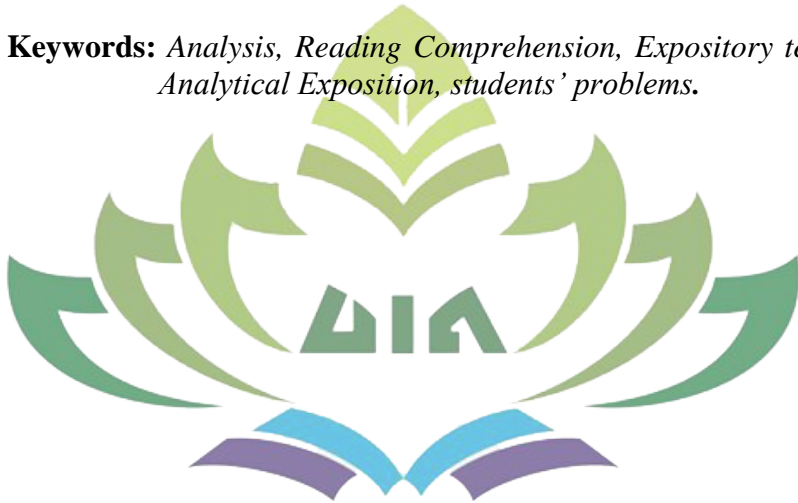
DECLARATION

The researcher is a student with the following identity:

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   Hereby I state that this thesis is completely my work. I am completely responsible for any risk that happened in the future if it is proven to offend the ethics of scientific writing. I am fully aware that I have quoted some statements and theories from various sources, and they are properly acknowledged in the thesis.

         Bandar Lampung, 25 Desember 2022
         Declared by

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         NPM. 1611040384

APPROVAL

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ADMISSION

A thesis entittled: **An analysis of Students' Problems in Comprehending Expository Text at the Eleventh Grade of SMKN 4 Bandar Lampung In Academis Year 2021/2022, by: Fardillah, NPM: 1611040384, Study Program: English Education** was tested and defended in the examination session held on: Thursday, April 13th 2023.

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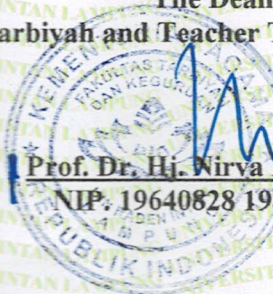
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MOTTO

وَأَذِنَتْ لِرَبِّهَا وَحُقَّتْ ۝ يَـٰٓأَيُّهَا ٱلْإِنسَـٰنُ إِنَّكَ كَادِحٌ إِلَىٰ رَبِّكَ

كَدْحًا فَمُلَـٰقِيهِ ۝ فَأَمَّا مَنْ أُوتِيَ كِتَـٰبَهُۥ بِيَمِينِهِۦ ۝ فَسَوْفَ

يُحَاسَبُ حِسَابًا يَسِيرًا ۝

"For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease. So when you have finished [your duties], then stand up [for worship]. And to your Lord direct [your] longing."
(Q.S Al-Insyirah : 5-8).[1]

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[1]*Qur'an30juz*, Available in http://quran30-juz.blogspot.com/2017/11/surah-al-insyirah-translation.html, Accesed on January, 07th, 2023.

DEDICATION

Praise be to Allah the Almighty for the blessing given to the researcher during her study to finish this thesis. I would like to dedicate this thesis to :
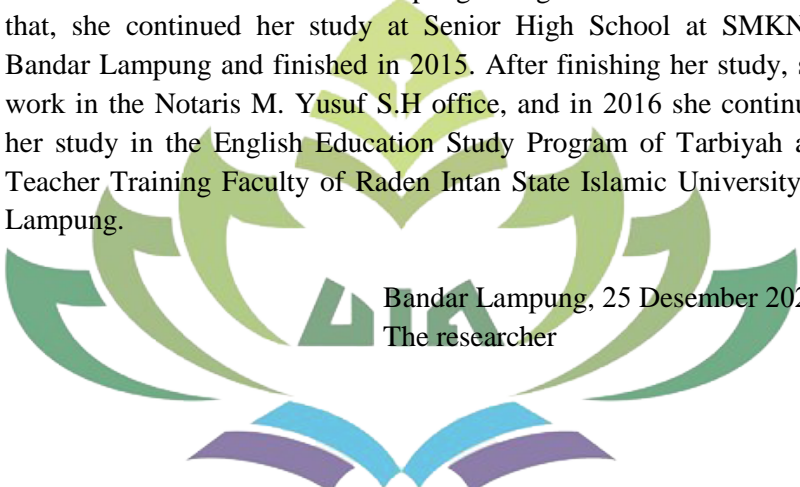
1. The greatest inspiration and motivation in my life are my beloved parents, Mr. Ahmad Jukri and Mrs. Hadijah who always care for me, prayed and supported my success, and advise me all the time.

2. My beloved sisters and brothers: Siti Rahmawati, Marsidah, Rohaidi, and Jajat Sahroji who supported and advised me, your kindness and togetherness. And don't forget thanks to my little sister Uswatun Hasanah give me helped situation and support for me. Thanks to all of my family may Allah blesses and keeps you all safe and full of happiness.

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Thank a billion, there is no word but pray may Allah multiply rewards for all your kindness.

