A THESIS

THE PROBLEMS FACED BY SECOND GRADE STUDENTS OF MA DDI KANANG IN READING EXPLANATION TEXT

BY

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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MIFTAHUL JANNAH
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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ABSTRACT

MIFTAHUL JANNAH. *The Problem Faced by Second Grade Students of MA DDI Kanang in Reading Explanation Text* (Supervised by Ambo Dalle and Nurul Hasanah).

The purpose of this research was to identify the problems faced by second grade students at MA DDI Kanang in reading explanation text and to determine the percentage of the students experiencing problems in reading explanation text.

This research was conducted by qualitative research. The subject of this research is the second grade students of MA DDI Kanang, which was taken randomly 40 students from 114 to the students. The instrument of this research were the interview and questionnaire. The research conducted in 45 days including of data analysis. The techniques of analyzing data were data reduction, data display and conclusion or verification.

This result shows that problems faced by students in reading explanation text revealed difficulties across five aspects. The findings indicates that students struggle with determining the location of the main idea, locating specific information, making inferences when implied meanings are unclear, identifying vague references and understanding unfamiliar words. The percentage of students, based on 10 questionnaire items answered by the respondents, shows that 60%, or 24 students, experience problems in understanding explanation text, while the rests 40%, or 16 students, have no problems understanding the explanation text .

Keyword: *Students Problems, Explanation Text*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er

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ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha

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ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal
   a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

   b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
ـَيْ	Fathah and Ya	Ai	a and i
ـَوْ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

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Harkat and Letters	Name	Letters and Marks	Name
نَا /نَي	Fathah and Alif or ya	Ā	a and line above
ـِيْ	Kasrah and Ya	Ī	i and line above
ـِيْ	Kasrah and Ya	Ī	i and line above
ـُو	Kasrah and Wau	Ū	u and line above

Example :

مات : māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

a. Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].

b. Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الجَنَّةِ: *rauḍahal-jannah atau rauḍatul jannah*

اَلْمَدِيْنَةُ الْفَاضِلَةِ : *al-madīnahal-fāḍilah atau al-madīnatulfāḍilah*

اَلْحِكْمَةُ : *al-hikmah*

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5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا :*Rabbanā*

نَجَّيْنَا : *Najjainā*

اَلْحَقُّ : *al-haqq*

اَلْحَجُّ : *al-hajj*

نُعْمَ : *nu‘‘ima*

عَدُوّ : *‘aduwwun*

If the letters ى bertasydid at the end of a word and preceded by the letter kasrah بِيّ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ:‘Arabi (not ‘Arabiyy or ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyy or ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters ال(*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

اَلْشَمْسُ : *al-syamsu (not asy- syamsu)*

اَلزَّلْزَلَةُ : *al-zalzalah (not az-zalzalah)*

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الفَلْسَفَةُ : *al-falsafah*

اَلْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُوْنَ: *ta’murūna*

النَّوعُ : *al-nau’*

شَيْءٌ : *syai’un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example :

Fīẓilālal-qur’an

Al-sunnahqablal-tadwin

Al-ibāratbi ‘umum al-lafẓlābi khusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

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دِيْنُ اللهِ : *Dīnullah*

بِا اللهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālah, it is transliterated with the letter [t]. Example:

هُمْ فِيْ رَحْمَةِ اللهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

Wa māMuhammadunillārasūl

Inna awwalabaitinwudi'alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur'an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnu Rusyd, ditulis menjadi: Ibnu Rusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

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NaṣrḤamīdAbū Zaid, ditulis menjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	*subḥānahūwata'āla*
saw.	=	*ṣallallāhu 'alaihi wasallam*
a.s.	=	*'alaihi al- sallām*
H	=	Hijriah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ …, ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

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et al. : "And others" or "and friends" (abbreviation of etalia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

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CHAPTER I

INTRODUCTION

A. Background

Reading comprehension is one of the skills that must be mastered in English. This skill can help students for understand and find information from the text that have been read. Taringan states that reading comprehension is a type of reading activity that seeks to interpret experience, connect new information with what is already known, find answers to cognitive questions from reading.[1] Rohani Ganie said, "as a students the ability to read and understand text is very important to get the information contained in the text."[2] Therefore, students reading comprehension is needed to help not only in terms of English language learning, but also help the students to develop their knowledge, skill, and memory to prepare them for the real life challenges in society such as decision making and cooperating with other people.

In learning reading, the students are expected to comprehend the text to get information. Supriyadi stated that "The real reading does not only read and pronounce the words in the text, but it is also about comprehending the text precisely.[3] It means that besides of decoding written words in the text, the students will also obtain any information from the text. Indonesian reading scores have not been able to show significant results, even declining. In addition, the score is still below the internasional average score of 500 points.[4] Compared to other developed countries, Indonesia is still

[1]Nursal Hakim, "The Ability of Reading Comprehension Text Exposition Grade VII SMP Babussalam," no. 1 (Universitas Riau, 2014), p. 3.

[2] Rohani Ganie, . Deliana, and Rahmadsyah Rangkuti, "Reading Comprehension Problems on English Texts Faced by High School Students in Medan," *KnE Social Sciences* 1 (2019), p. 685.

[3]Supriyadi, *Pendidikan Bahasa Indonesia 2,* (Jakarta Depdikbud, 1995), p.20.

[4] Heri Dermawan et al., "Gerakan Literasi Sekolah Sebagai Solusi Peningkatan Minat Baca Padaanak Sekolah Dasar," *Edusaintek: Jurnal Pendidikan, Sains Dan Teknologi* 10, no. 1 (2023), p.311–28.

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far behind in the 21st century. Moreover, the 2018 PISA results stated that Indonesia was ranked 72 out of 78 participating countries. Dahliana stated that "although Indonesian students already learned English, most of them still does not understand various English texts."[5] From the all these research results, we can see that Indonesian students still have problem with reading comprehension.

Previous research shows that poor reading comprehension in the EFL context among Indonesian secondary school students is a debilitating problem affected by three significant factors: the students lack of motivation, low prior knowledge, and poor English vocabulary (Dodi Widia Nanda & Khairul Azmy).[6] It means that students should have an interest in learning English texts, even students should increase their vocabulary by reading books, articles and others so that they are easy to understand English reading. In addition, Sri widayanti also explain that "every students at school has different skills and knowledge in comprehend reading text." The difficult in comprehend reading English text that faced by students usually happens because some problem: first, still low in reading skill, lack mastered of vocabulary, they low in grammatical, and reading technique and strategies will affect students in comprehending the text well.[7] The conclusion can be drawn that reading comprehension skill is required for the text to be understood and easy comprehended.

[5] Mochamad Khalif Rizqon, Sri Andreani, and Utari Praba Astuti, "The Problems Faced by Senior High School Students in Reading Narrative Text," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 11 (2021), p.1508–22.

[6] Dodi Widia Nanda and Khairul Azmy, "Poor Reading Comprehension Issue in EFL Classroom among Indonesian Secondary School Students: Scrutinizing the Causes, Impacts and Possible Solutions," *Englisia: Journal of Language, Education, and Humanities* 8, no. 1 (2020), p.12.

[7] Sri widayanti, "Analyzing the Students's Difficulties in Comprehending Explanation Text (Study at the Second Grade of MA DDI Kanang Kabupaten Polewali Mandar)" (State Islamic Institute Parepare, 2021), p.5.

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The teaching of reading has an important objective. Reading is aimed at making students comprehend interpersonal, ideational, and textual meanings in various written texts.[8] It means that students should understand the meaning of the text. Students at school are expected to have the ability to understand the text such us find the general idea of the text, the main idea, implied information and the specific information from the English text types they read.

Generally, students at school in Indonesia now may still get difficult in comprehending English reading text because for students in Indonesia, English not their first language. They often find it difficult when they do reading activity especially in understanding the text, they faced difficult in comprehending the text because some problem. Khalif Rizqon states that there are problems faced by students in reading English texts: first, problem in vocabulary, background knowledge, grammatical knowledge, text structure, language features.[9]

This research conducted at MA DDI Kanang, Kabupaten Polewali Mandar which focused on second grade students (academic year 2023/2024) facing problems in English reading comprehension. Despite implementing the "Merdeka Belajar" curriculum, varying English skills among students contributes to difficulties in comprehending texts, particularly for those with limited language proficiency.

Based on interview conducted by the researcher with one of the second grade students, found that the student still difficult in comprehend reading text, especially in understanding long sentences and text. The student expressed that their difficulties

[8] Rusmiati, "Using KWL Strategy to Improve Students' Reading Comprehension," *Jurnal Pendidikan Dan Pembelajaran Untan* 6, no. 6 (2017), p. 2.

[9] Khalif Rizqon, Andr eani, and Astuti, "The Problems Faced by Senior High School Students in Reading Narrative Text." *JOLLA: Journal of Language, Literature, and Arts* 11, no. 1 (2021), p. 1508-1522.

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arise from a low mastery of vocabulary and find it difficult to understand the text because don't know the meaning of the text and. Another problem is a limitation in grammar, requiring the student to translate the text word by word, so it makes difficult to understand all the text, especially when the student do not have many vocabularies.[10]

Realizing that reading is crucial for students, not only to achieve curriculum goals in teaching reading at the senior high school level but also for the students themselves. This is because through reading, they can enhance their knowledge, experience, and information about everything happening in the world. It can be beneficial for them, especially for their future careers or jobs. Therefore, the researcher aims to identify the problems faced by second grade students in reading English texts. The goals is to assist teachers in determining the percentage of students experiencing problems in reading comprehension. Hopefully, this research can provide benefits for both students and teachers in the process of teaching and learning English at school.

Based on the previous explanation, the researcher interested in finding the problem faced by the students in reading English text, especially in explanation text and find out how many percent of the students faced reading comprehension problem entitled "The Problems Faced by Second Grade Students of MA DDI Kanang in Reading Explanation text."

B. Research Question

Based on the explanation from the background above, the researcher formulates the research question as follows:

1. What problems do second grade students at MA DDI Kanang faced when reading explanation text?

[10] Interview with Some Students at the Second Grade of MA DDI Kanang on January, 2024.

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2. What percentage do the second grade students at MA DDI Kanang experience problems in reading explanation text?

C. The objective of the Research

1. To identify the problems faced by second grade students at MA DDI Kanang in reading explanation text.
2. To determine the percentage of the second grade students of MA DDI Kanang experiencing problems in reading explanation text.

D. Significance of the Research

The significance of this research will be useful for the researcher, students, and last for the teacher. The specifically the significance of this research is below:

1. For the Researcher

   The researcher expects this research will be useful for herself when she becomes an educator by developing her skills in teaching reading to students, so that students don't have any problems in reading and understanding English texts

2. For the Students

   This research is expected to improve students' ability in reading comprehension, especially for explanation text and to raise students' motivation and interest in reading English texts.

3. For the Teacher

   This research is expected can help teacher identifying the students' problems in reading explanation text. By knowing the problems that have been

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identified in this study, the teacher can increase their awareness about the students' problem in reading explanation text. Then, the teacher can focus more on which reading aspects that the students need to improve. Also teacher can anticipate their students' mistakes during reading comprehension activities and improve them later.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Nyayu Yayu Suryani in her research, "The Problem Faced by Students of Islamic Education in Reading Islamic Comprehension Text". The result of her research indicated that the Islamic students still have difficulties in reading comprehension test. This is seen from the result of the question items whose percentage. The researcher found that the percentages of the students answer in reading comprehension were categorized a fair. The researcher also highlighted why the learners have difficult with certain problem. The result showed that most students failed reading comprehension assessments due to a lack of vocabulary, poor grammatical proficiency, difficult in understanding long phrases and material, lack of media learning or family assistance, and lack of information about reading comprehension. So, the researcher concluded that the data obtained from the test show that Islamic students still have difficulties in reading comprehension tests.[11]

Dr. Akbar Ali, Nasim Gul & Dr. Syed Sabih-Ul-Hassan, "An Investigation into the Reading Comprehension Problems Faced by the Pakistan Students at University Level". The type of this research is mixed-method, in which the subject of the research is 64 students and 9 teachers of Kohat University of Science and Technology, Kohat, and FATA University. The objectives of the research are to explore the factors that affect reading comprehension of KUST and Fata University students while reading in English at undergraduate level and to investigate technique and strategies of reading

[11] Nyayu Yayu Suryani, "The Problem Faced by Students of Islamic Education in Reading Islamic Comprehension Text," *English Review: Journal of English Education* 10, no. 2 (2022): 453–64.

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comprehension which are more effective for the students of KUST and Fata University. The researcher was used questionnaire employing Likert-scale and semi-structure interview. The result of the study shows that this research study yielded important result. Some of the problems highlighted by the study regarding reading comprehension are: Long Sentence sentences understanding, weak grammar, lack of vocabulary, frequently consulting dictionary, long sentences, and lack of English texts reading. It is also shown by the study that English teachers encourages students towards reading. Because they believe that reading is an important skill for language learning.[12]

The last research, Gita Rosita Sari, Asih Santihastuti & Eka Wahjuningsih "Students Perception on Reading Comprehension Problems in Narrative Text". The design of this research was survey study. The sample participants were randomly selected from the tenth grade students of SMAN 2 Jember in academic year of 2019/2020. The researcher used questionnaire to collect the students' perception and it was translated into Indonesian. The researcher found that the students still have problems in reading narrative text. Based on the result of the questionnaire, the most problematic aspect that hinder the students' reading comprehension was "Motivation" (65,6%), followed by "Strategies" (63,7%), "Background Knowledge" (63,3%), "Reading Process" (60%), and " Language Knowledge" (55,4%). The result also implied that the teacher should focus on fostering students motivation by giving intensive course and reading assignment based on the students interests.[13]

[12] A Ali, N Gul, and S Sabih-Ul-Hassan, "An Investigation into the Reading Comprehension Problems Faced by the Pakistani Students at University Level," *City University Research …*, no. 5 (2022): 134–48.

