

**ANALYZING STUDENTS' DIFFICULTY IN ANSWERING  
READING COMPREHENSION QUESTIONS ON  
ANALYTICAL EXPOSITION TEXT BY THE ELEVENTH-  
GRADE STUDENTS OF SMA PEMBANGUNAN  
LABORATORIUM UNP**

**Thesis**

*Submitted as a Partial Fulfillment of the Requirements to Obtain  
Bachelor of Education (B. Ed) in English Language Education Program*



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**2023**

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Reading Comprehension Questions on Analytical  
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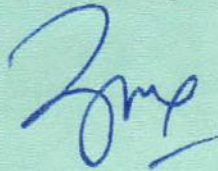
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## ABSTRACT

**Apriani, Wiwid. 2023. Analyzing Students' Difficulty in Answering Reading Comprehension Questions on Analytical Exposition Text by the Eleventh-Grade Students of SMA Pembangunan Laboratorium UNP: Thesis. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

The current study was carried out with the intention of investigating the students' difficulty in Answering Reading Comprehension Questions on Analytical Exposition. This research used a descriptive quantitative method. The population was all 154 students on the eleventh-grade of SMA Pembangunan Laboratorium UNP. The cluster random sampling was used in selecting the sample. The data were gathered through reading comprehension tests and interviewing the 29 students on class XIC. The Reading test consist of 30 questions that divided into 25 multiple-choice dan 5 essay items. The data were analyzed through reflecting to the Basic Competencies (KD) in the Syllabus of the 2013 Curricula for the eleventh-grade students. The result of this study showed that students' comprehension in analytical exposition text was categorized poor and the students' difficulty was Moderate. It was proved by 66.37% students had difficulties in comprehending generic structures, 65.52% in comprehending social function, 64.36% in comprehending factual/specific information. Through the interview, it was found several factors which caused the students facing the difficulties; (1) they had less interested in reading the long text, (2) they had limited time in answering the questions, (3) they also did not have background knowledge about the text its self so they were not able to identify social function, generic structures, lexico grammatical language features of analytical exposition text.

**Key words :** Students' Difficulty, Reading Comprehension Questions, Analytical Exposition Text

## ABSTRAK

**Apriani, Wiwid. 2023. Analyzing Students' Difficulty in Answering Reading Comprehension Questions on Analytical Exposition Text by the Eleventh-Grade Students of SMA Pembangunan Laboratorium UNP: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk menyelidiki kesulitan siswa dalam menjawab pertanyaan pemahaman bacaan pada Teks Eksposisi Analitis. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian adalah seluruh 154 siswa kelas sebelas di SMA Pembangunan Laboratorium UNP. Pengambilan sampel dilakukan dengan metode pengambilan sampel acak berkelompok. Data dikumpulkan melalui tes pemahaman bacaan dan wawancara dengan 29 siswa di kelas XIC. Tes bacaan terdiri dari 30 pertanyaan yang dibagi menjadi 25 item pilihan ganda dan 5 esai. Data dianalisis dengan merujuk pada Kompetensi Dasar (KD) dalam Silabus Kurikulum 2013 untuk siswa kelas sebelas. Hasil penelitian ini menunjukkan bahwa pemahaman siswa terhadap teks eksposisi analitis dikategorikan rendah dan kesulitan siswa sedang. Hal ini terbukti dengan 66.37% siswa mengalami kesulitan dalam memahami unsur struktur teks, 65.52% dalam memahami fungsi sosial, dan 64.36% dalam memahami informasi faktual/spesifik. Sedangkan melalui wawancara, ditemukan beberapa faktor yang menyebabkan kesulitan siswa; (1) mereka kurang tertarik membaca teks yang panjang, (2) mereka memiliki waktu terbatas dalam menjawab pertanyaan, (3) mereka juga tidak memiliki pengetahuan dasar tentang teks itu sendiri sehingga mereka tidak mengetahui fungsi sosial, unsur struktur, dan tatanan bahasa dari teks eksposisi analitis tersebut.

**Kata Kunci:** Kesulitan Siswa, Pertanyaan Membaca Pemahaman, Teks Ekposisi Analitis

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Finally, the researcher realizes that this thesis is not perfect yet. The researcher also needs suggestions and corrections for this thesis from all of the readers.

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The Researcher



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# CHAPTER 1

## INTRODUCTION

### A. Background of the study

In senior high school, students are required to develop their comprehension and interpretation skills when reading various text materials. The purpose is to enhance their ability to understand texts in-depth and extensively. Reading activities are commonly used to present the reading texts, and one of the frequently employed activities is answering reading comprehension questions. These questions serve the purpose of gathering information and assessing the students' knowledge and competence (Wahyuni, 2017). Comprehension questioning enables teachers to check the students' understanding of the material. Typically, teachers conduct this activity after instructing their students to read the text material.