CURRICULUM VITAE

The name of the researcher is Fardillah. Her nickname is Dila. She was born on June 23, 1997, in Bandar Lampung. She is the five children of six children of a couple, Ahmad Jukri and Hadijah. She has 2 sisters, 2 brothers, and 1 little sister. She lives in Kaliawi, Tanjung Karang Pusat, Bandar Lampung.

The researcher began her study at the Elementary School of SDN 3 Kaliawi in 2003 and finished in 2009. She continued to Junior High School at SMPN 17 Bandar Lampung and graduated in 2012. After that, she continued her study at Senior High School at SMKN 4 Bandar Lampung and finished in 2015. After finishing her study, she work in the Notaris M. Yusuf S.H office, and in 2016 she continued her study in the English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung.

Bandar Lampung, 25 Desember 2022
The researcher

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This thesis is submitted to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is the compulsory fulfillment of the requirements for the S1 degree of the English Education Study Program of UIN Raden Intan Lampung. For that reason, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis.

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Finally, The researcher hopes the thesis can be useful for all people who read it. And then, nothing is perfect and neither is this thesis, any constructive criticism, suggestion, or ideas from the research to improve the quality of the thesis.

Bandar Lampung, 25 Desember 2022
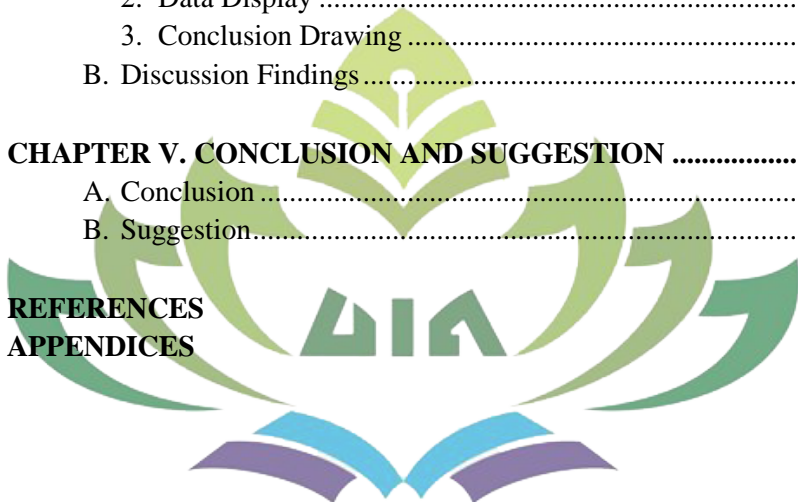The researcher
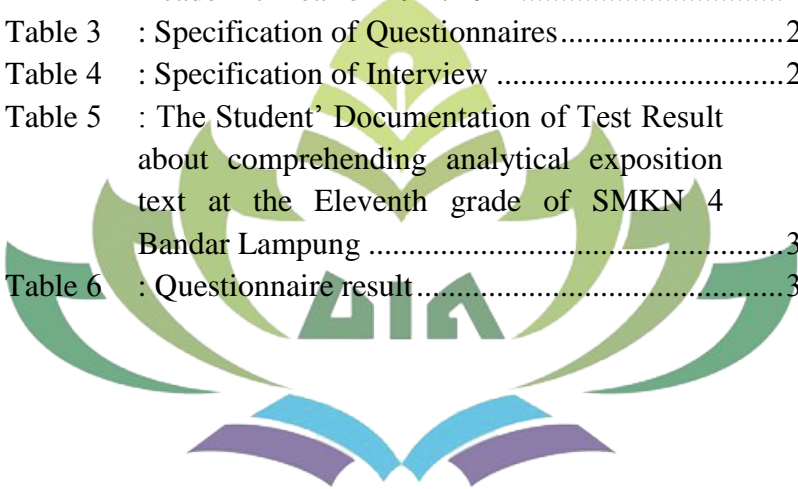
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CHAPTER I
INTRODUCTION

A. Background of the problem

Reading is one of the four language skills that is closely related to other skills in the English language learning process besides speaking, listening, and writing. Even so, students are required to read a lot and understand the reading material in the learning process to achieve a good result. According to Grabe and Stoller, reading can be taught as a way to draw information from the text and form an interpretation of that information[1]. This means reading is also a gateway for students to get beneficial information and knowledge in the educational process.

In reading activities, the reader needs background knowledge, competence, and experience while reading to set a meaning from the text in the reading process. Then the readers will connect the ideas in the text to what they already know to get the comprehension of the text. Occasionally, most people can comprehend the material that they read after reading word-by-word. Therefore, they are spending a lot of time repeating the difficult term of the text.

Reading comprehension is the process by which we understand the texts we read.[2] It means read comprehension is the reasoning process of the text that is read to enable the reader to understand the text. Each person has a different reasoning process appropriate to their ability. In this case, an individual's ability to understand text is influenced by their nature and skills, one of which is the ability to make conclusions.

According to Nuttal, there are five aspects of reading comprehension that the students should understand in comprehending a text well (see chapter II).[3] From the aspects

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[1] W Grabe. and F.L Stoller, *Teaching and Researching Reading 2ⁿᵈ ed*, (Harlow: Pearson Education Ltd. 2011), p. 16.

[2] John R. Kirby, *Reading Comprehension: Its Nature and Development,* Encyclopedia of Language and development, (London: Canadian Language and Literacy Research Network,2007), p.1.