[13] Gita Rosita Sari, Asih Santihastuti, and Eka Wahjuningsih, "Students Perception on Reading Comprehension Problems in Narrative Text," *LLT Journal: A Journal on Language and Language Teaching* 23, no. 2 (2020): 342–53.

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Based on the previous findings from various researchers, it can be concluded that the problems faced by students in reading English text vary among individuals, with diverse factors influencing each student differently. Although there is similarity in identifying the problems students face in reading English text, but in this research will focus on the students problems or difficulties in understanding the explanation text. This is based on the preliminary study result that many students still face difficulty in understanding the Explanation text. Moreover, the differences are also about the location, conceptual framework and population used in this research.

The researcher hopes that this research can have a good impact on students in improving their ability to reading English texts. And also provide information to teachers about the problems students face in reading English texts, so the teacher can provide a way to overcome the students' problems.

B. Some Partinent ideas

There are some theories related to the topic of this research, the theories are needed to be presented so this research can be done as well and effective. The theories about the problem faced by students in reading English text as follows:

1. Problem

Prayitno state that a problem is something that is disliked, causes difficulties for oneself and or others, wants or need to be eliminated.[14] It means that problems that arise in a situation are not as expected. Problems can arise from oneself or from other people. Problems are an important part that must exist in our lives. Because problems

[14] Rospala Hanisah Yukti Sari, *Konsep Dasar Belajar dan Pembelajaran untuk PGSD/PGMI*, Ed. Nia Duniawati, 1st Ed. (Jawa Barat: Penerbit Adab, 2023), p.56.

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can be a clue to fix the difficulties faced in life. One of the problems that occur in human life is learning problems.

The problems that students often face in teaching and learning process is difficulty in learning English. It happens because students are confuse and do not understand what is explained by the teacher. In this case, the problem faced by students is difficulty understanding English reading texts, especially in comprehending explanation text.

2. Students problems in reading English Text

Comprehending the English reading text is not an easy thing, so that is why there are many students find problem in comprehending the English text. According to Oberholzer, Reading problem refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom.[15] It means that reading problem is the problem that are faced by students in comprehending the text.

3. Concepts of Reading

a. Definition of Reading

Reading is one of the most important skills to learn. Reading can help readers understand and get information from what they have read. Also, reading can increase knowledge and deeper understanding of the reading text. There are many definitions of reading by some experts as follows:

[15] Achmad Chrisbianto Sachran and Nur Aeni, "Student Difficulties on Reading Comprehension in Explanation Text at Eleventh Grade Students of MAN 1 Makassar," *Journal of Excellence in English Language Education* 1, no. 4 (2020), p. 426.

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Dupuis states that reading is the main source of information in learning situations. It is said so, because the information obtained from these activities can expand the knowledge horizons and thinking horizons of the reader.[16]

Meanwhile, Dalman states that reading is an activity that aims to find various information contained in writing. Reading is not just seeing a collection of letters that have formed words, sentences paragraphs and discourse alone but reading is also an activity of understanding and interpreting meaningful symbols / signs of writing so that the message conveyed by the author can be received by reading.[17]

Reading is useful for another purpose too: any exposure to English (provide students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text especially interesting and engaging, the acquisition is likely to be even more successful.

Based on the explanation from some experts above, the researcher can conclude that reading is a process of understanding and obtaining knowledge and information from the content of reading, by reading we will get the necessary information and even acquire new knowledge that has not been known before.

b. The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what we already know. Grabe and Stoller state the purpose of reading as follows:

[16] Syamsul Rizal, *Reading Skill: Teori dan Praktik Pengukurannya*, Ed. Khoirunnikmah N, 1st Ed. (Yogyakarta: Samudra Biru, 2018), p.6.

[17] Liswina Fitriani and Muhammad Nurjamaludin, "Efektivitas Model Cooperative Integrated Reading and Composition (CIRC) untuk Meningkatkan Kemampuan Membaca Pemahaman Cerita Fiksi" 1, no. 1 (2020): 31–42.

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1) Reading to search for simple information and reading to skim

Reading to search for simple information, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. In prose texts, we sometimes slow down to process the meaning of a sentence or a phrase in search of clue to indicate that we are at the right page, section or chapter. Similarly, reading to skim is a common part of many reading tasks and useful skill in its own right. It involves, in essences, a combination of strategies for guessing where important information might be located in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text. It requires abilities to: remember main idea as well as a number of details that elaborate the main and supporting ideas in the text, recognize and build rhetorical frames that organize the information in the text, and link the text to the reader's knowledge base.

3) Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the readers' goal. In this aspect, both readings to write and reading to critique text may be task variants of reading to integrate information.

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4) Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, is the most basic purpose of reading underlying and supporting most other purpose for reading. Secondly, general reading comprehension is more complex than commonly assumed.[18]

4. Concepts of Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in text, and the view of readers related to the text.[19] Reading comprehension is the desired result of reading and can be defined as the skill of combining background knowledge with reading texts. Reading comprehension has an important place in lifelong learning. It is an interactive process between the reader and the text.

Mensi Resolusi stated that reading comprehension is an interactive process between reader and text to comprehend the writer's message. The reader use their prior knowledge to develop and understanding the new information from the text.[20] While Anderson and Pearson in previous research by Nurul Hasanah & Syahban Mada Ali stated that reading comprehension is not merely the ability to decode words but

[18] William Grabe and Fredricka L Stoller, *Teaching and Researching Reading*, Ed. Christopher N Candlin and David R Hall, 2nd Ed. (London and New York: Routledge, 2013), p.7-8.

[19] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education* 6, no. 2 (2016). p.230.

[20] Mensi Resolusi, "Teaching Reading Comprehension by Experience Text Relashionship (ETR) Strategy to the Eight Grade Students of SMP Sandika Palembang," *Jurnal Pendidikan dan Pengajaran*, 2013, 133–43.

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involves constructing meaning from text, a skill essential for academic achievement and lifelong learning.[21]

Based on the explanation from the some experts about definition of reading comprehension, the researcher can concluded that reading comprehension is a process of understanding text more deeply, not only to get information of the text but reading to get new information, knowing the meaning and being able to find the main idea in the text.

b. Reading Comprehension Strategies

Reading is interactive process between the readers and the text, so to make students to be able in reading they must have reading strategies. Reading strategy is the strategy or the way that used by the readers to understand the text. Reading strategies are procedures or way to reach goal in understanding text.

There are two characteristics of reading strategies, they must occur within the context of a reading situation and they teach the students how think about reading. So, reading strategies are ways, tools, or procedures to reach in understanding text or printed materials for solving the problems constructing meaning.

Moreover, Brown suggest the strategies that can be used by the students in reading. The strategies are:[22]

1) Identify the purpose of reading,
2) Use grapheme rules and patterns to aid in bottom-up decoding,
3) Use efficient silent reading techniques for relatively rapid comprehension,

[21] Nurul Hasanah and Syahban Mada Ali, "Empowering Reading Comprehension in EFL Vocational School Students through Folktate," *JELITA: Journal of English Language Teaching and Literature 5*, no. 1, 2024, p.20

[22] Tardik Arbi Wijaya, "The Teaching English Reading Skill to Senior Vocasional School Students in Samarinda," *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo* 2, no. 1 (2020), p. 3.

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4) Skimming,
5) Scanning,
6) Semantic mapping,
7) Guessing,
8) Vocabulary analysis,
9) Distinguish between literal and implied meanings, and
10) Capitalize on discourse markers to process relationships.

In according to oxford (1990) there are strategies that can be applied by the students in reading, they are:[23]

1) Memory strategies

Memory strategies is a strategies which involves minds in remembering information given.

2) Cognitive strategies

Cognitive strategies are the strategies that involve the identification language elements.

3) Meta-cognitive strategies

Mets-cognitive strategies, which deal with planning, monitoring and evaluating of language activities.

4) Affective strategies

Affective strategies are those what serve to regular emotions, attitudes, motivations, and values which include using progressive relaxation, music, using laughter, making positive statements, taking wisely, rewarding yourself, writing a language diary, and discussing your feelings with someone else.

[23] Pahwin Alfarizi et al., "Reading and Reading Comprehension" (State Institute For Islamic Studies Padang Sidimpuan, 2019), p. 3-5.

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5) Social strategies

Social strategies refer to actions learners taken to interact with the user of language.

c. Aspects of comprehension in English Text

According to Christine Nuttall was a British academic and teacher of English as a Foreign Language, there are five aspects of reading comprehension which the students should understand to comprehend a text well, such determining main idea, finding specific information, making inference, identifying reference, and the understanding meaning of words.[24] These aspects are regarded as difficulties that the students encounter in comprehend the text.

1) Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Roell in 2016 stated the main idea of a paragraph is the point of the passage, minus all the details. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence according to Vener in 2002. Therefore, this can make the main idea is more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

2) Finding Specific Information (Scanning)

Brown in 2001 stated that scanning is quickly searching for some particular piece or pieces of information in a text. In finding the specific information, the students have to find the detail information or idea that was mentioned on the text. Therefore,

[24] Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinerman Educational Books, 1982).

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sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

3) Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. For example, the question is "what the meaning of the statement above?" It means that the students need to find the conclusion based on the statement. Kopitski in 2007 also said that readers need to practice combining clues from the text with their background knowledge in order to make inferences. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

4) Identifying Reference

Reference is the relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun phrase according to Rainbolt and Dwyer in 2011. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation. For example, in the text there is a simple sentence like "The boys in class 7 go outside to play football. They play in the school hall." And the question is "The word they refer to?", so the students should find that the word they refer to whom.

5) Understanding the Meaning of Word

In understanding the meaning of words, the students have to find the meaning of difficult word on the text context by comprehending the meaning of the sentence or the text, and then they will find the suitable meaning of the word. Hedge (2000: 193)

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noticed vocabulary is another major component of reading ability with which language learners will experience difficulty. Therefore, unfamiliar vocabularies about the text need to be taught to students before reading the material so that they can be easily understand the material.

d. Factors of Difficulties in Comprehending English Text

Many different factors contribute to the cause of students' difficulties in understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment.[25]

1) Learner's Background Knowledge

The learner's background knowledge means something which comes from the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge (schemata) that the learner have known before. It means that student's background knowledge affects students' ability in comprehending or understanding an English text.

2) Teaching technique

The teacher is one of school environmental factors who has important role to increase students learning achievement. The teacher is a subject in education who has duty to transfer the knowledge to students. The teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become source of learning difficulties if the teacher does cannot choose the right technique to teach the material. Therefore, the teacher of reading should be careful in

[25] Risqiyani, "The Students' Difficulties and the Factors Affecting Them in Reading Narrative Text" (State Islamic University of KH Achmad Siddiq Jember, 2021), p. 29-34.

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choosing the text and giving the texts, because they are related to the students' reading comprehension.

3) Learner's Environment

The environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning English, without practice and applied it outside school, he will not understand English perfectly. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

5. Kinds of Text in Reading Comprehension

There are 13 kinds of text in reading comprehension, which start from:

a. Narrative Text

Narrative text is text to entertain listener or the reader of a story or the story of the past relating to experience the real, imaginary or events quaint leading to a crisis, which eventually came to a solution.

Example of narrative text:

Three Fish

Once three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? W must leave this pond at once. The fishermen will return tomorrow and kill us all!" The second

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of the three fish agreed. “You are right”, he said. “We must leave the pond.”But the youngest fish laughed. “You are worrying without reason”, he said. “We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him – he was caught and killed.[26]

Source: https://muhammadfaishalblog.wordpress.com

b. Recount Text

The purpose of recount text is to provide information or to entertain the reader. Example of recount text:

Travelling

Mr. and Mrs. Charly were on a tour to Europe. They were travelling on a guided tour to five countries. They were going to travel through The Netherland, Belgium, Germany, Switzerland, and France for two weeks.

The guide for the tour was a Swiss. On the day of the travel the guide told them to check their passports, their traveler cheques, and their foreign cash. He told them to keep them safely.

They traveled in a comfortable coach with a toilet, music, and video. The guide stopped the coach at many famous places. He explained the cultural

[26] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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importance of the places. They stayed in big hotels for the night and ate in the restaurants.

On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two-week tour.[27]

Source: https://muhammadfaishalblog.wordpress.com

c. Procedure text

Procedure text is text that shows a process in making something that serves to illustrate how something is done through the regular steps.[28]

Example of procedure text:

How to Make Cheese Omelet

Ingredients:

- 1 egg, 50 g cheese
- 1 cup milk
- 3 table spoons cooking oil
- A pinch of salt and pepper

Utensils you need:

- Frying pan
- Fork
- Spatula
- Cheese grater
- Bowl

[27] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

[28] Riswanto Hosen and Kasmaini, "Text Types in the Frame of Genre Approach," *Nuansa: Jurnal Studi Islam Dan Kemasyarakatan* 10, no. 1 (2017), p.37–39.

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- Plate

How to make it:

1. Crack an egg into a bowl.
2. Whisk the egg with a fork until it is smooth.
3. Add milk and whisk well.
4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelet with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.
10. Eat while warm.[29]

Source: https://muhammadfaishalblog.wordpress.com

d. Description Text

Social Function: To describe a particular person, place or thing.

Example of description text:

My Family

My family has four members: those are I, my sister, and parents ofcourse.My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking,alwayswell-dressedandelegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is

[29] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.[30]

Source: https://muhammadfaishalblog.wordpress.com

e. News Item Text

News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.

