

Analysis of Students' Difficulties Reading Skills Through Expository Text.

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Abstract : Learning English in Indonesia has unique challenges and opportunities. English is taught in most elementary to tertiary schools as a compulsory subject. Several skills will be taught in this research regarding mastering reading. These English reading skills involve several vital aspects that students must master to understand texts effectively. However, students at SMA Negeri 1 Tondano face several problems in reading. One of the main problems is the difficulty in determining the topic and topic sentence of the text they read, so they often cannot understand the essence of the text. The description about students difficulties in reading English text in SMA N 1 Tondano realizes the reseacher to conduct a research emphazing to what difficulties of reading skills faced by students in studying expository text. This research uses a qualitative approach which aims to understand students' difficulties in reading. The subject of this research are 20 students of XI Grade in SMA N 1 Motoling. From the aforementioned findings, there are several highly significant results regarding students' challenges in writing. Analytical expository text consists of three components, specifically thesis, argumentation, and reiteration. there are various factors that contribute to students' struggles in determining the main topic, particularly a limited vocabulary that hinders their ability to read the text and comprehend its message.

Keywords: *Difficulties, reading, skills, expository, text.*

INTRODUCTION

Learning English in Indonesia has unique challenges and opportunities. English is taught in most elementary to tertiary schools as a compulsory subject(Yulia, 2013). However, teaching effectiveness often varies depending on the region, school resources, and teacher competency. In urban areas, access to better learning

materials and more qualified teachers tends to produce better results than in rural areas, which may lack adequate educational resources and facilities(Manple, 2012). English language teaching in Indonesia often focuses on grammar and vocabulary memorization, with a lack of emphasis on practical communication skills(Sulistiyo, 2016). Traditional teaching methods are still dominant, although there is an increase in technology and interactive teaching methods that seek to make learning more exciting and relevant for students(Gumartifa et al., 2023). In addition, cultural factors also play an important role, where many students feel embarrassed or afraid of making mistakes in learning english(Alghazo, 2023). Programs such as additional English courses outside of school and participation in international student exchange programs are also growing in popularity as ways to improve student's English skills(Verbik & Lasanowski, 2007). The government and various educational institutions continue to strive to improve the quality of English language teaching through various initiatives, including teacher training, providing better teaching materials, and integrating technology into the learning process. Challenges remain, but with continued efforts, English learning in Indonesia can continue to grow and provide students with the skills necessary to compete globally.

Several skills will be taught in this research regarding mastering reading. These English reading skills involve several vital aspects that students must master to understand texts effectively(Dardjito et al., 2023). First, determining the topic means identifying a text's core or subject matter as a whole. Second, the topic sentence is a sentence that states the main idea of a paragraph, usually found at the beginning or end of the paragraph. Third, an explicit main idea is a central idea clearly stated in the text, different from an idea that must be inferred from the context. Finally, the descriptive text structure refers to how information is arranged to provide a detailed description of a person, place, or thing (Rohma, 2017). Mastering these

skills helps students understand texts better and improve their ability to read expository texts.

However, students at SMA Negeri 1 Tondano face several problems in reading. One of the main problems is the difficulty in determining the topic and topic sentence of the text they read, so they often cannot understand the essence of the text. Students also have difficulty identifying explicit main ideas because they are less familiar with the structure of English texts. Understanding the structure of expository text is also a challenge, with students often confused by the order and details presented. Limited vocabulary and lack of reading practice also worsen the situation, making students feel less confident and less motivated to read English texts. These problems cause students to experience difficulties in understanding and analyzing texts effectively. The description about students difficulties in reading English text in SMA N 1 Tondano realizes the reseacher to conduct a research emphasizing to what difficulties of reading skills faced by students in studying expository text. What difficulties in determining main idea of reading skills did students face in studying analytical expository text. This research was aimed to identify reading difficulties in studying Analytical Expository text.

RESEARCH METHOD

Research Design

This research uses a qualitative approach which aims to understand students' difficulties in reading. According to Creswell (2016:3) Explains that research methods are research plans and procedures that include steps ranging from broad assumptions to detailed methods in collecting, analyzing, and interpreting data. Exists without being manipulated or regulated by experiment or test. In this research, the researcher uses a qualitative method.

Subject of this research

The subject of this research are 20 students of XI Grade in SMA N 1 Motoling.

Collecting Data

The Technique of data collections are :

1. Distribute the text based on the topic that the researcher would like to identify
2. Asking the students to answer the questions properly.
3. After they answer the question, the researcher analyze the result and categorize their result into some groups of difficulties such as determining thesis, argumentation, reiteration (conclusion).
4. The next step is explain their difficulties descriptively.