[3] C. Nuttal, *Teaching Reading Skill in a Foreign Language*. (London: Heinermann Educational Books, 1982), p.233.

above, it is regarded as difficult for students to comprehend the text. Therefore, reading comprehension also can improve vocabulary and writing skills.

Referring to the 2013 curriculum, in the syllabus for the second grade of SMK some texts should be learned by the students. Those are procedure text, factual report (report text), analytical exposition (expository text), and biography text (recount text), one of them is expository text in basic competence 4.14.[4] The students of SMK should be able to comprehend and interpret English reading expository text.

Expository text is one of several kinds of texts that students have learned in reading subjects. Dymock stated expository text is a text that has a purpose to explain to the readers' something related to the topic.[5] This text focuses on the writers' argument and uses evidence, or facts to explain a concept or to inform about a topic. It can be said that this text is difficult to comprehend by the students. Because the students should comprehend the text and structure of the text during reading an expository text. They have to know the researchers' ideas in the text such as the theme, main idea, supporting detail, and generic structure of the text. Sometimes, the idea does not state clearly in the text, so the students have to infer them. To get more understanding, students should identify the purpose or why the researcher write the expository text. It trains the students to be more critical in thinking. It can be said all of the explanations above are problems for students in expository text.

Th The researcher conducted preliminary research at SMKN 4 Bandar Lampung. The researcher finds the problems, and the data are obtained by the interview with the English teacher, Mrs. Sukmawati, S.Pd. He said that most students have problems studying the expository text.

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[4]Kementerian Pendidikan dan Kebudayaan, *"Syllabus Mata Pelajaran Sekolah Menengah Atas, Madrasah Aliyah, Sekolah Menengah Kejuruan, Madrasah Aliyah Kejuruan /SMA/ MA/ SMK/ MAK"* Mata Pelajaran Bahasa Inggris. 2018.

[5] Susan Dymock, *Teaching Expository Text Structure Awareness,* The Reading Teacher, Journal of International Literacy Assosiation, vol. 59, no. 2, October 2005, p. 177.

The students have difficulties identifying expository texts, which consist of the structure of the text, language features used, and hard vocabulary. A lack of vocabulary will influence their understanding of the meaning of the text[6]. The following is the value data of students in comprehending analytical exposition:

Table 1
The Students' Score of Comprehending Analytical Exposition
at The Eleventh Grade Of SMKN 4
Bandar Lampung in the Academic Year 2021/2022

Criteria of Minimum Mastery	Class			Total	Percentage
	XI BDP 1	X1 BDP 2	XI BDP 3		
≥75	10	17	11	38	42%
<75	23	13	16	52	58%
Total	**33**	**30**	**27**	**90**	**100%**

Based on the data above, it can know that only 38 students or 42% get the Criteria of Minimum, while 52 students, or 58% get a score under the Criteria of Minimum. From the data, we can see that 52 students from 90 get a score low or under the Criteria of Minimum, It means that the students have a problem with reading and in this case comprehending expository text. Therefore, The researcher is interested in investigating the research about the problem.

There are some previous studies relevant to this research. The first entitled "An Analysis of Students' Problem in Finding Main Idea of Reading Text at the second grade of MTSN 1 Kotabumi" by Rima Mauli A.D.[7] Secondly, the research entitled

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[6]Mrs. Sukmawati, *An Interview with teacher*, SMKN 4 Bandar Lampung, on February 11th, 2021, Unpublished.

[7]Rima Maulid A.D, *An Analysis of Students' Problem in Finding Main Idea of Reading Text at the second grade of MTSN 1 Kotabumi, Educational and Learning Journal*, vol.*5, no.*4, 2014. Available on:

"An Analysis of Students' Difficulties in Comprehending English Reading Text at the eleventh-grade students of MA LAB UIN-SU Medan" by Dwi Larasati..[8] Thirdly, the research entitled "An Analysis of Students' Reading Comprehension Constraints" by Anindya Sekarini..[9]

Referring to the previous studies above, the research has a similarity to previous studies in analyzing reading text. On the other hand, the first previous study focused on finding the main idea in narrative text. The second previous study focus to find out reading comprehension problems in descriptive text. Then, the third previous study focus on reading comprehension constraints in several kinds of text, namely descriptive, recount, and narrative text. Furthermore, the research focuses to find out students' problems in comprehending expository text.

According to the description above, the researcher conduct research entitled "An Analysis of Students' Problems in Comprehending Expository Text at the Eleventh Grade of SMKN 4 Bandar Lampung".

B. Identification of the problem

Based on the background of the problem above, the identification problem of this research is as follows:

1. Students lack motivation to read and had no prior knowledge of the text.
2. Students had difficulty analyzing the purposes of the researcher or the researcher's interpretation of the text.

http://jurnal.untan.ac.id/index.php/jpdpb/article/view/14690, accessed on Sunday, Sept, 23rd, 2019.

[8]Dwi Larasati, *An Analysis of Students' Difficulties in Comprehending English Reading Text at the eleventh grade students of MA LAB UIN-SU Medan. English Language and Literature International Conference (ELLiC) Proceedings*. vol. 2, pp. 494-501, 2018, Available on: https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3579, accessed on Sunday, Sept, 23rd, 2019.

[9]Anindya Sekarini, *An Analysis of Students' Reading Comprehension Constraints.* Neliti of Journal, Vol 6, No 7, 2017, Available on https://www.neliti.com/id/publications/191878, accessed on Sunday, Sept, 23rd, 2019.