Example of news item text:

Town 'Contaminated	
Newsworthy Events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear catastrophe, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo – 22 near Vladivostock.
	The accident, which *occurred*13 months before the Chernobyl disaster, *spread* radioactive fall-out over the base and nearby

[30] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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	town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a 'thermal' and not a nuclear explosion. And those involved in the cleanup operation to remove more than 600 tones of contaminated material were sworn to secrecy.
Sumber Informasi Sources	A board of investigators **was** later **to describe** it as the worst accident in the history of the Soviet Navy.[31]

Source: https://muhammadfaishalblog.wordpress.com

In April 2005, the number of people killed in December 26 tsunami disaster which devastated in Indian Ocean. Countries have been revised down to 217,000 after Indonesia drastically reduced its number of missing. Indonesia remains the worst hit country with 163,978 people dead and missing.

According to the National Disaster Relief Coordination Agency, the number confirmed dead was 126,915 people while 37,067 were listed as missing. Officials said the figure listed as missing had now been identified among more than half a million homeless people living in the temporary camps or other shelters.

f. Report Text

Social function: To describe the way things are (for example: a man -made thing, animals, plants).

Example of report text:

Venice

Venice is a city in northern Italy. It is the capital of region Veneto. Together with Padua, the city is included in the Padua-Venice Metropolitan Area. Venice has been known as the "Queen of the Adriatic", "City of Water", "City of Bridges", and

[31] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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"The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses ("vaporetti") which ply regular routes along the major canals and between the city's islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

You can see the amusing city's landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark's Cathedral or villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside.

They are surrounded by elegant gardens, suitable for fashionable parties of high society. The city is also well known for its beautiful and romantic view, especially at night.[32]

Source: https://muhammadfaishalblog.wordpress.com

g. Analytical Exposition Text

Social function: To persuade the readers or the listeners that something in the case, to analyze or to explain.

[32] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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Example of analytical exposition:

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. 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.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.[33]

Source: https://muhammadfaishalblog.wordpress.com

h. Spoof Text

Social function: To tell an event with a humorous twist.

Example of spoof text:

Loving Money to Much

There was a man who liked money very much. He worked all of his life and wanted to save all of his money for his own future. He was a real miser when it came to his money. He loved money more than just about anything. Even, just before he

[33] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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died, he said to his wife; "Now listen, when I die, I want you to take all my money and place it in the casket with me. I wanna take my money to the afterlife." So he asked his wife to promise him with all her heart that when he died, she would put all the money in the casket with him.

Well, one day, he really died. Then he was stretched out in the casket. The wife was sitting there in black clothes next to her closest friend. When they finished the ceremony, just before the undertakers got ready to close the casket, the wife said "Wait just a minute!" She had a box in her hands. She came over with the box and placed it in the casket. After that the undertakers locked the casket down and rolled it away. Not long after that, her friend said, "I hope you were not crazy enough to put all that money in the casket."

The wife turned to her friend and replied; "Yes, because I have promised." Then she continued; "I can't lie. I promised him that I was going to put that money in that casket with him." Feeling shocked, her friend said; "You mean that you have put every cent of his money in the casket with him?" Then the wife answered; "Surely I did. I got it all together, put all the money into my account and I just wrote him a check."[34]

Source: https://muhammadfaishalblog.wordpress.com

i. Hortatory Exposition Text

Social function: To persuade the readers or the listeners that something should or should not be the case.

Example of hortatory exposition text:

[34] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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Watch your Kids While Watching TV

Television becomes one of the most important devices which take place inj another house. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on. Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with such tips as: (1) limit television viewing to one-two hours each day, (2) do not allow your children to have a TV set in their own bedrooms, (3) review the rating of TV shows which your children watch, and (4) watch television with your children and discuss what is happening in the show.[35]

Source: https://muhammadfaishalblog.wordpress.com

j. Explanation Text

Social function: To explain the process involved in the formation or working of natural or socio cultural phenomena.

Example of explanation text:

[35] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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How Rainbow is Formed

Rainbow is one of optic phenomena that happens in the atmosphere of the earth naturally. We can see it at mountin range, or when it is cloudy, or when it is raining and rising of sun. We have to be the other side for looking. We just can see it a half of circle form, but acctually the rainbow is a circle form. We can see it perfectly, if it is seen by standing in the high place. It is real that rainbow is a circle form not like parabola form. On the ground, we can not see perfectly, except if we are in the high place like in the air plane or standing on top of moutain. When we are looking at rainbow's colors, we will see them that ordered of red is on the highest order, and purple is on the lowest order.

Red is more dominant than another color caused by having biggest wave between others. Therefore the red one is in the highest order and purple one is in lowest order. How rainbow is formed? Try to watch it when light of sun concerns a 90-degree angle mirror or a glass prism side, or surface of soap foam. We can see colors on the light. The light is rayyed to be some wave lenght of light that it is seen by our eyes as red, bright red, yellow, green, blue and purple. These colors are compnents of light that they are called visible light. The other component is invisible light such as infrared (red is in the right side), and ultraviolet (bright red is in the left side).

So, we can see the beautiful rainbow because there are some processes to be beautiful rainbow that it appears in the sky.[36]

Source: https://muhammadfaishalblog.wordpress.com

[36] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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k. Discussion Text

Social function: To present information and opinions about more than one side of an issue ("for" points "against" points).

Example of discussion text:

Internet Game for Students

Internet game or game online is popular for students. It can refresh our mind from the busy school day. Do you know the impact of the game online?

In fact, game online has many positive sides. It can make students be spared from being stress. They can also learn English through the game online because it has many vocabularies of instruction. Game online can stimulate the creativity of students because to play the game, we need to think desperately hard.

On the other hand, internet game can make students of being lazy to study because they spend too much of their time to play than to study. They also spend money to play the game if at home they are not provided with internet connection. On the game online often appears many sexy model which not necessary to be seen by them, it can make poisoning student's mind.

Indeed there are pros and cons about game online. It depends on how we manage our time, money, and the game to benefit our life.[37]

Source: https://muhammadfaishalblog.wordpress.com

l. Review Text

Social function: To critique an art work or event for a public audience.[38]

Example of review text:

[37] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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Romantic Rhapsody

Written by Theresia, Student of SMAN ! Welahan Jepara, Grade XII PIA 2, 2006/2007

Artist: ADA Band

Title : Romantic Rhapsody

Genre : Pop

Production : EMI Music Indonesia

ADA band is the most popular group band in Indonesia. They are Doni (vocal), Krishna (keyboard), Marshall (guitar), Dika (bass), and additional player on drum, Rere. ADA Band has produced 6 album since 1996.

After successed with their album Heaven of Love, this time, ADA Band again release the 7th album. The title is Romantic Rhapsody. There are 12 songs in this album. This is special album because all of player make several songs. Not only that, but also the color of music is more variety.

If we hear Senandung Lagu Cinta, we will hear the sound of Marshall's guitar influenced by classical guitar from spain. On the song of Jalan Cahaya, ADA Band featuring Ubiet. This song is about God. From 12 songs, Karena Wanita become a hit because this song is dedicated to all woman in the world. This album is deserved to be obtained and you should have this album.[39]

Source: https://muhammadfaishalblog.wordpress.com

[39] muhammadfaishalblog.wordpress.com.(Accessed on January 17th, 2024).

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m. Anecdote Text

An anecdote is a short and amusing but serious account, which may depict a real/fake incident or character.[40]

Example of anecdote text:

Best Stephen Colbert Quotes Ever
Tuesday May 13, 2014 "Contraception leads to more babies being born out of wedlock, the exact same way that fire extinguishers cause fire." Said Stephen Colbert "If this is going to be Christian Nation that doesn't help the poor, either we have to pretend that Jesus was just as selfish as we are, or we've got to acknowledge that he commanded us to love the poor and serve the needy without condition and then admit that we just don't want to do it." Said Stephen Colbert "If you ignore something long enough, it will go away. Just look at Sarah Palin." Said Stephen Colbert "Agnostics are just atheists without balls." Said Stephen Colbert Contrary to what people may say, there's no upper limit to stupidity." Said Stephen Colbert The truthiness' is, anyone can read the news to you. I promise to feel the news…at you." Said Stephen Colbert.[41]

Source: https://media.neliti.com/media/publications

6. Concepts of Explanation Text

Explanation text is an important text that should be learned by senior high school students. By learning this text, it may train the students to think scientifically and academically. It means that the students should learn this text to add their knowledge about anything that happen in this world and the causes it happens. Below is more explanation about explanation text.

[40] Feriyanti Elina Gultom, "Anecdote Text Vs Spoof Text", *Jurnal Bahasa Unimed 27*, no. 1, 2016, p.65–68.

[41] https://media.neliti.com/media/publications/79137-EN-anecdote-text-vs-spoof-text.pdf. (Accessed on January 17th, 2024

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a. Definition of Explanation Text

One the text studied in Indonesian language learning is explanation text. According to Priyanti, explanation text is a text that explains the process of the occurrence of something related to the formation of natural, social, scientific, and cultural phenomenon. Based on the contents of the 2013 Indonesian Language Curriculum for SMA/MAK, one of the competencies that must be achieved by students is the ability to understand and produce explanation texts contained in Kompetensi Dasar 3.4 and 4.4. According to Mark Anderson and Kathy Anderson, Explanation text is type of often used to tell how and why things (phenomena) occur in nature.[42]

Besides, Refnaldi stated, Explanation genre has the function as a factual text to explain the processes in the evolution of natural phenomena. In addition, explanations are more about processes and things. An explanation text is often found in science and social studies. The process of explaining is used to logically sequence the way and that we and our environment physically function, as well as understanding and interpreting why culture and intellectual ideas and concepts prevail. An explanation text provides the learners an understanding about the world and how it operates. There are two main orientations of an explanation text: explain how something happens and explain why something happens.

b. Purpose of Explanation Text

Explanation text is a text which tells process relating to forming of natural social, scientific, and cultural phenomena. In other words, the purpose of this text is to explain how or why something happens.

[42] Mark Anderson and Katthy Anderson, *Text Type in English*, 1st Ed. (Australia: Macmillan Education Australia, 1997), p.82.

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c. Language Features of Explanation Text

In an explanation text, there are linguistics features as below:

1) Using simple present tense
2) Using abstract noun (no visible noun)
3) Using passive voice
4) Using action verbs
5) Containing explanation of the process[43]

d. Generic structure of Explanation Text

According to Mark Anderson & Kathy Anderson (1997), the generic structure of explanation text consists of three components, there are General statements, Series of sentences that tell hows and whys, and a Conclusion paragraph. Below are the more explanation, as follows:

1) General statement

This can serve as an introduction to the explanation, and it gives the audience a description of the event or thing and a preview of what the rest of the text will be about.

2) Series of sentences that tell hows and whys

There should bein a sequence so that the audience is told of the process that causes the event or thing to happen.

3) Conclusion paragraph

If this is concluded, it signals to the audience that the explanation is finished. Some explanation texts do not have a conclusion.

[43] Nova Fibri A, Nurul Afidah, and Ulfa Wulan Agustina, *I Love English (an English Textbook for Eleventh Grade Students)*, Ed. Tim UNWAHA Press, 1st Ed. (Jombang: LPPM Universitas KH. A. Wahab Hasbullah, 2021), p.35.

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e. Example of Explanation Text

For more understanding about explanation text type, you can see the following example of a short text of explanation text and the place of the components of the generic structure in the text entitled "How Rain is Formed" describes below:

1) Title

How Rain is Formed.

2) General statement

Rain has both good and bad effect. Rain clears the air from pollution, it can also keep the plants green. However, too much rain can cause natural disaster such as floods and landslides.

3) Sequence of Explanation

Do you know how rain is formed?

There are many water source such as oceans, lakes, rivers, etc. when the sun shines, the hot temperature will make the water evaporate. This "vapor" then rises because the air (gas) flows from the high pressure to the low pressure places. When the vapor in the sky, it cools and changes from as water. This condensed vapor will grow bigger into clouds. The clouds are carried by the air. When the clouds become too heavy, the gravity will pull it down slowly. The water drops fall down and it becomes rain.[44]

C. Conceptual Framework

A conceptual framework is a description of the pattern of relationships between concepts and variables coherently which is a complete picture of the focus of the

[44] Nurul Khoiriyah, *Genre Text*, Ed. Guepedia/La, 1st Ed. (Guepedia, 2021), p.94.

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research.[45] So, the conceptual framework is created to provide an overview of the relationship between the concepts and theories used in the process of achieving the result of the research focus.

The conceptual framework of this research is designed as follow:

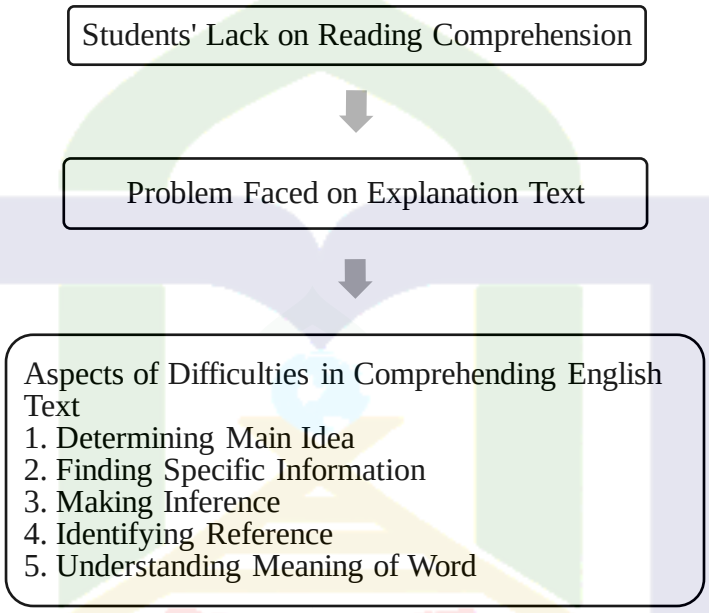

Figure 2.1 Conceptual Framework

Reading comprehension difficulties is a problem faced by the students in comprehending English reading text, the problem that faced by the students in comprehend the English reading text are variety, in this case the researcher used theory from Nuttal C, about aspects of difficulties in comprehending English text, they are: Determining Main Idea, Finding Specific Information, Making Inference, Identifying Reference, and the last aspect is Understanding the Meaning of Word.[46] These five

[45] Muhammad Kamal Zubair et al., *Pedoman Penulisan Karya Tulis Ilmiah*, Ed. Rahmawati, 1st Ed. (Parepare: IAIN Parepare Nusantara Press, 2020), p.26.