Research instrument

In qualitative research the researcher is the key instrument in carrying out research (Creswell, 2012: 261). In qualitative research, instrument is the key in conducting research. However, to make it easier for researchers to collect data, researchers can use protocols or guidelines that can make it easier for them to collect the necessary data. In this case study research on inclusive education services in high school, the researcher is constructed a test (open ended question) to measure students' ability to understand the structure of expository text, there are 5 questions that will discuss the main points in analytical expository text.

Data Analysis

According to Donald Ary et al. (2017) the book about data analysis. There are several steps that will be taken in data analysis.

1. Organize data from the results of student answers that have been given, and be familiar with the data so that it is easier to interpret. This stage is the stage of affiliated data and reviewing data from student results so that codes can be given according to existing results.
2. Create code according to the results of students' answers regarding the difficulties students face when writing expository text. The code is to collect all data so that it is easier to categorize according to the difficulties students face.

These category is:

- Difficulty determining the thesis (main topic)

3. Interpret the data that has been obtained and organized and divided into categories of difficulties that students face. In this case interpreting existing data or data according to existing categories based on data about difficulties. Interpreting data must also be done following a theory that supports the difficulties in analytical expository text.

Representing the data: The data will be reported based on existing themes, topics and cases. After that it will be demonstrated using a chart or diagram.

FINDINGS AND DISCUSSION

Finding

The findings of the researcher on students' work are in determining difficulties about expository text, the researcher gets the results that students still have difficulty determining the topic or main idea in the text. The results of student answers have been analyzed in the table below:

Table 1. Students Results

Subject	Analytical Expository Text		CODE
	Thesis (Main Topic)	Argumentation	
1.	A. the small numbers of enterprise that concern about waste	b. Gubernatorial decree No. 299/1996 doesn't have any legal sanction.	S1/W
2.	C. high level of pollution	b. Gubernatorial decree No. 299/1996 doesn't have any legal sanction.	S2/W
3.	D. uncontrolled waste	a. 73 percent of the companies on the list did not submit the liquid waste for assessment.	S3/W/R

- 4.** C. high level of pollution b. Gubernatorial decree No. 299/1996 doesn't have any legal sanction. S4/W
- 5.** A. the small numbers of enterprise that concern about waste c. Community markets should submit the sample of the waste as well. S5/W
- 6.** C. high level of pollution a. 73 percent of the companies on the list did not submit the liquid waste for assessment. S6/W/R
- 7.** B. the ignorance of waste treatment c. Community markets should submit the sample of the waste as well. S7/R/W
- 8.** C. high level of pollution b. Gubernatorial decree No. 299/1996 doesn't have any legal sanction. S8/W
- 9.** C. high level of pollution c. Community markets should submit the sample of the waste as well. S9/W
- 10.** A. the small numbers of enterprise that concern about waste c. Community markets should submit the sample of the waste as well. S10/W
- 11.** D. uncontrolled waste a. 73 percent of the companies on the list did not submit the liquid waste for assessment. S11/W/R
- 12.** B. the ignorance of waste treatment b. Gubernatorial decree No. 299/1996 doesn't have any legal sanction. S12/R/W

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| 13. | B. the ignorance of waste treatment | c. Community markets should submit the sample of the waste as well. | S13/R/W |
| 14. | C. high level of pollution | c. Community markets should submit the sample of the waste as well. | S14/W |
| 15. | D. uncontrolled waste | a. 73 percent of the companies on the list did not submit the liquid waste for assessment. | S15/W/R |
| 16. | A.the small numbers of enterprise that concern about waste | d. The quality of river water gets worse because the waste control is still weak | S16/W |
| 17. | A.the small numbers of enterprise that concern about waste | c. Community markets should submit the sample of the waste as well. | S17/W |
| 18. | B. the ignorance of waste treatment | d. The quality of river water gets worse because the waste control is still weak | S18/R/W |
| 19. | D. uncontrolled waste | d. The quality of river water gets worse because the waste control is still weak | S19/W |
| 20. | C. high level of pollution | b. Gubernatorial decree No. 299/1996 doesn't have any legal sanction. | S20/W |
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Determining the main idea in a text is one of the biggest challenges students face in writing. The main idea encompasses the gist of what the author wants to convey, usually located within a paragraph or the text as a whole, In this case, the researcher also gave a code, namely S1-S20, which means the subject itself is a participant in

this research and for W/R it is the word wrong or right, which means the student's answer is wrong and right. This coding is to make it easier for researchers to organize student answers.