3. Students did not understand the meaning of the text or lack vocabulary.
4. The teacher did not explore more of the expository text.

C. Limitation of the problem

To avoid deviation from the topic, the researcher focuses on students' reading problems in comprehending English text, especially expository text. The researcher limits the students' reading problems in analytical exposition only at the XI BDP 1 of SMKN 4 Bandar Lampung in the Academic Year 2021/2022.

D. Formulation of the problem

According to the limitation above, the formulation of this research are:

1. What are students' reading problems in comprehending analytical exposition by the second year students of SMKN 4 Bandar Lampung?
2. What are factors that cause problems in comprehending analytical exposition?

E. The objective of the study

The objective of this research are :

1. To find out students' reading problems in comprehending analytical exposition by the first-year students of SMKN 4 Bandar Lampung.
2. To know what factors that cause students' problems faced in comprehending analytical exposition.

F. Significance of the Research

This research will give positive contributions both Theoretically and Practically that can be used:

1. Theoretically

   This research can be expected as the source of information and references to describe any further research. Besides that, the result of the research is expected to add more theory about

students' problems in comprehending text and the factors that cause the problems.

2. Practically
   a. For the students

   To help the students to know what kind of common problems in reading text. The result is expected that students to be active to do their reading and motivated in learning English.

   b. For lecturer

   The researcher expects this research to give input to English teacher in their teaching reading, selection of methods uses in reading comprehension depend on students' needs and can help the teacher an evaluation in improving the students' problems in comprehending expository text.

G. Scope of the research

The researcher elaborates on the scope of the research as follows:

1. The subject of the research

   The subjects of the research were the students in the eleventh grade at SMKN 4 Bandar Lampung.

2. The object of the research

   The object of the research was an analysis of the students' problems in comprehending expository text.

3. Place of the research

   The research was conducted in SMKN 4, Bandar Lampung. Which is the location on Jl. Hos Cokroaminoto No.102, Enggal, Bandar Lampung.

4. Time of the research

   The research was conducted in the second semester of the eleventh grade at SMKN 4 Bandar Lampung in the academic year 2021–2022.

CHAPTER II
LITERATURE REVIEW

A. Concept of Reading

Reading is about understanding written texts. By reading, the reader can get ideas, messages, and information that can increase their knowledge. Elizabeth stated that reading is the process of constructing meaning from print and another symbol.[10] Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why proofreading is so difficult: when you are very familiar with the ideas you hardly need to read the words at all.[11] Reading plays an important role in developing knowledge, through reading students can absorb all the information, experiences and ideas provided in books.

According to Harmer, reading is useful for language acquisition: the more students read, the better they get at it.[12] It means reading also has a positive effect on students' vocabulary knowledge, spelling, and writing. And then students get more inferences from the required information.

Based on the opinion of some experts above, it's can be concluded that reading means a process between the readers to understand the message that is from print and another symbol. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading the text to get the message and information from what they have read. Therefore, the students' need for language acquisition should be better. They can get it from prior knowledge. By reading, students get a positive effect

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[10]Elizabeth S. Pang, et.al, *Educational Practice Series-12:Teaching Reading*, (Brussel, Belgium: International Academy of Education, 2003), p. 6.

[11]Susan Elizabeth Hill, *Developing Literacy: Assessment and Teaching*, (China: Sue Hill, 2008) p.1-2

[12]Jeremy, Harmer, *How to Teach English*, (England: Pearson Longman,1998), p.100.

on their vocabulary knowledge, spelling, and writing that does not get from the teacher

B. Aspects of Reading

According to Nuttal, there are five aspects of reading, that the students should understand to comprehend a text well[13]. They are determining the main idea, finding specific information, reference, inference, and vocabulary. Therefore, to make the students able to understand the text, they should master the five aspects of reading comprehension.

1. Main idea

the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants the reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. The example of finding the main idea can be illustrated into a question as follows: what words state the main idea of the text?.

2. Specific Information

Supporting or specific information develops the topic sentence by giving definitions, examples, fact comparisons, analogies, cause-and-effect statistics, and quotations. The question of finding supporting detail is as follows: who is the character of the text?

3. References

References are words or phrases used either before or after the references in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. The following question is the example:…"They are found on every continent except Antarctica…" (Paragraph 1, line 4) the word "they" refers to…etc.

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[13]C. Nuttal, *Loc.it.*

4. Inference

An inference is an educated guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurs to give him an idea of the meaning. The question containing inference meaning can be: what is the purpose of this text?

5. Vocabulary

Vocabulary is the stock of words used by people or even people. Concerning those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for ending. The question consisting of vocabulary aspect can be drawn as follows: "… that make flight difficult or impossible." (Paragraph 2, line 11) the antonym of the underlined word is… " the underline word is the antonym of…etc.

C. Reading Comprehension of The Text

In the school, home environment, and public places they have to find the information from the text. Unfortunately, they can't read the text without understanding the meaning of the text. In reading there is an action of understanding what you are reading, it is called comprehension. According to Grabe and Stoller, reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the researcher is stating[14]. It means students must have skill reading to understand the text.

According to Veeravagu, reading comprehension is defined as a thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decides how they relate to previous knowledge; and judges their appropriateness and

---

[14]W Grabe and F.L Stoller, *Teaching and researching reading 1st ed*, *Op.cit*, p. 17.

worth for meeting the learner's objectives[15]. The thinking process to get the information from the text required the ability to infer the content of the text and the meaning of the researchers.