[46] Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinerman Educational Books, 1982).

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aspects are sometimes faced by the students in comprehending English text. In the form of explanation text focused to the second grade students of MA DDI Kanang Kabupaten Polewali Mandar.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Lexy J. states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods.[47]

Qualitative research is descriptive and tends to use analysis with an inductive approach. The highlighting of the research process and the utilization of the theoretical basis are carried out so that the research focus is in accordance with the facts in the field. In addition, the theoretical basis is also useful for providing an overview of the research background and as a discussion of the research results.

B. Location and Time of the Research

The location of the research conducted at Madrasah Aliyah Darud Da'wah Wal Irsyad (MA DDI Kanang). It is located in Kanang, Jl. Mangondang No. 35 Desa Batetangnga, Kecamatan Binuang, Kabupaten Polewali Mandar, West Sulawesi.

The researcher used descriptive qualitative research and use interview and questionnaire to collecting the data. The interview is used to identify the problems faced by second grade students at MA DDI Kanang in reading explanation text. Meanwile, the questionnaire is employed to determine the percentage of the second grade students of MA DDI Kanang experiencing problems in reading explanation text.

[47] Feni Rita Fiantika et al., *Metodologi Penelitian Kualitatif*, Ed. Yuliatri Novita, *Rake Sarasin*, 1st Ed. (Sumatera Barat: PT Global Eksekutif Teknologi, 2022), p.4.

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Therefore, the researcher will use more than one month for collecting the data from the students and observation in school.

C. Focus of the Research

The researcher wants to focus the research on "The problems faced by students in reading English text. This research focus to find out the problems faced by students in reading English text and how many percent of students faced reading comprehension problems, especially in reading explanation text. Thus, the focus of this research is only second grade students of MA DDI Kanang Kabupaten Polewali Mandar.

In this research, from the total population of the second grade students of MA DDI Kanang, they are 114 students. The researcher use 40 students as the sample of this research to obtain data about the problems faced by second grade students at MA DDI Kanang in reading explanation text. Because the population is to large, the researcher use simple random sampling to take the sample to ensure that all elements in the population have an aquel chance of being selected as representatives. The sample of this research such as from MIPA 1 are 10 students, MIPA 2 are 10 students, IPS 1 are 10 students, and IPS 2 are 10 students.

D. Types and Sources of Data

The type of data used by researcher in this study is qualitative data. Qualitative data is research that will produce descriptive data such as statement and action of the subject being observed. The data is than described and discussed to answer the related problems.

According to lofland cited from Lexy J Moleong in 2021 states that "the main data sources in qualitative research are words and actions. The rest is additional data

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such as documents and others".[48] Then, the data sources used in this study consisted of two data sources, such us primary data and secondary data.

Source of data refers to the origin of the research data obtained and collected by research. In answering the research problem, it is likely that one or more data sources, this really depends on the need and adequancy of data to answer research questions. This data source will determine the type of data obtained, whether including primary data or secondary data. It is said to be primary data, if the data is obtained from the original source, whereas it is said to be secondary data if the data is obtained not from the original source but from presentation of other parties.

1. Primary data

Primary data is data obtain directly from the object of field research by taking data directly from people who are related and experienced the incident by giving some oral questions. The primary data in this research were second grade students' of MA DDI Kanang.

2. Secondary data

The secondary data in this research are literature, journal, article, internet sites related to the research conducted, field notes and every tool that may help the process of conducting this research. It will be helpful while the researcher is doing the observation in the school.

E. Procedure of Collecting Data

Data collection techniques are an important thing in research. Because this will be a strategy or method used by researchers to collect the data needed in their research.

[48] Sri Hastuti, Murni Mahmud, and Sukardi Weda, "Speech Style Used in Child Development" 2, no. 1 (2023), p.33–45.

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Data collection in research is needed to obtain reliable materials, facts, and information. The procedures that the researcher will apply in order to collect the systematic and valid data in this research are interview and questionnaire, the brief explanation is presented below:

1. Interview

Interview is activity that involves interviewer and interviewee where interview will give some questions to be answered by interviewee. According to Gorden, interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose.[49] It means that an interview is a conversation between two people where one of them aims to explore and obtain information for a specific purpose.

In this research, the researcher used one-on-one interview. One-on-one interview is data collection process in which the researcher asks questions and records answer from the participant in the study at a time. The researcher prepares 10 questions relate to the problem faced by students in reading explanation text. To collecting data of interview, the researcher make some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview.

2. Questionnaire

The questionnaire is an efficient data collection method, if the researcher knows exactly the variables to be measured and knows what to expect from the respondent. The questionnaire is very suitable for a fairly large number of respondents and covers

[49] Umar Sidiq and Moh Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, Ed. Anwar Mujahidin, 1st Ed. (Ponorogo: CV Nata Karya, 2019), p.56-60.

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a wide area. The purpose of using a questionnaire is to obtain information on the variables measured in the study. Questionnaires have various forms, namely: open questionnaire, closed questionnaire, direct questionnaire, indirect questionnaire, check list and graded scale.[50]

In this research, the researcher used questionnaire to support and get validity of interview relate to the problem faced by second grade students of MA DDI Kanang is mostly used by subject. The questionnaire is distributed before the researcher conducts interview with subject.

Table 3.1 Questionnaire Grids

No.	Pembahasan	Positive Statement	Negative Statement	Total Number
1.	Determining Main Idea	No. 1	No. 2	2
2.	Finding Specific Information	No. 3	No. 4	2
3.	Making Inferences	No. 5	No. 6	2
4.	Locating Reference	No. 7	No. 8	2
5.	Understanding Meaning of Word[51]	No. 9	No. 10	2
Total				10

[50] Komang Sukendra and Kadek Surya Atmajaya, *Instrumen Penelitian*, Ed. Teddy Fiktorius, 1st Ed. (Denpasar: Mahameru Press, 2020), p.24-25.

[51] Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinerman Educational Books, 1982).

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Table 3.2 Questionnaires Scoring Technique

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive statement	5	4	3	2	1
Negative statement	1	2	3	4	5

3. Audio Recorder

Audio recorder is a research tool utilized for interviewing subjects and gathering information to complement research studies.[52] In this research, data collection using an audio recording devices such as a tape recorder or mobile phone to capture interview outcomes. This method is valuable in research, interview, or monitoring. Sound recorders can be employed to document conversations, environmental sounds, or specific events. After recording, the audio data can be analyzed or transcribed into text, enabling researchers or users to gain insights from the recorded material. The audio recorder is designed to record students' responses during interview so that if anything is forgotten, the researcher can replay the audio recording. Therefore, the recording tool can be used when researcher encounter difficulty in noting interview results.[53]

[52] Syafrida Hafni Sahir, *Metodologi Penelitian*, Ed. Try Koryati, 1st Ed. (Yogyakarta: KBM indonesia, 2021), p.45.

[53] Thalha Alhamid and Budur Anufia, *"Resume: Instrumen Pengumpulan Data,"* (Sekolah Tinggi Agama Islam Negeri(STAIN) Sorong,, 2019), p.5.

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F. Data Validity

In qualitative research**,** data can be categorized good data if the data are valid. To get validity of data, Creswell classified the validity of data into eight startegies.[54] There are:

1. Triangulate different data sources of information by examining evidence from the sources and using into built a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use rich, thick descriptions of findings involves offering detailed and vivid accounts of the data. This enhances the reader's understanding and trust in the findings, contributing to the overall validity of the study.
4. Clarify the bias means the researcher bring to the study is essential. This transparency helps reader's assess the potential impact to researcher bias on the interpretation of data.
5. Also present negative discrepant information by including information that contradicts or challenges identified themes adds depth to the analysis. Presenting negative or discrepant information demonstrates a commitment to portraying the complexity of the phenomena under investigate.
6. Spend prolonged time in the field, spending an extended period in the research setting allows the researcher to develop a deeper understanding of the context.

[54] John W Creswell, *Qualitative Inqury & Research Design*, Ed. Melinda Masson, 3rd Ed. (London: SAGE Publication, Inc, 2013), p.250.

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This prolonged contributes to the validity of the data by capturing nuances and subtleties over time.

7. Use peer debriefing to involves discussing the research process and findings with colleagues or peers. This external feedback helps in refining interpretations, ensuring that the researcher's biases and assumptions are addressed, thus enhancing the accuracy of the account.
8. Use an external auditor to review the entire research project adds an additional layer of objectivity. This independent assessment helps validate the study's rigor and the credibility of the findings.

In this research, the researcher uses triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Thus, triangulation technique means the researcher uses two or more technique in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings.

G. Technique of Data Analysis

After collecting the data, the researcher analyzes the data. In qualitative research, data analysis more focused during the field process along with data collection. In fact, data analysis in qualitative research is an on going activity that occurs throughout the investigation process. According to Miles and Huberman, there are currently three main steps in qualitative data analysis, such as: data reduction, data display and conclusion or verification.

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1. Data Reduction

Data Reduction means summarizing, choosing the main points, focusing on the important things. Therefore, the data provided by the leaders will provide a clearer explanation, making it easier for the researchers to collect more data. Data reduction is a type of research that refines, divides, directs, removes unnecessary data, organizes the data in a way that will make the final result available.

2. Data Display

The next step is to display the data. In qualitative research, the presentation of this data can be in the form of brief descriptions, graphs, correlations between categories, diagrams, etc. According to Miles and Huberman, "in the past, the most common form of display data in qualitative research has narrative text". Watching at display help us understand what is happening and do something about it – a deep analysis or a cautionary tale about that understanding."

3. Conclusion or Verification

The last step in qualitative data analysis according to Miles and Huberman is to draw conclusions and analyze them. The initial conclusions drawn are still tentative and will change if there is no strong, supportive evidence and subsequent data collection. Analytical data analysis techniques in qualitative research are different from data analysis techniques in quantitative research using statistical programs. Data analysis process can be done quantitatively if all the data analysis is collected, while ideally, the analysis process is done during the data collection process which is done during the data collection process until the research report has been finished.[55]

[55] Hardani et al., *Buku Metode Penelitian Kualitatif & Kuantitatif*, Ed. Husnu Abadi, 1st Ed. (Yogyakarta: CV Pustaka Ilmu, 2020), p.163-174.

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CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

This chapter presents the research findings related to the research questions. The researchers explains the findings based on the research questions. The first research question is to identify the problems faced by second-grade students at MA DDI Kanang in reading explanation text. The second research question is to determine the percentage of second-grade students at MA DDI Kanang experiencing problems in reading explanation text.

Several stages were undertaken by the researcher, including interviews and qeustionnaires. Before conducting the research, the researcher first observed the school to identify the problems faced by second-grade students at MA DDI Kanang in reading explanation text. Thus, in the first stage, the researcher conducted interviews at the school regarding the problems faced by the second-grade students at MA DDI Kanang in reading explanation text. the second stage involved distributing questionnaires to determine the percentage of second-grade students at MA DDI Kanang who face problems in reading explanations text.

1. The Problems Faced by Students in Reading Explanation Text

Based on the result of interviews with several representatives of the second grade students at MA DDI Kanang conducted on April 27, 2024, regarding the problems faced by second grade students at MA DDI Kanang in reading English texts, especially explanation text, which have been processed through three methods: Reduction, Display, and Conclusion or Verification, as explained in the previous chapter.

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Based on the theory used in this study, namely Nuttal's theory, there are five aspects of reading comprehension that students need to understand to comprehend texts well: determining main idea, finding specific information, making inference, identifying reference, and understanding meaning of words.[56]

From the interviews with the students about their problems faced in reading explanation text, the researcher found several isusses that cause these difficulties. The problem faced by students in reading explanation text are as follows:

a. Aspects of Determining Main Idea

First, Determining Main Idea. Based on Nuttal's theory, this aspect relates to students' ability to identify the main idea of an explanation text. it helps them understand the core of what they are reading and organize the information they receive effectively. Diffulty in determining the main idea can lead to misunderstanding about the overall text.

Some of the second grade students at MA DDI Kanang said they experience problems in determining main idea in explanation text because they find it difficult to locate the main idea in the text. additionaly, they often struggle to identify the main idea due to their limited vocabulary, which prevents them from understanding the entire text. This is in accordance with the result of the interview conducted with a student named AIM from class XI MIPA 1, as follows:

> *"Ya, saya biasanya kesulitan dalam menetukan ide utama dalam teks karena saya susah menemukan letak ide utamanya dan kadang susah di dapat ide utamanya. Cara saya menentukan ide utamanya dengan melihat judulnya terlebih dahulu kemudian disimpulkan apa ide utamanya".*[57]

[56] Risqiyani, "The Students' Difficulties and the Factors Affecting Them in Reading Narrative Text" (State Islamic University of KH Achmad Siddiq Jember, 2021), p. 29-34.