Table 2. Subject 1

Subject	Answer	Thesis (main topic)	Code
1	the small numbers of the ignorance of enterprise that concern waste treatment about waste		SI/W

The subject shows an incorrect answer, this gives an interpretation that the subject does not yet know how to choose which is the main topic and which is the argument. The presence of a code, namely S1/W, means that the answer to the theist statement or main topic is not correct.

Table 3. Subject 2

Subject	Answer	Thesis (main topic)	Code
2	high level of pollution	the ignorance of waste treatment	S2/W

The subject shows an incorrect answer, this gives an interpretation that the subject does not yet know how to choose which is the main topic and which is the argument. The presence of a code, namely S2/W, means that the answer to the theist statement or main topic is not correct.

Table 4. Subject 3

Subject	Answer	Thesis (main topic)	Code
3	uncontrolled waste	the ignorance of waste treatment	S3/W/R

This subject demonstrates that this subject provides S3/W/R results, meaning that participants or students demonstrate their ability to choose the main topic and argumentation. The results given by students according to the existing code are that the thesis is correct but has errors in the argumentation answer.

Table 5. Subject 4

Subject	Answer	Thesis (main topic)	Code
4	high level of pollution	the ignorance of waste treatment	S4/W

The subject provides an inaccurate answer, implying that the subject does not yet know how to distinguish between the main topic and the argument. The presence of a code, notably S4/W, indicates that the answer to the theist statement or primary theme is incorrect.

Table 6. Subject 5

Subject	Answer	Thesis (main topic)	Code
5	the small numbers of enterprise that concern about waste	the ignorance of waste treatment	S5/W

The subject shows an incorrect answer, this gives an interpretation that the subject does not yet know how to choose which is the main topic and which is the argument.

The presence of a code, namely S5/W, means that the answer to the theist statement or main topic is not correct.

Table 7. Subject 6

Subject	Answer	Thesis (main topic)	Code
6	high level of pollution	the ignorance of waste treatment	S6/W

The subject responds incorrectly, showing that he or she does not yet understand the difference between the main topic and the argument. The existence of a code, particularly S6/W, suggests that the answer to the thesis statement or argument are correct.

Table 8. Subject 7

No	Answer	Thesis (main topic)	Code
7	the ignorance of waste treatment	the ignorance of waste treatment	S7/R/W

The results in the table above show a code, namely S7/R/W, which means that the main topic chosen by the student is the correct answer. For this reason, it is indicated that this participant knows how to determine the main topic. However, there is a W code after it, which means that the argument the student chose is a wrong argument.

Table 9. Subject 8

Subject	Answer	Thesis (main topic)	Code
8	high level of pollution	the ignorance of waste treatment	S8/W

The subject shows an incorrect answer, this gives an interpretation that the subject does not yet know how to choose which is the main topic and which is the argument. The presence of a code, namely S8/W, means that the answer to the thesis statement or main topic is not correct.

Table 10. Subject 9

Subject	Answer	Thesis (main topic)	Code
9	high level of pollution	the ignorance of waste treatment	S9/W

The subject shows an incorrect answer, this gives an interpretation that the subject does not yet know how to choose which is the main topic and which is the argument. The presence of a code, namely S9/W, means that the answer to the thesis statement or main topic is not correct.

Table 11. Subject 10

Subject	Answer	Thesis (main topic)	Code
10	the small numbers of enterprise that concern about waste	the ignorance of waste treatment	S10/W

The subject responds incorrectly, showing that he or she does not yet understand the difference between the main topic and the argument. The existence of a code, particularly S10/W, suggests that the answer to the thesis statement or argument are correct.

Table 12. Subject 11

Subject	Answer	Thesis (main topic)	Code
11	uncontrolled waste	the ignorance of waste treatment	S11/W/R

This subject demonstrates that this subject provides S11/W/R results, meaning that participants or students demonstrate their ability to choose the main topic and argumentation. The results given by students according to the existing code are that the thesis is correct but has errors in the argumentation answer.

Table 13. Subject 12

Subject	Answer	Thesis (main topic)	Code
12	the ignorance of waste treatment	the ignorance of waste treatment	S7/R/W

The results in the table above show a code, namely S12/R/W, which means that the main topic chosen by the student is the correct answer. For this reason, it is indicated that this participant knows how to determine the main topic. However, there is a W code after it, which means that the argument the student chose is a wrong argument.