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education[16]. In the classroom, some teachers often use texts or books as media to deliver material on a subject. Furthermore, the teacher asks the students to read the texts to grab information so that they could understand the material.

According to the explanation by the expert above, he concluded that reading comprehension is a thinking process that the student's ability to get the information and connect the ideas from printed materials that can be obtained from previous knowledge. In this context, the students can analyze appropriately a text if they have to ability is well in reading.

D. Kinds of Reading Comprehension

According to Kennedy, states that the skill of comprehension is grouped into three major divisions reading literal, inferential, critical, and critical.[17] The researcher will focus on one kind of reading comprehension, which is critical reading comprehension. The explanation of these three kind of reading comprehension are:

1. Literal Reading Comprehension

   Literal reading comprehension is meant reading to understand and remember the information explicitly, containing the passage such as identifying explicitly stated main ideas, details, and sequence. Cause-effect relationship and patterns.

2. Inferential Reading Comprehension

   Inferential reading comprehension is the means to find information, which is not explicitly stated in the passage. The

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[15]J. Veeravagu, et.al, *Using Bloom's Taxonomy to gauge students' reading comprehension performance*. Canadian Social Science, vol. 6, no.3, 2010, p. 206.

[16]William Grabe, *Reading in a Second Language,* (Moving from Theory to Practice), (New York: Cambridge University Press, 2009), p.5.

[17]Eddy Kennedy, *The Method of Teaching Development Reading,* (Washington: Peacock Publisher, 1981) p.218.

readers use his experience and intuition. This refers that the readers have to be able to make a reasonable or find information that is not stated in the text or implicit information.

3. Critical Reading Comprehension

Critical reading comprehension is reading to compare information in a passage with the reader's own knowledge and value.

E. Reading Comprehension Problems

According to Ghanie et al, The problems that appear in reading comprehension of English Text are divided into three major problems, which are: Problems from the student itself, Problems from the teacher, and External Problems[18].

1. Problems from the students' self

Based on the data, some problems came from the student self, which is the student's ability to the English language. Most of the students are incapable of understanding the meaning (Indonesian meaning) of the text they read and they do not familiar with the vocabulary in the text. This is by Ulfa who stated that most student score in English is below the minimal competencies criterion[19]. That means that student basic English knowledge is below average and it is affected their ability in reading comprehension.

The same statement also provide in the Hasibuan research result, which stated that students still have problems getting the information from the text and there are some reasons why students are unable in reading tasks because reasons as lack of vocabulary, lack of catching the main idea,

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[18]Rohani Ganie, Deliana, and Rahmadsyah Rangkuti, *"Reading Comprehension Problems on English Texts Faced By High School Students in Medan"* in The Second Annual International Conference on Language and Literature, KnE Social Sciences, vol. 2019, p. 691–692. DOI 10.18502/kss.v3i19.4896.

[19]Sundari Ulfa, *Improving Students' Achievement in Reading Comprehension Through Learning Together Method*, Journal of English Language Teaching of FBS Unimed, vol.1, no.1, 2012, p. 3

difficult to pronounce, and uninterested to read and they are still difficult to get reading comprehension before..[20]

2. Problems from the teacher

The reading comprehension problem is a problem from the teacher. These problems arouse due to mainly the teacher's way of teaching. Teachers do not apply any method to comprehend the reading text. This is to the Hasibuan statement which stated that most teachers just explain and read the text. They can not give more understanding about the text[21]. Seomantri also stated that lecture technique/method is uninteresting while others state that it is monotonous[22]. Because the method applied by the teacher does not suitable for the text. They must have the skills and competence to apply the appropriate teaching strategies, methods, approaches, and techniques that can motivate the students to enjoy the printing materials that they distribute.

3. External problems

The last major theme for reading comprehension problems faced by students in English texts comes from external problems. External problems mean that these problems do not originate from the teacher nor the student, but from a different aspect of them both. The first sub-theme of the external problem comes from the material for teaching. The material here is a textbook for teaching and learning and also other supplementary tools for teaching, it can be audio-visual electronic such as speaker and infocus or others. The textbook plays an important role in teaching, but from some articles regarding the reading comprehension theme, the factor that made teaching reading difficult in Indonesia, of it is the textbook.

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[20]Siti Fitri Hasibuan, *The Implementation of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Report Text at Eight Grade Of Mts S. Al-Husna Marindal,* Proceedings of the 1st Annual International Conference on Language and Literature (AICLL), April 2018, (Medan: UISU, 2018), p. 132.

[21]*Ibid.*

[22]Anie Susany Soemantri, *Reading Comprehension Problems Encounted by The Students of Higher Education*, Jurnal Computech & Bisnis, Vol. 5, No. 2, Desember 2011, p. 78.