[57] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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(Yes, I usually have difficulty determining the main idea in the text because I struggle to locate the main idea. My method of determining main idea is to look at the title first and then conclude what the main idea is).

Based on the interview above, it can be concluded that student has problem determining the main idea of the text because it is not easy to locate and sometimes the main idea is hard to identify. The students tries to determine the main idea by looking at title first and then concluding the main idea from there.

NS from class XI MIPA 2 also stated:

"Iya, saya kadang sulit karena teksnya yang panjang dan saya sangat kurang kosakata. Ketika saya menentukan ide utamanya, saya terlebih dahulu menerjemahkan teksnya kemudian saya menentukan ide utamanya".[58]

(Yes, I sometimes find it difficult because the text is long and I have a very limited vocabulary. When I determine the main idea, I first translate the text and then identify the main idea).

Even though the student read the entire text, they still have difficulty determining the main idea due to the length of the text and limited vocabulary. To determine the main idea, the student translate the text first before concluding the main idea. This finding related to the previous research by Nurul Hasanah & Syahban Mada Ali stated that there are many students facing problems in learning. One of problems is students lack of vocabulary, so they should open dictionary to find the meaning of the words.[59]

Besides, the result of the interview from student name EA from class XI IPS 1, explain as follows:

"Ya, saya sering kesulitan menentukan ide utamanya terutama jika paragrafnya berisi banyak informasi sehingga saya sulit menentukan dimana letak ide utamanya. Saya biasanya membaca dan memahami teksnya dan menerjemahkan teksnya".[60]

[58] NS, Student, *Interview* in MA DDI Kanang on April 27th, 2024

[59] Nurul Hasanah and Syahban Mada Ali. "Personal Vocabulary Notes (PVN) Method Affects The Students Vocabulary Mastery at IAIN Parepare*." Jurnal Ilmiah Multidisiplin Amsir 1*, no. 1, 2022, p.68

[60] EA, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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(Yes, I often have difficult determining the main idea, especially if the paragraph contains a lot of information, making it hard for me to pinpoint where the main idea is. I usually read and understand the text and then translate it).

The result interview from EA said, the second grade of MA DDI Kanang often struggle to identify the main idea of a paragraph, especially if the paragraph is dense with information. They state that despite going through the processes of reading, comprehension, and translating the text, they still find it challenging to determine the core or essence of the paragraph . This indicate that they may need to refine their skills in analyzing and discerning important information from a text to better understand the messange or idea being conveyed.

The result of the interview from N from class XI IPS 2, as follows:

"Saya kadang kesulitan karena biasanya teksnya tidak terstruktur dengan baik dan saya tidak tahu keseluruhan isi teks hanya sebagian jadi saya terjemahkan terlebih dahulu. Saya pahami teksnya kemudian saya tentukan ide utamanya".[61]

(I sometimes have difficulty because the text is usually not well structured, and I only understand parts of it. So, I translate it first. I understand the text, then I determine the main idea).

Based on the interview above, the researcher found that one of the reasons they struggle to determine the main idea of a text is due to the lack of clear structure within the text. students often state that they only have limited access to the content of the text, so they are accustomed to translating the text first to get a general overview. After understanding the text more deeply, they can determine its main idea. This indicates that for students an important initial step is to comprehend the text as a whole before they can identify the central idea or essence of the text.

Based on the result interviews from several of the second grade students above, it can be conclude that some students face difficulties in reading explanation text, especially in determining the main idea. Students struggle to determine the main idea's

[61] N, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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location because sometimes it's not immediately apparent, and the text can be long and poorly structured, requiring them to understand and translate the entire content of the explanation text first. Moreover, students often struggle to determine the main idea if the paragraph contains a lot of information, so they usually read the entire paragraph-by-paragraph text to find the main idea.

b. Aspects of Finding Specific Information

Second, Finding Specific Information. This aspect related to the students needing to search and find specific information mentioned in the text to answer questions or complete specific tasks. Inability to find this information can cause them to miss important details and lose a deeper understanding of the text.

Based on the interview result with a student named AIM from class XI MIPA 1, explained as follows:

> *"Saya merasa sulit menemukan informasi spesifik dalam teks eksplanasi karena informasi sering tersebar di seluruh teks sehingga saya tidak tahu yang mana saja informasi penting dan tidak penting. Saya biasanya membaca ulang teks dan menandai atau menulis informasi penting yang saya temukan".*[62]
>
> (I find it difficult to finding specific information in explanation text because the information is often scattered throughout the text, so I don't know which information is important and which is not. I usually reread the text and mark or write down the important information I find).

The result of the interview from the student above said the student is expressing that they struggle to find specific information in explanation text because the information is scattered throughout the text, making it challenging to differentiate between what's important and what's not. They typically address this by rereading the text and marking or writing down the important information they find.

Furthermore, the result of the interview with a student named HN from class XI MIPA 2 explained as follows:

[62] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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> *"Saya kadang sulit menemukan informasi spesifik karena saya biasanya tidak tahu apa yang dibahas dalam teks. Saya membuat catatan atau menggaris bawahi bagian yang menurut saya penting"*.[63]
>
> (Sometimes I find it difficult to finding specific information because I usually don't know what is being discussed in the text. I take notes or underline parts that I think are important).

Based on the student's statement above, it can be concluded that the second grade student of MA DDI Kanang difficulty finding specific information because they sometimes do not understand the topic thoroughly in the text they read. To address this issue, they take a proactive step by making notes or underlining parts they deem important, allowin them to refer back to relevant information later on.

Besides, the result of the the interview with a student named EA from class XI IPS 1, also explain as follows:

> *"Saya kadang kesulitan karena informasi spesifiknya tersembunyi di tengah paragraph panjang. Saya biasanya membaca teks dengan teliti dan menerjemahkan untuk menandai informasi – informasi penting saat pertama kali membacanya"*.[64]
>
> (Sometimes, I struggle because specific information is buried within long paragraphs. It typically read text carefully and annotate to mark important information as I readit for the first time).

Even though the student struggle to find specific information, it doesn't deter them from continuing to try to finding importand information in the text. the student underline important information or makes small notes after reading the text carefully, even if they don't understand its content initially, they translate it first to find specific information.

Furthermore, S from class XI IPS 2 also gave the following explanation:

> *"Saya merasa kesulitan menemukan informasi spesifik karena saya terjemahkan dulu teksnya apalagi jika teksnya sangat panjang dan detail. Saya biasanya bertanya kepada teman yang tahu menentukan informasi spesifik dalam teks eksplanasi"*.[65]

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[63] HN, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[64] EA, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[65] S, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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(I find it difficult to finding specific information because I translate the text first, especially if its very long and detailed. I usually ask friends who are good finding specific information in explanation text).

Based on the result interview, the second grade student of MA DDI Kanang have difficulty finding specific information because of their habit of translating the text first, especially if it's lengthy and detailed. The student feel that the translation process consumes a lot of time and energy, making it difficult to focus on seeking specific information. To overcome this challenge, the student usualy seeks help from friends who have ability to identify important information in explanation text.

From several interview with second grade students above, it can be concluded that some students experience difficulties in finding specific information in explanation text. the reason for this difficuly is that on average, students translate the text first, especially if the text is long and higly detailed. Sometimes, they are not familiar with the topic, so they have to read it repeatedly. Often, specific information is scattered throughout the text, making it difficult for students to distinguish between importand and unimportant information.

c. Aspects of Making Inference

Third, Making Inference. This aspect relate to the student's ability to make inference or conclusion based on the information provided in the text. it involves reading between the lines and understanding meanings that are not explicitly stated. Difficulty in making inference can hinder their ability to graps the broader implicationa or messages of the text.

Based on the result of the interview with a student named AIM from class XI MIPA 1, the explanation as follows:

"Iya, saya biasanya sulit membuat kesimpulan karena makna yang tersirat dalam teks tidak selalu jelas dan saya kurang kosakata. Saya mencoba

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memahami isi keseluruhan teks dan memperhatikan petunjuk – petunjuk yang diberikan penulis setelah itu saya buatkan kesimpulan".[66]

(Yes, I usually find it difficult to making inference because the implied meanings in the text are not very clear and I lack vocabulary. I try to understand the overall content of the text and pay attention to the clues provided by the author, then I make my conclusion).

Based on the interview with the student above, it can be concluded that the student has difficulty making inference because the implied meanings in the text are not very clear and they have a limited vocabulary. To address this, the student tries to understand the overall content of the text and pays attention to the clues provided by the author before making inference.

This was also conveyed by HN from class XI MIPA 2, in the result of the interview as follows:

"Ya, saya merasa kesulitan terutama jika teksnya tidak memberikan petunjuk yang jelas. Saya tidak tahu menangkap makna yang tersirat dalam teks sehingga saya biasanya mengisi jawaban sesuai apa yang saya mengerti dan tahu saja".[67]

(Yes, I find it difficult, especially if the text does not provide clear clues. I don't know how to grasp the implied meanings in the text, so I usually answer based on what I understand dan know).

Based on the interview above, it can be understand that students face difficult in making inference, especially when the text lack clear clues. They find it challenging to grasp the implied meaning in the text and tend to rely on their existing knowledge and understanding. As explained by the students on behalf of EA from class XI IPS 1, who said the following:

"Saya kadang kesulitan karena inferensi sering kali memerlukan pemahaman mendalam dan koneksi antara berbagai bagian teks. Saya mencoba menghubungkan informasi yang saya temukan dengan pengetahuan yang sudah saya miliki".[68]

(I sometimes struggle because making inference often requires a deep understanding and connection between various parts of the text. I try to connect the information I find with the knowledge I already have).

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[66] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[67] HN, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[68] EA, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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Some students of MA DDI Kanang, also said that they struggle because they don't understand the story discussed in the text. when they want to make inference, they always translate the entire text first so that they can easily making conclusion. Assistance from a dictionary and friends who understand also helps students in their difficult. The same explanation also stated by the students named S from class XI IPS 2:

> *"Saya sering kesulitan membuat inferensi karena saya tidak paham cerita teksnya sehingga saya pasti menerjemahkan terlebih dahulu keseluruhan isi teksnya. Saya pahami ceritanya agar dapat menangkap makna tersirat"*.[69]
>
> (I often struggle to make inference because I don't understand the story, so I always translate the entire text first. I grasp the story to capture the implied meanings).

d. Aspects of Identifying Reference

Fourth, Identifying Reference. This aspect related to how students should recognize and understand the references or pronouns used in the text to ensure they know who or what is being referred to. Inability to identify reference can lead to confusion and misunderstanding.

Based on the interview result with a student named AIM from class XI MIPA 1, explained as follows:

> *"Saya sulit mengidentifikasi referensi yang digunakan karena saya belum terlalu paham tentang kata ganti yang biasanya digunakan dalam teks eksplanasi. Saya melihat kembali kata ganti ke bagian sebelumnya untuk menemukan referensinya".*[70]
>
> (I find it difficult to identify the reference used because I'm not yet familiar with the pronoun typically used in explanation text. I look back at the pronoun in the prevoious section to find their reference).

The result of the interview with the students above indicate that they are not yet familiar with how to identify pronoun commonly used in explanation text such as the pronouns that are used to show people, place, or situation. This is what sometimes

[69] S, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[70] AIM, Sstudent, *Interview* in MA DDI Kanang on April 27th, 2024

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makes students struggle to correctly identify reference. To overcome this difficult, they look back at pronouns in the previous semtence.

Furthermore, the interview result with a student named HN from class XI MIPA 2 explaned as follows:

> *"Iya, saya sering kali bingung dengan referensi yang tidak jelas sehingga membuat saya tidak paham kepada siapa atau kepada apa kata ganti merujuk. Saya biasanya bertanya kepada teman yang lebih paham".*[71]
>
> (Yes, I often get confused with unclear reference, which makes it hard for me to understand who or what pronouns refer to. I usually ask friends who understand better).

EA from class XI IPS 1, also added a similar explanation as follows:

> *"Iya, kadang saya bingung tentang apa atau siapa yang di maksud oleh kata ganti dalam cerita teks eksplanasi. Saya biasanya mencari kata gantinya dengan cara mencoba menghubungkannya dengan kalimat – kalimat sebelumnya".*[72]
>
> (Yes, sometimes I get confused about what or who the pronouns refer to in explanation text. I usually try to find the pronoun by connecting it with the preceding sentences).

From the students statement above, it can be inferred that student often struggle with unclear reference, leading to confusion about who or what the pronoun refer to. The students typical solution is to ask a more knowledgeable friend for clarification. The same explanation also stated by the student named S from class XI IPS 2:

> *"Saya biasanya sulit mengidentifikasi terutama ketika kata ganti tidak jelas mengacu pada siapa atau apa. Saya membaca ulang bagian sebelumnya untuk menemukan kata yang sesuai dengan kata ganti atau referensi tersebut".*[73]
>
> (I usually find it difficult to identify, especially when the pronoun is unclear about what or who it refer to. I reread the preceding section to find a word that matches the pronoun or reference).

e. Aspects of Understanding Meaning of Word

Fifth, Understanding Meaning of Word. This last aspect related to students needing to understand the meanings of words used in the text, including unfamiliar or

[71] HN, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[72] EA, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[73] S, Student, Interview in MA DDI Kanang on April 27th, 2024

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technical vocabulary. Difficulty in understanding words can hinder them from comprehending the entire text and absorbing the provided information.