In the process of teaching and learning reading, teachers provide students with various materials, including different text genres. At the eleventh grade, students are introduced to several English text types, such as transactional/interpersonal texts, functional texts, and monologue texts. Monologue texts include various types such as Analytical Exposition, report, narrative, hortatory exposition, procedural, explanation, spoof, and others, each with its own distinct characteristics. Analytical Exposition is one of the monologue texts taught at the eleventh-grade level, as specified in the syllabus.

The analytical exposition text was used on this research. The researcher used this text because analytical exposition text is one of topic material that

was taught at eleventh-grade. It was relied on the syllabus of eleventh-grade. In other hand, analytical exposition is more complicated monologue text than the other text so students might have any challenging in understanding this text. Therefore, many of them have low scores, it was proved based on their mid-term test, final test and even daily test score. Meanwhile, the researcher also did small observation in a tuition class about students' understanding to monologue text. In her observation, some students still could not deal comprehending the analytical exposition text. The students still have some problems in understanding the long text. Due to these reasons, the researcher intended to analyze students' comprehension in analytical exposition text.

The Eleventh-grade of SMA Pembangunan Laboratorium UNP is as population in this research. The researcher chose the eleventh-grade because the analytical exposition is a text that taught at eleventh-grade, specifically on the first semester. It is specified in the syllabus of eleventh-grade. The analytical exposition text is one of compulsory English material that have to learn by the students in that grade. Based on of these reasons, the researcher intended to take the eleventh-grade as population of her research.

Many students still face difficulties in comprehending texts, particularly when answering reading comprehension passage questions (Hidayati, 2018). Difficulty refers to a situation or condition that is hard to accomplish or understand. The difficulties lead to mistakes and errors in students' reading activities, which can affect their performance on reading tests. Reading errors occur when students repeatedly make mistakes in

reading activities, daily tests, mid-tests, and even semester tests (Arlina, 2014).

When it comes to answering reading comprehension questions, many students encounter various difficulties related to their ability to read English texts, especially Analytical Exposition Texts. These difficulties often involve aspects such as finding factual information, identifying the main idea, recognizing references, making inferences, understanding vocabulary in context, grasping the social function, understanding generic structures, and recognizing lexical grammatical features. Students often miss the main points and important details of a text because they struggle to comprehend its content deeply. Furthermore, when teachers provide explicit questions, students may only be able to identify a few facts from the passage.

Based on small observation conducted with some students of SMA Pembangunan Laboratorium UNP, there are some issues in the teaching and learning process of reading skills among eleventh-grade students. Many students struggle to comprehend the text, particularly long text materials and answering questions. It is proved when the researcher was teaching in a tuition class, some of her students are from SMA Pembangunan Laboratorium UNP. Based on their performance in reading activity, it appears that students still have difficulty understanding unfamiliar vocabulary and how its words function. They also less interest in following the English learning, especially in reading long text. Due to these reasons the researcher wants to conduct a research at SMA Pembangunan Laboratorium UNP.



The other problem concerns with reading strategies. Many teachers still employ outdated techniques in teaching reading texts. Typically, teachers ask students to read the texts and then answer provided questions. This approach often fails to engage students in careful reading, leading them to answer questions carelessly. Moreover, many students lack appropriate strategies for reading long texts and answering passage questions accurately. They tend to read the text without delving deeply into its content, resulting in frequent errors and poor performance on reading tests.

Safitri (2023) did research entitled *Students' Difficulties in Reading Comprehension at Eighth Grade of SMP N 2 Weru in Academic Year 2022/2023*. The research result, the difficulties faced by the students are difficulty in understanding vocabulary, making inferences questions, locating reference question, finding detailed information and answering main idea question. For the factors causing students' difficulty in reading comprehension there are five factors namely, learners' background, limited vocabulary knowledge, inadequate material presented by the teacher/teaching method inadequate use of effective reading strategies and students' environment.

Furthermore, Saraswati (2021), conducted a research about *An Analysis of Students' reading comprehension difficulties of eight grade students*. The result of students' reading comprehension test indicated eight grade students of SMP 4 Tegallalang have difficulty in all aspects of reading comprehension. It showed that determining main idea was the most difficult aspect faced by the students, then followed by locating reference.

Another research by Hidayati (2018), also conducted research about *Students' difficulties and factors faced by the students in reading comprehension at the first grade students of SMA N 1 Darussalam, Aceh Besar*. The results showed that most of the first-grade students of SMA N 1 Darussalam Aceh Besar had difficulty in answering the main idea, making conclusions, and looking for reference questions. In addition, the factors students mostly have difficulty in understanding vocabulary, poor grammarmastery, difficulty understanding long sentences, lack of learning media, lack of support from family, lack of knowledge about strategies in reading comprehension.

From the studies above, these research findings highlight the various factors and areas where students may encounter difficulties in reading comprehension, including vocabulary in context, determining main ideas making inference, and locating reference. It caused by various factor including limited vocabulary, learner's background and using effective reading strategies. These findings provide valuable insights into the challenges students face and can help inform instructional approaches and interventions to improve students' reading comprehension skills.