The second sub-theme is the environment. In Indonesia, English still acted as a foreign language and it makes it difficult for a student to improve their basic English knowledge. Students of Indonesia seldom hear people speak English, they seldom use it in conversation or reading books in English, and of that, Indonesian student does not familiar with English. This attitude makes English hard to learn and they think it is less useful hence their motivation to improve is less. According to Suwandyet et Al. which stated that students seldom participate in classroom interaction due to their lack of conversation as the signals of their interactions with each other and the teacher[23]. Reading comprehension problems can be concluded in a map as in the following:[24]
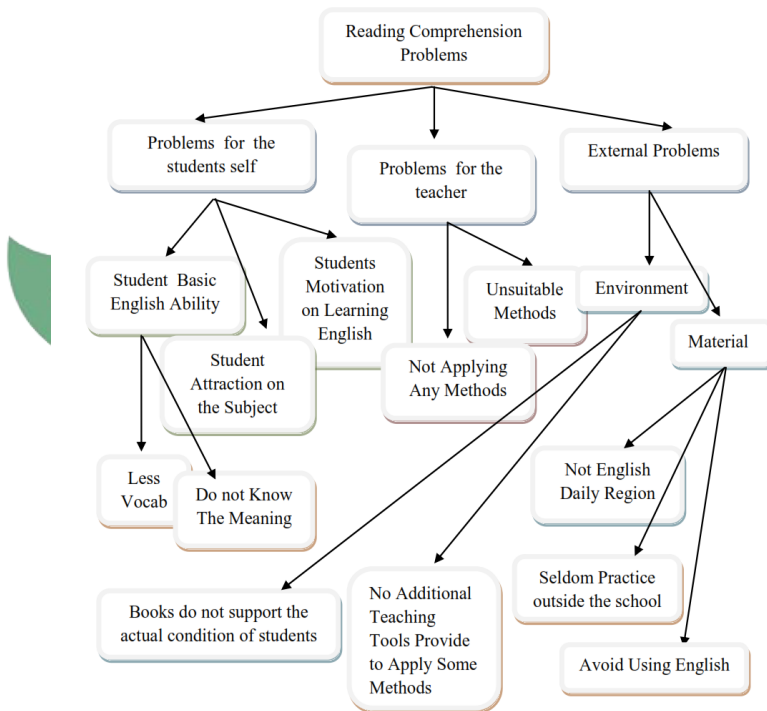
Figure 1. Site map of Reading Comprehension Problems face on Senior High English Study.

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[23]Indahwaty Suwandy, Siti Aisah Ginting, and Rita Suswati, Thesis, *Classroom Interaction with Different Subject based on Sinclair and Coulthard Model,* (Medan: FBS Unimed, 2018), p. 2.
[24] Rohani Ganie, *Op.cit. p. 690.*

Based on some experts, can be concluded that problems in reading comprehension there are Problems from the student itself, Problems from the teacher, and External Problems. In this situation, a reader may not understand a text because they may lack background knowledge about what they are reading. Goodman stated that even the most excellent readers frequently have difficulty connecting what they already know before they read something.[25]

F. Factors That Influence Reading Comprehension

According to Clarke states five factors that influence the students' scores in reading comprehension:[26]

1. Language skills

Language skills can be derived into four areas: phonology (the sounds of the words), semantics (the meaning of the words), grammar (the structure of words and sentences), and pragmatics (the social use of language).

2. Understanding the meaning of words

Students' understanding of individual word meanings is closely related to their ability to understand the connected text. Understanding word meanings is often measured by a student's ability to define vocabulary terms.

3. Working memory

Working memory refers to the ability to hold information in mind while simultaneously performing other attentional demanding activities. Working memory processes may be important for text comprehension because reading involves holding information in mind about what just read while continuing to decode the upcoming word and

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[25]K.S Goodman, *The Know-more and the Know-Nothing Movements in Reading: A personal Response,* Language Arts, Vol. 55, No. 6, 1979, p. 660.

[26]Clarke, *Developing Reading Comprehension, (*Wiley-Blackwell Publisher, 2014) p.15

integrating this new information with what has gone before.

4. Working with text

The ability to draw an inference and thereby link pieces of information together in a text is critical to successful reading comprehension. Students must not only integrate information in a piece of text but also use their knowledge of words to support understanding.

5. Environment influences

Motivation and enjoyment are key influences on the development of reading comprehension skills. Motivation to read can be linked to a number of environmental influences including teaching methods, reading at home, and exposure to a range of books.

G. Reading Comprehension at Senior High School

English is taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school is satisfying, even though the fact is teaching reading process is continuously taught within three years at senior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, society, culture, religion, and health. All of that information can be obtained by reading.

Nowadays, at senior high schools, teaching reading intends to develop students' skills in reading comprehension. Based on the basic competence 2013 of the eleventh-grade senior high school, the students are expected to comprehend social function, text structure, and language features in reading report text, recount texts, biography text, expository texts, and so on in the oral and written form. However, in a real situation, the students do not achieve the curriculum expectation and have a lower ability in reading comprehension. In addition, to overcome the difficulties of students in reading, teachers must first find out or

know what difficulties are experienced by students during the reading process and factors that cause difficulty in reading.

H. Concept of texts

Text is made up of several sentences, which means that text is a set of sentences that consist of paragraphs. Each paragraph in the text has ideas, text also can represent both spoken and written acts of communication. Based on the quotation above, the text is a group of sentences organized to bring a message in a good order whether it is spoken or written. In addition, Hartono explains that text is a unit of meaning which is coherent and appropriate for its context[27]. It means that text is a set of some paragraph that have coherent and appropriate ideas.

According to Hartono, there are fourteen types of genre text in two genres, namely story genre and factual genre. Story genres, Narrative Text, News story Text, Anecdote Text, Recount Text, and Spoof Text. Whereas Factual genres, are: Procedure Text, Explanation Text, Report Text, Exposition Text, Discussion Text, Description Text, Review Text, and News Item Text.