Based on the interview result with students named AIM from class XI MIPA 1, explained as follows:

> *"Ya, saya biasanya sulit terutama jika ada banyak kata yang tidak saya kenal jadi saya memahami makna kata yang saya tahu saja. Saya biasanya bertanya ke guru yang bersangkutan atau mencari di kamus".*[74]
>
> (Yes, I usually find it difficult especially when there are many words I don't know, so I just focus on understanding the meaning of word I do know. I typically ask the teacher or look them up in a dictionary).

Based on the interview result above, it can be concluded that students find it difficult when encountering unfamiliar words in a text, so they focus on understanding the meanings of the words they already know. They also typically seek help from the teacher or use a dictionary to understand the meanings of unfamiliar words.

Besides, NS from class XI MIPA 2 also gave the following explanation:

> *"Iya, saya merasa sulit karena kata – kata yang ada dalam teks banyak jadi saya sulit memahami satu per satu maknanya terutama jika kata – kata tersebut tidak umum digunakan. Saya mencari defenisinya di kamus atau bertanya ke teman yang lebih tahu".*[75]
>
> (Yes, I find it difficult because there are many words in the text, so I stuggle to understand each meaning, especially if the words are not commonly used. I look up their defenitions in the dictionary oe ask friends who know better).

Futhermore, the interview result with students named MAI from XI IPS 1, also stated:

> *"Ya, saya biasanya sulit memahami makna kata yang ada di teks eksplanasi terutama jika kata – kata tersebut tidak familiar. Saya menggunakan bantuan kamus untuk mencari makna kata yang tidak saya tahu".*[76]
>
> (Yes, I usually find it cifficult to understand the meanings of the words in explanation text, especially if those words are unfamiliar. I use a dictionary to look up the meanings of the words I don't know).

[74] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[75] NS, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[76] MAI, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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Based on the all interview result with some of the students above, it can be concluded that they often encounter difficulty in understand texts due to numerous unfamiliar words. They tend to focus on comprehending the meanings of known words, and when faced with unfamiliar ones, they seek assistance from teacher, use dictionary, or ask more knowledgeable peers. This underscores the importance of additional resources and collaboration in expanding their understanding of text.

2. Percentage of the Second Grade Students of MA DDI Kanang in Reading Explanation Text

The presentation of the data from the questionnaire given to the second grade students of MA DDI Kanang can be seen in the table below:

a. Determining Main Idea

The following is a discussion of the questionnaire items based on the aspect determining main idea:

Table 4. 1
Question 1
I find it easy to determine the main idea of explanation text

Answer	Score (positive statement)	F	Total Score	P
Strongly Agree	5	3	15	7,5%
Agree	4	8	32	20%
Neutral	3	10	30	25%
Disagree	2	19	38	47,5%
Strongly Disagree	1	0	0	-
Total		**40**	**115**	**100%**

The ideal score for question item 1 (the highest score) is: 5 × 40 = 200 (stongly agree). The lowest score is: 1 × 40 = 40 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 1 is: 115/200 × 100% = 57,5%

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Table 4.2
Question 2
At times, it's challenging for me to identify the main idea of explanation text.

Answer	Score (negative statement)	F	Total Score	P
Strongly Agree	1	6	6	15%
Agree	2	6	12	15%
Neutral	3	14	42	35%
Disagree	4	14	56	35%
Strongly Disagree	5	0	0	-
Total		**40**	**116**	**100%**

The ideal score for question item 2 (the highest score) is: 1 × 40 = 40 (stongly agree). The lowest score is: 5 × 40 = 200 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 2 is: 116/40 × 100% = 2,9%

So based on the above data, the second grade students of MA DDI Kanang who face problems in determining the main idea of an explanation text is: 57,5% + 2,9%/2 = 58,95%.

b. Finding Specific Information

The following is a discussion of the questionnaire items based on the aspect finding specific information:

Table 4.3
Question 3
I am confident that I can master the vocabulary used in explanation text

Answer	Score (positive statement)	F	Total Score	P
Strongly Agree	5	0	0	-
Agree	4	18	72	45%
Neutral	3	10	30	25%
Disagree	2	12	24	30%
Strongly Disagree	1	0	0	-
Total		**40**	**126**	**100%**

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The ideal score for question item 3 (the highest score) is: 5 × 40 = 200 (stongly agree). The lowest score is: 1 × 40 = 40 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 3 is:126/200 × 100% = 63%

Table 4.4
Question 4
Sometimes I have difficulty understanding the vocabulary in explanation text

Answer	Score (negative statement)	F	Total Score	P
Strongly Agree	1	4	4	10%
Agree	2	20	40	50%
Neutral	3	6	24	15%
Disagree	4	10	40	25%
Strongly Disagree	5	0	0	-
Total		**40**	**108**	**100%**

The ideal score for question item 4 (the highest score) is: 1 × 40 = 40 (stongly agree). The lowest score is: 5 × 40 = 200 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 4 is: 108/40 × 100% = 2,7%

So based on the above data, the second grade students of MA DDI Kanang who face problems in finding specific information of an explanation text is: 63% + 2,7%/2 = 64,35%.

c. Making Inference

The following is a discussion of the questionnaire items based on the aspect making inference:

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Table 4.5
Question 5
I feel proficient in making inferences while reading explanation text

Answer	Score (positive statement)	F	Total Score	P
Strongly Agree	5	1	5	2,5%
Agree	4	10	40	25%
Neutral	3	19	57	47,5%
Disagree	2	10	20	25%
Strongly Disagree	1	0	0	-
Total		**40**	**122**	**100%**

The ideal score for question item 5 (the highest score) is: 5 × 40 = 200 (stongly agree). The lowest score is: 1 × 40 = 40 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 5 is: 122/200 × 100% = 61%

Table 4.6
Question 6
Sometimes making inferences becomes a challenge for me

Answer	Score (negative statement)	F	Total Score	P
Strongly Agree	1	2	2	10%
Agree	2	12	24	75%
Neutral	3	15	45	12,5%
Disagree	4	10	40	-
Strongly Disagree	5	1	5	2,5%
Total		**40**	**116**	**100%**

The ideal score for question item 6 (the highest score) is: 1 × 40 = 40 (stongly agree). The lowest score is: 5 × 40 = 200 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 6 is: 116/40 × 100% = 2,9%%

So based on the above data, the second grade students of MA DDI Kanang who face problems in making inference of an explanation text is: 61% + 2,9%/2 = 62,45%.

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d. Identifying Reference

The following is a discussion of the questionnaire items based on the aspect identifying reference:

Table 4.7
Question 7
I can easily locate specific references in explanation text

Answer	Score (positive statement)	F	Total Score	P
Strongly Agree	5	2	10	5%
Agree	4	10	40	25%
Neutral	3	18	54	45%
Disagree	2	10	20	25%
Strongly Disagree	1	0	0	-
Total		**40**	**124**	**100%**

The ideal score for question item 7 (the highest score) is: 5 × 40 = 200 (stongly agree). The lowest score is: 1 × 40 = 40 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 7 is: 124/200 × 100% = 62%

Table 4.8
Question 8
Sometimes I struggle to find specific references in explanation text

Answer	Score (negative statement)	F	Total Score	P
Strongly Agree	1	0	0	-
Agree	2	15	30	37,5%
Neutral	3	12	36	30%
Disagree	4	13	52	32,5%
Strongly Disagree	5	0	0	-
Total		**40**	**118**	**100%**

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The ideal score for question item 8 (the highest score) is: 1 × 40 = 40 (stongly agree). The lowest score is: 5 × 40 = 200 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 8 is: 118/40 × 100% = 2,95%

So based on the above data, the second grade students of MA DDI Kanang who face problems in identifying reference of an explanation text is: 62% + 2,95%/2 = 63,47%.

e. Understanding Meaning of Words

The following is a discussion of the questionnaire items based on the aspect understanding meaning of words:

Table 4.9
Question 9
Usually, I can understand detailed information in explanation text

Answer	Score (positive statement)	F	Total Score	P
Strongly Agree	5	3	15	7,5%
Agree	4	8	32	20%
Neutral	3	9	27	22,5%
Disagree	2	20	40	50%
Strongly Disagree	1	0	0	-
Total		**40**	**114**	**100%**

The ideal score for question item 9 (the highest score) is: 5 × 40 = 200 (stongly agree). The lowest score is: 1 × 40 = 40 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 9 is: 114/200 × 100% = 57%

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Table 4.10
Question 10
Sometimes it's difficult for me to understand detailed information in explanation text

Answer	Score (negative statement)	F	Total Score	P
Strongly Agree	1	5	5	12,5%
Agree	2	15	30	37,5%
Neutral	3	11	33	27,5%
Disagree	4	9	36	22,5%
Strongly Disagree	5	0	0	-
Total		**40**	**104**	**100%**

The ideal score for question item 10 (the highest score) is: 1 × 40 = 40 (stongly agree). The lowest score is: 5 × 40 = 200 (strongly disagree). Based on the data obtained from 40 respondents, the score for question 10 is: 104/40 × 100% = 2,6%

So based on the above data, the second grade students of MA DDI Kanang who face problems in determining the main idea of an explanation text is: 57% + 2,6%/2 = 58,2%.

Table 4.11
Recapitulation of the Percentage of Second Grade Students who Face Problems in Reading Explanation Text based on the 5 Aspects

No.	Aspects	Percentage Score
1	Determining Main Idea	58,95%.
2	Finding Specific Information	64,35%.
3	Making Inference	62,45%.
4	Identifying Reference	63,47%.
5	Understanding Meaning of Words	58,2%

Based on the data obtained, most students at MA DDI Kanang face difficulties in understanding explanation text, as evidenced by five aspects. A total of 58,95% of

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students have problem determining the main idea, indicating a lack of ability to identify the central information conveyed in the text. Additionally, 64,35% of students struggle to find specific information, suggesting they cannot locate important details that support their understanding of the text. Furtheremore, 62,45% of students find it difficult to making inference, meaning they struggle to read between the lines and grasp implied meanings. This problem is compounded by 63,47% of students having problem identifying reference, such as pronouns or textual reference that connect ideas throughout the text. Lastly, 58,2% of students have difficulty understanding the meaning of word, highlighting limitations in vocabulary of the ability context to interpret meanings. Overall, this data illustrates that the majority of students face significant challenges in all five aspects of understanding explanation text.

B. DISCUSSION

In this section, the researcher discusses the problems faced by students in reading explanation text, which have been processed using three steps: reduction, display, and conclusion. The researcher determines the percentage of students facing problems in reading explanation text using a Likert scale. The researcher identifies the problems faced by the second grade students of MA DDI Kanang in reading explanation text from their responses to the given questionnaire.

In this study, the researcher randomly selected 40 second grade students from MA DDI Kanang out of a total population of 114 students as respondents to answer the research question. This section will consist of two part to obtain the research results and discuss them by connecting them with several theories and previous studies.

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1. Problem Faced by the Students in Reading Explanation Text

After conducting interviews with several second grade students of MA DDI Kanang, the researcher identified the problems students face in reading explanation text. to identify these problems, the researcher used Nuttal's theory, which includes five aspects of understanding English text effectively namely Determining Main Idea, Finding Specific Information, Making Inference, Identifying Reference and Understanding Meaning of Words.[77]

Below are the results of the interviews analyzed using three steps: reduction, display, and conclusion or verification.

First, the problem students face in reading explanation text is determining the main idea. According to Nuttal, this aspect involves students being able to identify the main idea of the text, which requires understanding the topic presented in the text. At MA DDI Kanang, most second grade students still struggle with identifying the main idea in explanation text. as explained by several students in the interviews conducted by the researcher as follows: First, student named AM said that:

> "I usually have difficulty determining the main idea in the text because I struggle to locate the main idea".[78]

EA from class XI IPS 1 also stated the same thing:

> "I often have difficult determining the main idea, especially if the paragraph contains a lot of information, making it hard for me to pinpoint where the main idea is".[79]

From the explanation of the students above, it can be concluded that many students still have difficulty identifying the main idea in explanation text, especially

[77] Risqiyani, "The Students' Difficulties and the Factors Affecting Them in Reading Narrative Text" (State Islamic University of KH Achmad Siddiq Jember, 2021), p. 29-34.

[78] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024

[79] EA, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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when the text is dense with information, making it challenging for them to pinpoint the main idea.

This finding is related in the previous research by Aguslim, Cut Marlini and Zaki AL-Fuad, which stated that:

> "The problem students face in determining main idea is that they struggle to identify the main idea in lengthy text and do not know where the main idea is located".[80]

It means students still find it difficult to determine the main idea in reading text. however, if students can identify the main idea of the text, they can understand the content of the reading. Finding the main idea in a text is essential for readears when trying to expand their knowledge. If students can identify the main idea well, their understanding of the text will bw good. NS from class XI MIPA 2, also explained about their problem in determining main idea, stated that:

> "I sometimes find it difficult because the text is long and I have a very limited vocabulary. When I determine the main idea".[81]

N from class XI IPS 2 also added an explanation, as follows:

> "I sometimes have difficulty because the text is usually not well structured, and I only understand parts of it".[82]

From the students statement above, it can be concluded that difficulty in determining the main idea of the text is often caused by two main interconnected factors. Firstly, the length of the text and the reader's limited vocabulary can make comprehension more challenging. When a text contain many long sentences and paragraph, along with the use of complex or uncommon words, reader with narrower vocabulary will struggle to process and understand the text thoroughly. Secondly, the lack of structure in organizing the text can also be a barrier. When a text lack a clear

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[80] Cut Marlini and Zaki Al-fuad, "Analisis Kemampuan Siswa Menentukan Kalimat Utama dalam Pembelajaran Bahasa Indonesia Kelas 4 SD Negeri 49 Kota Banda Aceh," *Jurnal Ilmiah Mahasiswa* 2, no. 1, 2021.