Based on the previous studies above, the researchers have different and similar aspects of being researched. For similar, the researcher's studies about students' difficulties in reading comprehension test. While they differed in the study, the researcher will analyze the aspect of reading comprehension questions that have difficulties in analytical exposition test. The researcher also uses another method, object, and subject research. The writer uses

analytical text because its text is more complicated monologue text than the other text so students might have any challenging in understanding these text. The researcher will describe students' difficulty and factors cause the students to face difficulties in answering reading comprehension questions in Analytical Exposition based on basic competence on the syllabus of the eleventh-grade senior high school.

Based on these phenomenons, the researcher is interested to analyze the students' difficulties and factors causes the difficulties in answering reading comprehension questions on Analytical Exposition text. The researcher will analyze students' ability and then will use the analysis of difficulty focusing on the errors or mistakes made by the students on their reading test. By doing this research, it can be revealed what kind of difficulties that the learners committed. This also will help the teacher in designing the suitable teaching strategies for students.

Therefore, the researcher needs to do research based on of this topic. The researcher assumes that every student at eleventh-grade in SMA Pembangunan Laboratorium UNP may have different difficulties in answering comprehension Analytical Exposition text questions. Based on the study's background above, the researcher wants to conduct a research entitled "Analyzing Students' Difficulties in Answering Reading Comprehension Questions on Analytical Exposition Text by the Eleventh-grade of SMA Pembangunan Laboratorium UNP".

## **B. Identification of Problem**

Related to the background of the problem which is describe above, there are several problems contributing to students' difficulty in answering reading comprehension questions:

The language problem, refers to students' lack of vocabulary knowledge. Students struggle with unfamiliar words and have difficulty understanding the long text and how its words function within the context of the text. This limitation in vocabulary knowledge leads to difficulties in comprehending meaning of the whole text and then answering the passage from the text presented.

The reading technique problem highlights the ineffective strategies used by teachers and students during reading activities. Many teachers still rely on outdated and monotonous techniques when teaching reading skills. These techniques may not engage students effectively or provide them with the necessary tools to comprehend complex texts. Additionally, students themselves may lack appropriate strategies for reading and answering questions on long texts. They spend much time to read the whole text without getting the idea from the text.

In addition, student' motivation in the process of learning is still low. Many of them do not interest to the material presented, besides English is not their mother language so they feel confused and bored easily to follow the lesson.

### **C. Limitation of the Problem**

Based on the problem mentioned above, this research is particularly limited to the difficulties, and factors its causes the students to faced difficulties in answering reading comprehension questions on Analytical exposition text. The difficulties here will include finding the social function, generic structures, language features, topic, main idea, factual/specific information, reference of pronoun, inference, and vocabulary in context.

### **D. Formulation of the Problem**

Related to the limitation of the problem above, the formulation of the problem is going to be discussed in this study, are: “Howis students’ difficulties in answering reading comprehension questions on analytical exposition text by the eleventh-grade of SMA Pembangunan Laboratorium UNP? And what factors causes the students to have difficulties?”

### **E. Research Questions**

Based on the formulation of the problem above, the research questions of this study are:

1. How is the students’ difficulty in answering reading comprehension questions on analytical exposition text?
2. What factors cause the students to have difficulties in answering reading comprehension question?

### **F. Purpose of the Research**

The objectives of this study are:

1. To know the students’ difficulty in answering reading comprehension questions on analytical exposition text

2. To find out factors cause the students to have difficulties in answering reading comprehension question?

### **G. Significance of the Research**

The writer hopes that the study will contribute to the students/readers, the teachers, and the writer themselves theoretically and practically. Theoretically, this study's findings can be used as a reference and provide valuable information for those who want to conduct research related to this topic. The significances of this study are:

1. For the writer: it will broaden the writer's knowledge about the students' difficulties in answering multiple-choice reading comprehension questions on the analytical exposition text
2. For the Students/readers: it is expected the students can better understanding in answering reading comprehension question on analytical exposition texts. They can apply reading comprehension skills to decrease their difficulties in answering reading text selection.
3. For the English teachers: it is expected to help English teachers aware of students' difficulties in answering reading comprehension questions on analytical exposition text, so they know what parts of their reading strategy should be improved.

### **H. Definition of Key Terms**

1. Students' difficulty is any eleventh-grade students of SMA Pembangunan Laboratorium UNP which encountered obstacle or problem in answering reading comprehension questions on analytical exposition text

2. Answering question is the act in responding questions by the eleventh-grade students of SMA Pembangunan Laboratorium UNP
3. Reading comprehension question is various reading questions that aim to gain an in-depth understanding of the analytical exposition text
5. Analytical Exposition is a text that elaborates the writer's opinion on phenomena/issues happening around them.