Based on the type of genre text above, we can find out that several types of texts are learned in schools and must be understood by students. in this research, the researcher will focus on one type of text namely Exposition Text. Which one is included in the Expository text?

I. Expository Text

Expository text is a type of informational text that provides factual information about a topic using a clear, non-narrative organizational structure with a major topic and supporting information. Expository text is giving directions or explaining a process, and according to Sanggam Siahaan and Kisno Shinoda stated than expository text is a written English text in which the researcher persuades people that something should or should not

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[27]Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005) p.4

be the case.[28] Then, Otong Setiawan Djuharie stated that expository text is to tell researcher's idea or argument about a phenomenon or case or problem[29]. This is a unique text, a writer have to arrange some ideas in which a reader will be persuaded by there or more argument and hope the reader will be persuaded.

1. **Characteristics of expository text**

   a. Purpose: Expository text is written to provide information about the topic, including a historical or scientific topic.

   b. Language: Precise, focus on the subject, and use domain-specific vocabulary, rather than figurative language.

   c. Format: Expository text is often written in paragraphs, the example of expository text many include: trade books, reports, articles, textbooks, interviews, essays, biographies, speeches, political books, newspapers, etc[30].

2. **Kinds of Expository text**

   Expository texts have two forms, they are analytical exposition and hortatory exposition.

   a. Analytical exposition

   Mulya stated analytical exposition is a text which persuades the readers or listeners that something is the case, gives a point of view, and confirms what is claimed[31]. Mumpuni et.al add that analytical exposition is a text that

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[28]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure,* (Yogyakarta: Graha Ilmu, 2008) p.101

[29]Otong Setiawan Djuharie, *Genre Dilengkapi 700 soal Uji Pemahaman,* (Bandung: CV. Yrama Widya, 2007) p.31

[30]Fountas I.C. dan Pinnell G.S, *Genre study: Teaching with fiction and nonfiction books,* Portsmouth, NH: Heinemann, (Montgomery County Public Schools, Maryland Curriculum 2.0 – 2012) p.2.

[31]Eka Mulya Astuti, *English Zone for senior high school students year XI* (Jakarta : Erlangga, 2010), p.95.

process or suggests a certain topic which may only be pro or contra, not both.[32]

b. Hortatory expositions

Hortatory Exposition text is a text to argue a case for or against a particular position or point of view and it processes a suggestion at the end of the argumentation, Mumpuni et.al.[33]

Based on the explanation above, this research focuses on one kind of expository, which is analytical exposition.

3. **Language Features**

a. Analytical Exposition

According to Sudarwati and Grace, the language features of Analytical Exposition text are :

1) Focus on the generic human and nonhuman participant (e.g: car, pollution).
2) The use of mental verbs are used when expressing opinions (e.g: like belief).
3) The use of words that link to arguments (e.g: firstly, however, therefore).
4) The use of present tense (e.g.: Andi is a quiet boy).
5) The use of compound and complex sentences.
6) The use of modal and adverbs (e.g: can, may, certainly).[34]

b. Hortatory Exposition

According to Gerot and Wignell language features of hortatory exposition text are :

1) Focus on generic human and non-human participants, except for the speaker or writer referring to self.

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[32]J.Priyana, Riandi, and A.P. Mumpuni, *Interlanguage : English for senior high school students xi science and social study programme : SMA/MA Kelas XI IPA/IPS,* (Jakarta, ID: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008). p. 58.

[33] *Ibid.* p.123.

[34]Sudarwati.Th. M, and E. Grace, *Look Ahead 2.* (Ciracas, Jakarta : Erlangga, 2007), p.24.

2) Use of Material Process: to state what the writer thinks or feels about issues for example: realize, feel, and appreciate.

3) Use of Material Process: to state what happens for example: if polluting, should be treated.

4) Use of Relation Process: to state what is or should be for example: doesn't seem to have been.

5) Use of simple present tense[35].

4. Generic Structure

a. Analytical Exposition

The generic Structure of analytical exposition text has three components. They are Thesis, Arguments, and Reiteration. According to Mulya[36], Describes :

1) Thesis: introduces a topic and outlines the main idea or point of view to be presented (thesis statements).

2) Arguments: provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be further description, analysis justification, giving examples, comparing and contrasting, etc.

3) Reiteration: restates the position, perhaps with some emphasis.