Table 14. Subject 13

No	Answer	Thesis (main topic)	Code
13	the ignorance of waste treatment	the ignorance of waste treatment	S13/R/W

The results in the table above indicate a code, S13/R/W, indicating that the student's primary topic was the correct response. As a result, it is indicated that this participant understands how to identify the primary issue. However, there is a W code after it, indicating that the student chose the incorrect argument.

Table 15. Subject 14

Subject	Answer	Thesis (main topic)	Code
14	high level of pollution	the ignorance of waste treatment	S14/W

The subject provides an inaccurate answer, implying that the subject does not yet understand how to distinguish between the main topic and the argument. The existence of a code, namely S2/W, indicates that the answer to the thesis statement or main topic is incorrect.

Table 16. Subject 15

Subject	Answer	Thesis (main topic)	Code
15	uncontrolled waste	the ignorance of waste treatment	S15/W/R

This subject demonstrates that this subject provides S11/W/R results, meaning that participants or students demonstrate their ability to choose the main topic and argumentation. The results given by students according to the existing code are that the thesis is correct but has errors in the argumentation answer.

Table 17. Subject 16

Subject	Answer	Thesis (main topic)	Code
16	the small numbers of enterprise that concern about waste	the ignorance of waste treatment	S16/W

The subject shows an incorrect answer, this gives an interpretation that the subject does not yet know how to choose which is the main topic and which is the argument. The presence of a code, namely S16/W, means that the answer to the theist statement or main topic is not correct.

Table 18. Subject 17

Subject	Answer	Thesis (main topic)	Code
17	the small numbers of the ignorance of enterprise that concern waste treatment about waste		S17/W

The subject provides an inaccurate answer, implying that the subject does not yet understand how to distinguish between the main topic and the argument. The existence of a code, namely S16/W, indicates that the solution to the thesis statement or main topic is incorrect.

Table 19. Subject 18

Subject	Answer	Thesis (main topic)	Code
18	the ignorance of waste treatment	the ignorance of waste treatment	S18/R/W

The findings in the table above show a code, S18/R/W, indicating that the student's main topic was the correct answer. As a consequence, it appears that this person understands how to identify the main topic. However, there is a W code following it, which indicates that the student chose the wrong argument.

Table 20. Subject 19

Subject	Answer	Thesis (main topic)	Code
19	uncontrolled waste	the ignorance of waste treatment	S19/W

The subject shows an incorrect answer, this gives an interpretation that the subject does not yet know how to choose which is the main topic and which is the argument. The presence of a code, namely S1/W, means that the answer to the thesis statement or main topic is not correct.

Table 21. Subject 20

Subject	Answer	Thesis (main topic)	Code
20	high level of pollution	the ignorance of waste treatment	S20/W

The table above shows that the students' answers to the main topic were not correct. This provides an interpretation that students have difficulty determining the main topic.

Discussion

From the aforementioned findings, there are several highly significant results regarding students' challenges in writing. Analytical expository text consists of three components, specifically thesis, argumentation, and reiteration. For this particular study, the researcher concentrated on identifying the main topic within the thesis of analytical expository text. The discoveries made by the researcher concerning the focus of the study, which is to determine the main topic, indicate that some, or more than half, of the distributed samples were unable to identify the main topic. This is attributed to students being confused by the provided choices, despite the text itself being very clear in its discussion. The challenges faced by students stem from a lack of understanding of the structure of analytical text, which leads to confusion in

selecting the main topic. The results mentioned also reveal that there are only two students who answered correctly according to the main topic discussed. This further demonstrates that the students' level of knowledge regarding the main topic is very limited. Nuttal (1985) pointed out the importance of finding specific information within the text. Students frequently struggle to identify the main idea of a paragraph because they do not grasp the essence of the text, are sidetracked by unrelated information, or lack familiarity with critical reading strategies. In line with the theory proposed by Nutta in the literature review, it is accurate to say that most or average students find it quite challenging to identify the main idea. This situation may arise because students lack understanding of the text's subject matter. Ultimately, a lack of knowledge or comprehension of the text's content leads to difficulties in identifying the main topic. In agreement with the existing theory, earlier studies discussed in the literature review also yield nearly identical findings regarding students' challenges in pin-pointing the main topic. The unfamiliar structure of the text acts as an obstacle for students in identifying the topic. Additionally, there are various factors that contribute to students' struggles in determining the main topic, particularly a limited vocabulary that hinders their ability to read the text and comprehend its message. In this analysis, when interpreting the results via a diagram, a significant disparity becomes apparent, showing a clear gap between those who provide correct answers and those who provide incorrect ones.

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