[81] NS, Student, *Interview* in MA DDI Kanang on April 27th, 2024

[82] N, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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structure, students tend to have difficulty following the author train of thought and identifying the main idea of the text.

Second, the problem students face in reading explanation text is finding specific information. According to Nuttal, this aspect related to the need for students to search for and find specific information mentioned in the text to answer questions or complete certain task. The inability to find this information can lead them to miss important details and lose a deeper understanding of the text. Therefore, students must be able to distinguish between important and unimportant information in an English text. however, most of the second grade students at MA DDI Kanang said that they have difficulty finding specific information in explanation text for various reasons. Firstly, they struggle because the information is often scattered throughout the text, making it hard for them to identify what is important abd what is not. Secondly, specific information is often hidden in the middle of long paragraph. Additionaly, the lengthy and detailed nature of the text makes it difficult for students to locate specific information. As explained by the interview result of the students stated that:

> "I find it difficult to finding specific information in explanation text because the information is often scattered throughout the text, so I don't know which information is important and which is not".[83]

EA from class XI IPS 1, also gave the explanation from the interview, as follows:

> "Sometimes, I struggle because specific information is buried within long paragraphs".[84]

Additionally, S from class XI IPS 2 also added an explanation, as follows:

> "I find it difficult to finding specific information because I translate the text first, especially if its very long and detailed".[85]

Based on the interview above, most of the students have difficulty in finding specific information. This happens because they do not yet understand how to

[83] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[84] EA, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[85] S, Student, *Interview* in MA DDI Kannag on April 27th, 2024

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distinguish between important and unimportant information in an English text. Moreover, if the text is very detailed and long, it further confuses students in finding specific information.

> This finding is related to the theory of Nuttal, which stated that:
> "One of the difficulties that readers commonly encounter is finding specific information of details in the text".[86]

Therefore, the ability of students to find specific information in the text is crucial in assessing their level of understanding of the reading material. By being able to find and identify specific information, students can demonstrate that they are not just skimming the text but also comprehending and extracting relevant details. Thus, it is important for educators to provide adequate training and support to students in developing the ability to find specific information in text to ensure comprehensive and deep understanding.

Third, the problem students face in reading explanation text is making inference. According to Nuttal, this aspect relates to students needing to make inference or draw conclusion based on the information given in the text. This involves reading between the lines and understanding meanings that are not stated directly. Difficulties in making inference can hinder their ability to grasp the broader implications or messages of the text.

Talking about making inference, students of MA DDI Kanang still difficulty in making inference. This is evidenced by the results of interview with second grade students, which stated that they struggle because the implied meanings in the text are unclear, and their limited vocabulary makes it even harder to make inference. Additionally, they have difficulty because the text does not provide clear clues, so they

[86] Ni Wayan Monik Rismadewi, "Identifikasi Kesulitan Membaca Pemahaman Mahasiswa," *Jurnal Bimbingan Dan Konseling Indonesia* 8, no. 1, 2023, p. 1–8.

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answer based only on what they understand and know. As stated by some of the students in the interview of the result:

> "I usually find it difficult to making inference because the implied meanings in the text are not very clear and I lack vocabulary".[87]

HN from class XI MIPA 2 also added an explanation, as follows:

> "Yes, I find it difficult, especially if the text does not provide clear clues. I don't know how to grasp the implied meanings in the text".[88]

Wheres another interview result of the second grade students of MA DDI Kanang, students have difficulty in making inference because they often do not engage in deep understanding and fail to make connection between different part of the text. Sometimes they lack understanding of the story in the text, so they translate the entire content first in order to make inference. As explained by the student named EA from class XI IPS 1, as follows:

> "I sometimes struggle because making inference often requires a deep understanding and connection between various parts of the text".[89]

S from class XI IPS 2, also stated:

> "I often struggle to make inference because I don't understand the story, so I always translate the entire text first".[90]

Based on the interview result above, it can be concluded that difficulties in making inference are often due to lack of deep understanding and an inability to connect various parts of the text. Additionally, these difficulties arise because students do not fully understand the story in the text, so they feel the need to translate the entire content first in order to make accurate inference.

This finding related to the previous research by Maslakhatu Nurul Ummah, were found one of the problems students face in understanding reading text is making

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[87] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[88] HN, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[89] EA, Student, *Interview* in MA DDI Kanang on April 27th, 2024
[90] S, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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inference. In research, students ability to make inference is still considered low in terms of both their static understanding and interpretation. [91]

Besides, according to the theory of Taksonomi Barret, which stated that:

> "The ability to make inference is a competenct that guides readers to draw conclusion beyond the explicit understanding".[92]

Based on the theory by Taksonomi Barret above, stated that the ability to make inference is a skill that guides readers to draw conclusions from the teks. Conclusion made by involving imagination and intuition., which are part of the readers creative competence in critical thinking, will result in information that goes beyond the explicit meaning. Therefore, students must be able to make inference in reading text to capture the implied or implicit meanings in explanation text.

Fourth, the problem students face in reading explanation text is identifying reference. According to Nuttal, this aspect relates to students needing to recognize and understand reference or pronoun used in the text to ensure they know who or what is being referred to. Failure to identify reference can lead to confusion and misunderstanding. Most of second grade students of MA DDI Kanang said that they struggle to identify the reference used because they lack understanding of pronouns commonly used in eksplanation text. Additionally, they often become confused by unclear reference, leading them to not know who or what the pronouns refer to. As explained by the interview result of the students stated that:

> "I find it difficult to identify the reference used because I'm not yet familiar with the pronoun typically used in explanation text".[93]

HN from class XI MIPA 2 also explain from the interview, as follows:

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[91] Aziiz Ali Rahman, "Kemampuan Menginferensi dan Mengevaluasi Dalam Pembelajaran Literasi Membaca Teks Narasi Siswa Kelas VII SMP Neegeri Bululawang," *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya* 7, 2023, p. 235–55.

[92] St. Nurbaya, *Teori Dan Taksonomi Membaca*, Ed. Ismoyo, 1st Ed. (Yogyakarta: Kanwa Publisher, 2019).

[93] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024

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> "Yes, I often get confused with unclear reference, which makes it hard for me to understand who or what pronouns refer to".[94]

Based on the interview result with students above, on average, students responded that they struggle to identify reference because their lack of familiarity with the pronouns typically used in explanation text. Additionally, unclear reference often leave them confused about who or what the pronoun are referring to. Consequently, students feel uncertain about the entities or ideas being referred to. This underscores the need for explicit teaching and practice to improve students ability to recognize and understand reference in text.

According to King and Stanley, in the previous research by Selvia Merdiani et al, which stated that:

> "Recognizing reference words and being able to identify the words they refer to will help readers understand the passage".[95]

It means that recognizing reference words and being able to identify the words they refer to will help readers understand the passage. By understanding the relationship between reference words and their refer to, readers can better follow the storyline or argument and interpret the text meaning more accurately. This will assist readers in connecting the information provided in the text and building a more comprehensive understanding.

Therefore, students should be able to identify reference, recognize words, and be able identify the words they refer to, which help students understand the reading material. This is contrary to the findings from interview conducted by the researcher with second grade students at MA DDI Kanang, where most of them struggle to identify references because they are not yet familiar with pronouns.

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[94] HN, Student, *Interview* in MA DDI Kanang on April 27th, 2024

[95] Selvia Mardiani, Jismulatif Jismulatif, and Erni Erni, "Kesulitan Siswa dalam Memahami Teks Deskriptif Bahasa Inggris di SMAN 3 Langgam," *JURNAL PAJAR (Pendidikan Dan Pengajaran)* 5, no. 4, 2021, p.985–93.

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Fifth, the problem students face in reading explanation text is understanding meaning of words. According to Nuttal, this aspect relates to students needing to understand the eaning of words used in the text, including unfamiliar or technical vocabulary. Difficulty in understanding words can hinder them from comprehending the entire text and absorbing the information provided. In MA DDI Kanang , most students in the second grade students are still difficulty in understanding meaning of words in learning English reading. As explained by several students on the interview result conducted by the researcher as follows:

Student named AIM from class XI MIPA 1, stated that:

> "Yes, I usually find it difficult especially when there are many words I don't know, so I just focus on understanding the meaning of word I do know".[96]

NS from class XI MIPA 2 also added an explanation, as follows:

> "Yes, I find it difficult because there are many words in the text, so I stuggle to understand each meaning, especially if the words are not commonly used".[97]

The explanation from the students above, it can be conclude that they struggle with understanding the meaning of words, especially when there are many unfamiliar words. As a result, they tend to only understand the meaning of the words they already know. Additionally, the abundance of words in the text makes it difficult for them to comprehend the meaning of each word, especially if those words are not commonly used.

According to Nyaris Pambudiyatno et al, in reading, students wiil encounter obstacles in understanding the text if they do not understand meaning of words within the text.[98] This related to the interview result by the researcher with second grade

[96] AIM, Student, *Interview* in MA DDI Kanang on April 27th, 2024

[97] NS, Student, *interview* in MA DDI Kanang on April 27th, 2024

[98] Nyaris Pambudiyatno, I Wayan Susila, and Any Sutiadiningsih, "Peran Reading Interest Dalam Peningkatan Reading Comprehension Pada Perguruan Tinggi Vokasi Penerbangan Kementerian Perhubungan," *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi* 9, no. 1, 2021, p.58–65.

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students at MA DDI Kanang, where students struggled to understand the meaning of words in reading text because they were unfamiliar words. They only understood the meaning of words they knew, making it difficult for them to comprehend the reading text.

2. Percentage of the Second Grade Students Experiencing Problems in Reading Explanation Text

After analyzing data from the results of the students answer to the questionnaire by used Likert Scale, the following result were obtained:

Based on the data obtained from questionnaire, the majority of stduents at MA DDI Kanang experience difficulties in understanding explanation text. out of 40 participating students, 58,95% or approximately 24 students have problem determining the main idea of the explanation text. This indicates that their ability to identify the central information in the text is still lacking. Additionally, 64,35% or about 26 students struggle to find specific information, which shows that they are unable to locate the important details necessary to understand the content of the text in depth.

Furtheremore, 62,45% or about 25 students have difficulty making inferences. This means they struggle to read between the lines and understand the implied meanings that are not explicitly stated in the text. this difficulty is exacerbated by 63,47% or about 25 students who struggle to identify reference in the text, such as pronouns or references that connect ideas throughout the text. this indicates that they are less able to understand the relationshps between different parts of the text, which is crucial for comprehensive understanding.

Lastly, 58,2% or approximately 23 students have difficulty understanding the meanings of the words used in explanation text. This shows their limited vocabulary or inability to use context to interpret the meanings of words. Overall, this data illustrates

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that the majority of students face significant challenges in the five aspects of understanding explanation text, with about 15 to 17 students not experiencing difficulties in these aspects.

Among five aspects of difficulties faced by the second grade students of MA DDI Kanang, the three most challenging aspects are finding specific information, identifying reference and making inference. One the other hand, the two aspects that are relatively less difficult for students are determining main idea and understanding the meaning of word. Although 58,95% of students still face difficulties in determining the main idea and 58,2% struggle with understanding the meaning of word, these two aspects remain challenging, their difficulty levels are relatively lower compared to the other three aspects.

This finding have similarities between previous research by Septiana Fuzia, which also found three difficulties in comprehending English text out of five aspects of difficulty. In terms of Standard Deviation values, the difficulties were Determining the Main Idea, Locating References, and Understanding Meaning of Word. It was concluded that there are three main aspects that students experiences difficulties in comprehending these aspects of the material.[99]

To distinguish this study from Septiana Fauzia previous research, this study focuses on identifying students difficulties in school, whereas the previous research focused on college students. Furtheremore, in terms of finding, the previous research identified Determining the Main Idea and Understanding Meaning of Word as two of the three most difficult aspects, while this study identified Finding Specific Information

[99] Septiana Fauzia, *Descriptive Analysis of Students' Difficulties in Comprehending English Reading Text (Case Study of Second Semester students of English Departement Students in IAIN Salatiga in Academic Year 2018/2019)*, (Thesis of State Institute for Islamic Studies: Salatiga, 2019).

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and Making Inference as two of the three most difficult aspects for students in comprehending English text.

To determine the percentage of students who have difficulty and those who do not in understanding explanation text , a Likert Scale was used. The results from 10 questionnaire items given to 40 respondents in this study show that 60%, or 24 students, experience difficulty in understanding explanation text, while 40%, or 16 students, do not. This indicates that the majority of second grade students at MA DDI Kanang stiil face problem in comprehending explanation text in English.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the research findings and suggestions related to the research finding discussed previously. Based on the research and discussion above, the conclusions are as follows:

A. Conclusion

The Problems Faced by Second Grade Students of MA DDI Kanang in Reading Explanation Text, including five aspects namely: determining main idea, finding specific information, making inference, identifying references, and understanding meaning of word. The researcher found some evidence, first, students find it difficult in determining the main idea especially in determining location of the main idea. Second, some students experience difficulties in finding specific information in explanation text especially when searching for important information that is often hidden in the middle of long paragraph. Third, students find it difficult in making inference especially when the implied meanings in the text are not very clear. Fourth, students also difficult in identifying unclear references, which makes it hard for me to understand who or what pronouns refer to. Fifth, students find it difficult when encountering unfamiliar words in a text.

The percentage of the second grade students of MA DDI Kanang, the researcher found that from 10 questionnaire items given to 40 respondents in this study show that 60%, or 24 students, experience problems in understanding explanation text, while 40%, or 16 students, have no problems understanding the explanation text. This indicates that the majority of second grade students at MA DDI Kanang stiil face problems in comprehending explanation text in English.