Based on the explanation above, the researcher provide example of analytical exposition in the following :[37]
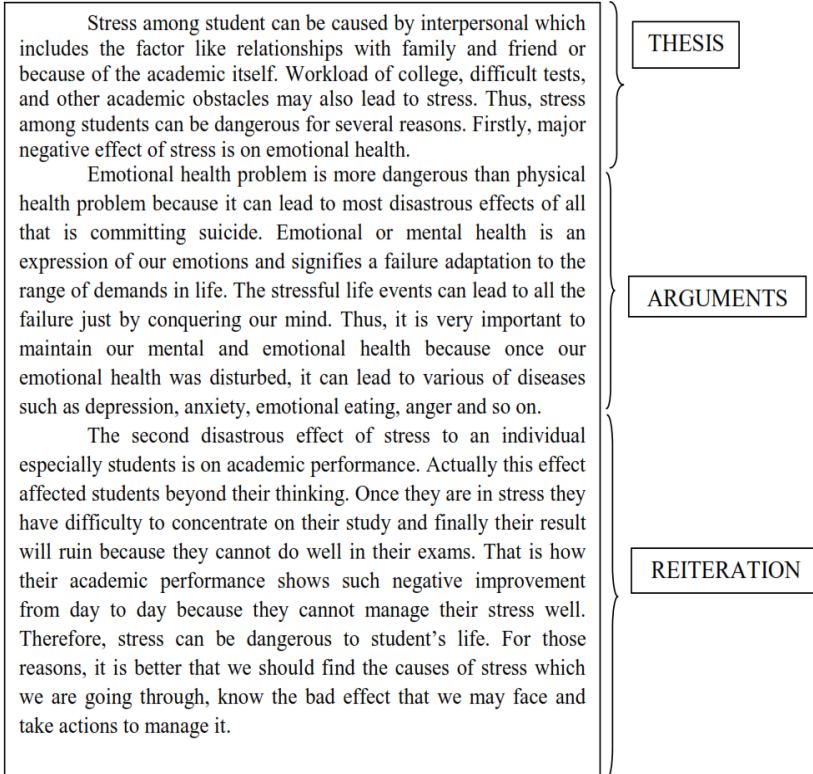
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[35]L. Gerot and P. Wignell, *Making Sense of Functional Grammar : An Introduction Work Book,* (Sydney : Antipodean Educational Enterprises, 1994) p.210.

[36]Eka Mulya, *Loc.it.*

[37]Dian Sinaga, *"Hortatory Exposition",* (http://www.studiobelajar.com/hortatory-exposition/ Accessed on July, 2020, 05 : 13.00).

Why Students Should Manage Their Stress

Stress among student can be caused by interpersonal which includes the factor like relationships with family and friend or because of the academic itself. Workload of college, difficult tests, and other academic obstacles may also lead to stress. Thus, stress among students can be dangerous for several reasons. Firstly, major negative effect of stress is on emotional health. **THESIS**

Emotional health problem is more dangerous than physical health problem because it can lead to most disastrous effects of all that is committing suicide. Emotional or mental health is an expression of our emotions and signifies a failure adaptation to the range of demands in life. The stressful life events can lead to all the failure just by conquering our mind. Thus, it is very important to maintain our mental and emotional health because once our emotional health was disturbed, it can lead to various of diseases such as depression, anxiety, emotional eating, anger and so on. **ARGUMENTS**

The second disastrous effect of stress to an individual especially students is on academic performance. Actually this effect affected students beyond their thinking. Once they are in stress they have difficulty to concentrate on their study and finally their result will ruin because they cannot do well in their exams. That is how their academic performance shows such negative improvement from day to day because they cannot manage their stress well. Therefore, stress can be dangerous to student's life. For those reasons, it is better that we should find the causes of stress which we are going through, know the bad effect that we may face and take actions to manage it. **REITERATION**

Figure 2. Example of Analytical Exposition

b. Hortatory Exposition

A hortatory exposition text consists of the following structures. Gerot and Wignell[38]. As follow :
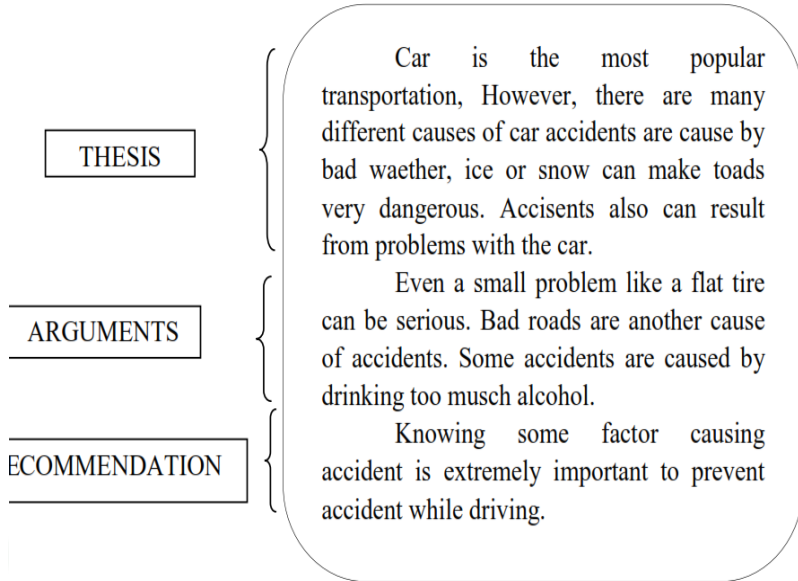
1) Thesis is the announcement of the issues of concern.
2) Arguments contain the reason for doing something.
3) Recommendation is the statement of what ought to happen.

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[38]L. Gerot and P. Wignell, *Op.cit,* p. 209.

The researcher provides of example of hortatory exposition as in the following:[39]

Cars and Accidents

THESIS

{ Car is the most popular transportation, However, there are many different causes of car accidents are cause by bad waether, ice or snow can make toads very dangerous. Accisents also can result from problems with the car.

ARGUMENTS

{ Even a small problem like a flat tire can be serious. Bad roads are another cause of accidents. Some accidents are caused by drinking too musch alcohol.

ECOMMENDATION

{ Knowing some factor causing accident is extremely important to prevent accident while driving.

Figure 3. Example of Hortatory Exposition

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[39]British Course Admin, *"Example of Analytical Exposition Text cars and accidents",* (http://britishcourse.com/example-of-analytical-exposition-text-cars-and-accidents.php Accessed on july, 2020, 05 : 13.00).

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