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B. Suggestion

After providing the conclusions regarding the research findings and discussion, the researcher offers the following suggestions related to this study:

1. For the school, Estabilish a specialized program focusing on enhancing students' reading comprehension of explanation text. Provide various additional reading materials, including leveled text and digital resources, to support students' reading comprehension practice. Encourage collaboration among teachers to share best practices in teaching reading comprehension.
2. For the teacher, Utilize diverse teaching methods to cater the different needs of students in comprehending explanation text. Teach comprehension strategies explicitly, such as identifying main ideas and making inference, clearly to students. Provide regular opportunities for students to engage in deep discussions about the content of text.
3. For researcher, Investigate specific factors causing students' difficulties in comprehending explanation text. Evaluate the effectiveness of various teaching approaches in enhancing students' comprehension of explanation text. Collaborate with schools to develop interventions tailored to students' needs in comprehending explanation text.

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APPENDICES

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Appendix 1: Instrument of the Research

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang 911331
Telepon (0421) 21307, Faksimile (0421) 2404

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : MIFTAHUL JANNAH
NIM : 2020203888203005
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : THE PROBLEM FACED BY SECOND GRADE STUDENTS OF MA DDI KANANG IN READING EXPLANATION TEXT

Interview with the Students

Interviewer : Miftahul Jannah
Informan :
Date :
Location : MA DDI Kanang Kabupaten Polewali Mandar

Interview Items

No	Indicators of interview items	Questions Items
1	Determining the Main Idea	1. Do you often struggle to determine the main idea of an explanation text? 2. How do you typically identify the main idea of an explanation text?

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2	Finding Specific Information	3. Do you find it difficult to locate specific information presented in explanation text? 4. How do you overcome difficulties in finding information details in explanation text?
3	Making Inferences	5. Do you often find it challenging to make inferences or conclusions from explanation text? 6. How do you graps the implied or implicit meaning from explanation text?
4	Identifying References	7. Do you frequently encounter difficulties in identifying references used in explanation text? 8. How do you determine what or whom pronouns or references in the text refer to?
5	Understanding the Meaning of words	9. Do you experience difficulties in understanding the meanings of words used in explanation text? 10. How do you deal with confusion in understanding the meanings of unfamiliar words in explanation text?

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang 911331
Telepon (0421) 21307, Faksimile (0421) 2404

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : MIFTAHUL JANNAH
NIM : 2020203888203005
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : THE PROBLEM FACED BY SECOND GRADE STUDENTS OF MA DDI KANANG IN READING EXPLANATION TEXT

Questionnaire

To collecting the data, the researcher will use questionnaire based on the five aspects/difficulties in the reading comprehension they are: finding main idea, understanding vocabulary, making inference, locating reference and detail information. This questionnaire is used to find out the percentage of the second grade students of MA DDI Kanang experience problems in reading explanation text.

Questionnaire of Students

Name :
Class :
Direction :

1. The questionnaire is written for a research purpose only it does not influence your English score.

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2. You are required to give (√) for the correct answer based on your opinion in some options.
3. Your correct opinion will give a great help for this research.
4. Thank for your participations.

Information:

Strongly Agree (Sangat setuju)

Agree (Setuju),

Neutral (Netral)

Disagree (Tidak setuju)

Strongly Disagree (Sangat tidak setuju).

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I find it easy to determine the main idea of explanation text. *Saya merasa mudah menentukan ide utama dari teks explanasi.*					
2.	At times, it's challenging for me to identify the main idea of explanation text. *Terkadang, sulit bagi saya untuk mengidenifikasi ide utama dalam teks eksplanasi.*					
3.	I am confident that I can master the vocabulary used in explanation text.					

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	Saya yakin dapat menguasai kosakata yang digunakan dalam teks eksplanasi.					
4.	Sometimes I have difficulty understanding the vocabulary in explanation text. *Terkadang saya mengalami kesulitan memahami kosakata dalam teks eksplanasi.*					
5.	I feel proficient in making inferences while reading explanation text. *Saya merasa mahir dalam membuat inferensi saat membaca teks eksplanasi.*					
6.	Sometimes making inferences becomes a challenge for me. *Kadang – kadang membuat inferensi menjadi hambatan bagi saya.*					
7.	I can easily locate specific references in explanation text. *Saya dapat dengan mudah menemukan referensi tertentu dalam teks eksplanasi.*					

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8.	Sometimes I struggle to find specific references in explanation text. *Terkadang saya mengalami kesulitan menemukan referensi tertentu dalam teks eksplanasi.*					
9.	Usually, I can understand detailed information in explanation text. *Biasanya, saya dapat memahami informasi rinci dalam teks eksplanasi.*					
10.	Sometimes it's difficult for me to understand detailed information in explanation text. *Kadang – kadang sulit bagi saya memahami informasi rinci dalam teks eksplanasi.*					

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Parepare, March 20th 2024

Approved by,

Principal Supervisor	**Co-Advisor**
Dr. H. Ambo Dalle, S.Ag., M.Pd	Nurul Hasanah, M.Pd.
19691231 199903 1 006	19910702 202012 2 022

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Appendix 2: Students Questionnaire Answer

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang 911331
Telepon (0421) 21307, Faksimile (0421) 2404

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : MIFTAHUL JANNAH
NIM : 2020203888203005
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : THE PROBLEM FACED BY SECOND GRADE STUDENTS OF MA DDI KANANG IN READING EXPLANATION TEXT

Questionnaire of Students

Name : [illegible]
Class : [illegible]
Direction :

1. The questionnaire is written for a research purpose only it does not influence your English score.
2. You are required to give (√) for the correct answer based on your opinion in some options.
3. Your correct opinion will give a great help for this research.
4. Thank for your participations.

Information:
Strongly Agree (Sangat setuju)
Agree (Setuju),
Neutral (Netral)

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Disagree (Tidak setuju)

Strongly Disagree (Sangat tidak setuju).

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I find it easy to determine the main idea of explanation text. *Saya merasa mudah menentukan ide utama dari teks explanasi.*		✓			
2.	At times, it's challenging for me to identify the main idea of explanation text. *Terkadang, sulit bagi saya untuk mengidenifikasi ide utama dalam teks eksplanasi.*	✓				
3.	I am confident that I can master the vocabulary used in explanation text. *Saya yakin dapat menguasai kosakata yang digunakan dalam teks eksplanasi.*		✓			
4.	Sometimes I have difficulty understanding the vocabulary in explanation text. *Terkadang saya mengalami kesulitan memahami kosakata dalam teks eksplanasi.*	✓				
5.	I feel proficient in making inferences while reading explanation text.					

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	Saya merasa mahir dalam membuat inferensi saat membaca teks eksplanasi.			✓		
6.	Sometimes making inferences becomes a challenge for me. *Kadang – kadang membuat inferensi menjadi hambatan bagi saya.*		✓			
7.	I can easily locate specific references in explanation text. *Saya dapat dengan mudah menemukan referensi tertentu dalam teks eksplanasi.*			✓		
8.	Sometimes I struggle to find specific references in explanation text. *Terkadang saya mengalami kesulitan menemukan referensi tertentu dalam teks eksplanasi.*	✓				
9.	Usually, I can understand detailed information in explanation text. *Biasanya, saya dapat memahami informasi rinci dalam teks eksplanasi.*		✓			
10.	Sometimes it's difficult for me to understand detailed information in explanation text. *Kadang – kadang sulit bagi saya memahami informasi rinci dalam teks eksplanasi.*			✓		

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Appendix 3: Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 🖷 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-905/In.39/FTAR.01/PP.00.9/03/2024
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

22 Maret 2024

Yth. BUPATI POLEWALI MANDAR
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: MIFTAHUL JANNAH
Tempat/Tgl. Lahir	: KANANG, 14 Oktober 2002
NIM	: 2020203888203005
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: DUSUN RAPPOANG, DESA BATETANGNGA KEC. BINUANG KAB. POLEWALI MANDAR

Bermaksud akan mengadakan penelitian di wilayah KAB. POLEWALI MANDAR dalam rangka penyusunan skripsi yang berjudul :

THE PROBLEMS FACED BY SECOND GRADE STUDENTS OF MA DDI KANANG IN READING EKSPLANATION TEXT

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

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PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Manunggal Nomor 11 Pekkabata Polewali, Kode Pos 91315
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

IZIN PENELITIAN

NOMOR : 500.16.7.2 /0178/IPL/DPMPTSP/IV/2024

Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat permohonan sdr. MIFTAHUL JANNAH
   b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0178/Kesbangpol/B.1/410.7/IV/2024,Tgl. 02-04-2024

MEMBERIKAN IZIN

Kepada :

Nama	:	**MIFTAHUL JANNAH**
NIM/NIDN/NIP/NPn	:	**2020203888203005**
Asal Perguruan Tinggi	:	**IAIN PARE-PARE**
Fakultas	:	**TARBIYAH**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS**
Alamat	:	**BATETANGNGA KEC. BINUANG KAB. POLEWALI MANDAR**

Untuk melakukan penelitian di MA DDI Kanang Kabupaten Polewali Mandar yang dilaksanakan Pada bulan April s/d Mei 2024 dengan Proposal berjudul **"THE PROBLEMS FACED BY SECOND GRADE STUDENTS OF MA DDI KANANG IN READING EXPLANATION TEXT"**

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut :
1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar,
Pada tanggal 16 April 2024
Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu,

I NENGAH TRI SUMADANA, AP, M.Si
Pangkat : Pembina Utama Muda
NIP : 197605221994121001

Tembusan :
1.Unsur forkopin di tempat

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PONDOK PESANTREN DARUD DA'WAH WAL IRSYAD (DDI) AL-IHSAN KANANG

MA DDI KANANG

KABUPATEN POLEWALI MANDAR

Alamat : Jl. Mangondang No. 35 Kanang Kec. Binuang Kab. Polewali Mandar Prov. Sulbar Telp.(0428) 2410256

SURAT KETERANGAN

Nomor: B-179/MA.31.03.005/PP.00.6/5/2024

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa:

Nama	: MIFTAHUL JANNAH
NIM	: 20120203888203005
Jenis Kelamin	: PEREMPUAN
Instansi/Pekerjaan	: IAIN PAREPARE
Fakultas	: TARBIYAH
Jurusan/Prodi	: PENDIDIKAN BAHASA INGGRIS

Benar telah melakukan penelitian di Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar, dengan judul:

"THE PROBLEMS FACED BY SECOND GRADE STUDENTS OF MA DDI KANANG IN READING EXPLANATION TEXT"

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kanang, 07 Mei 2024
Kepala Madrasah,

DRS. JAMALUDDIN, MM.
NIP. 19691231200003101 1

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Appendix 4: Interview Sertificate

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Nasra
Kelas : XI IPS 2
Sekolah : MA DDI Kanang

Menerangkan bahwa:

Nama : Miftahul Jannah
Nim : 2020203888203005
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : kanang, Kec. Binuang Kab. Polewali Mandar

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi dengan judul "The Problem Faced by Second Grade Students of MA DDI Kanang in Reading Explanation Text", untuk menjadi informan dalam penelitian ini.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Polewali Mandar, 27 - 04 - 2024

Responden

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Nadya Syarifah

Kelas : XI MIPA 2

Sekolah : MA DDI Kanang

Menerangkan bahwa:

Nama : Miftahul Jannah

Nim : 2020203888203005

Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris

Alamat : kanang, Kec. Binuang Kab. Polewali Mandar

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi dengan judul "The Problem Faced by Second Grade Students of MA DDI Kanang in Reading Explanation Text", untuk menjadi informan dalam penelitian ini.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Polewali Mandar, 2024

Responden

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Ade irham Muhabba

Kelas : MIPA 1

Sekolah : MA DDI KANANG

Menerangkan bahwa:

Nama : Miftahul Jannah

Nim : 2020203888203005

Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris

Alamat : kanang, Kec. Binuang Kab. Polewali Mandar

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi dengan judul "The Problem Faced by Second Grade Students of MA DDI Kanang in Reading Explanation Text", untuk menjadi informan dalam penelitian ini.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Polewali Mandar, 27 April 2024

Responden

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Aulia

Kelas : XI. IPS . 1

Sekolah : MA DDI Kanang

Menerangkan bahwa:

Nama : Miftahul Jannah

Nim : 2020203888203005

Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris

Alamat : kanang, Kec. Binuang Kab. Polewali Mandar

Benar telah melakukan wawancara dengan saya dalam rangka penyusunan Skripsi dengan judul "The Problem Faced by Second Grade Students of MA DDI Kanang in Reading Explanation Text", untuk menjadi informan dalam penelitian ini.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Polewali Mandar, 27-04-2024

Responden

Aulia

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Appendix 5: Documentation

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CURRICULUM VITAE

MIFTAHUL JANNAH, the writer was born on October 14, 2002 in Kanang, Polewali Mandar, West Sulawesi. Her father's name is Abd. Jalil Karim and her mother's name is Sumiati. She is the second child from four siblings. She has two brothers, they are Muh. Halid Ihwal and Muh. Mahbuby Mahroby and one sister is Nafilah Al-Ufairah. About education background, she began her study in 2008 at SDN 012 Kanang and graduated in 2014. In the same year, she continued her study at MTS DDI Kanang and graduated in 2017, then continued her study at MAN 2 Parepare and graduated in 2020. During she study at MAN 2 Parepare, she ever joined school organization of PMR (Palang Merah Remaja) in 2017-2019. She decided to continue her study at State Islamic Institute of Parepare in 2020 and took English Program as her major. She completed her final task with the titile of undergraduate thesis "The Problem Faced by Second Grade Students of MA DDI Kanang in Reading Explanation Text".

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