An Investigation into Reading Strategies Employed by Students for Comprehending Exposition Texts

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ARTICEL INFO	ABSTRACT
	This research aimed at identifying the types of reading strategies students employ to absorb exposition text. This study employed a qualitative descriptive approach. The research focused on eleventh-grade students at SMA Negeri 1 Lhokseumwe. Using the snowball nonprobability technique, the researcher selected eight students or respondents as research subjects. Data collecting procedures were surveys and interviews. The data analysis technique used data condensation, data display, and data verification/conclusion. According to an analysis of eleventh-grade students' reading comprehension statistics, problem-solving reading strategies were most frequently utilized to comprehend expository content. Students in the eleventh grade at SMA Negeri 1 Lhokseumawe utilized the problem-solving reading strategy to comprehend the expository text.

INTRODUCTION

Reading is an activity with its own procedures and strategies for extracting information from reading material (Hedgcock & Ferris, 2018). Reading techniques encourage readers to determine why they are reading, which sections of the text they will focus on, how they will make sense of the text (Castles, Rastle & Nation, 2018), and how they will deal with not comprehending some portions of the text (Block, 2016). This indicates that the reader attempts to comprehend the material employing the strategy. Cohen believes that reading methods are a desired and utilized procedure by readers to achieve their reading goals (Cohen, 2015). Reading strategy refers to the approaches and methods employed by the reader in order to complete the reading quickly and accurately (Duke, 2018).

At least two benefits to have reading strategies. Initially, enhancing Reading Comprehension. Reading strategies can assist readers in comprehending the text's substance. Good reading tactics, such as formulating predictions, determining the primary topic, and utilizing past information, can help readers comprehend what they are reading better. By the use of reading strategies, readers can absorb information more efficiently, draw connections between new and old information, and recall information more precisely (Teng, 2020). This can aid readers in gaining a deeper comprehension of the material and retaining the information more efficiently. Reading strategies can also aid in the development of critical thinking abilities (Cohen & Henry, 2019). By studying the text, readers can identify the author's primary arguments, evaluate the supplied evidence, and develop conclusions based on the presented data. This needs the development of higher-order thinking skills through the application of reading strategies (Brevik, 2019). Through improving

critical thinking abilities, readers can become better problem-solvers, decision-makers, and communicators, which can be advantageous in both academic and professional settings.

Reading strategies are classified into three main categories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP) as the theoretical basis for the questionnaire utilized in this study (Mokhtari & Sheorey, 2017). First, *Global Reading Strategies* relate to those deliberate, well-planned ways by which students monitor or control their reading, such as employing prior knowledge, matching reading aims to the content of reading by previewing the text, using context clues and text structure, and skimming the text. Second, *Problem Solving Strategies* are the activities and processes readers engage in while actively interacting with the text. While having difficulty reading a text, readers adopt these procedures as focused, attentive techniques. Third, *Support Strategies* are the utilization of vital help systems designed to facilitate the reader's comprehension of material. They include taking notes while reading, paraphrasing and summarizing textual content, using reference materials (such as a dictionary), summarizing, and discussing reading with others.

In addition, reading strategies include in-depth ways for comprehending a succession of texts in reading, comprehending meaning, drawing inferences, and expressing opinions (Duke, 2015; Munanda et al., 2020). In addition to the three primary strategies, such as Global Reading Strategies, Problem-Solving Reading Strategies, and Support Reading Strategies, the following techniques are also employed:

1) Anticipating. Students must have a purpose for their reading in order to become good readers; hence, good readers have a reason for reading. Prediction is a tactic for boosting comprehension since it helps the reader establish a purpose for reading.

2) Visualization is another approach employed by proficient readers for text comprehension. Visualization allows the reader to create an image of the text, which is then stored in the student's memory as a representation of the reader's interpretation. The relationship between this method and the Problem Solving Reading Strategies.

3) Establishing Relationships. Forming connections is another reading approach that can be employed. In making connections, students can activate their prior knowledge and relate textual concepts to their personal experiences. This approach was also interconnected with the Global Reading Strategy.

4) Summarizing. Summarizing is one of the Reading Help Strategies. The process of summary involves the reader to determine what is significant when reading and to condense the material in the reader's own words. During the process of summarizing, students will be able to discern between the primary concepts and supporting ideas.

5) Inquiring. Students utilize the questions prior to, during, and following reading. The questioning process encourages readers to ask themselves questions in order to construct meaning, boost comprehension, find solutions, solve problems, locate information, and uncover new knowledge. Support Reading Strategy is strongly related to this method.

6) Inference. Inference is the practice of reading between the lines. Students must utilize their own knowledge in conjunction with textual information to develop their own judgments. These are the Problem Solving Reading Techniques connected to text comprehension.

Exposition text can be interpreted as an explanation that provides, explores, or describes something for the sake of an extension (submission of information), and the extension without having to be accompanied by pressure or coercion on the reader to accept something that is presented as something significant. As an activity, exposition literature discusses events or situations so that readers and listeners can comprehend them (Fitriana, 2018). By all those explanations, an exposition text is a text that aims to explain and describe the central idea, as well as a kind of information that can take any form.

According to Keraf (2014), the primary objective of an exposition text is to widen the reader's perspective and understanding. A persuasive exposition presents one side of an argument to the reader. By taking a position and defending it, we hope to persuade others to only see that side of an issue. Some expositions speculate on what may be and argue for what ought to be. Texts of exposition vary depending on whether they study, interpret, or evaluate the surrounding environment. They may also inform or convince and provide an explanation of how or why. There are a variety of exposition text types:

1) *Expository composition*. By articulating an argument about a particular problem, expository writing can alter the attitudes and perspectives of its readers.

2) *Convincing Writing*. Persuasive writing can be used to promote and sell goods, services, and activities; for instance, in commercials and posters, persuasive language persuades individuals to take particular actions or hold particular beliefs.

3) *Expository Essays*. Expository writing can make an argument, such as "do not poison our rivers." Persuasive expositions are distinct from talks in which the author examines all sides of a topic and reaches a conclusion based on the evidence. Other than that, convincing expositions have a perspective supported by logical arguments and facts.

METHODS

This study involved qualitative descriptive research (Miles et al., 2014). Descriptive qualitative research was a method based on post-positivism that examined the status of natural things using the researcher as a main instrument; the data source was obtained by inductive/qualitative data analysis (Ary, 2015). This study's problem variable was the reading strategies employed by eleventh-grade students. Global Reading Strategies, Problem Solving Reading Strategies, and Support Reading Strategies were the three reading strategies. Respondents to the study were eight eleventh-grade students selected using a snowball sample.

The data was acquired by administering surveys and conducting interviews with eight students. On the first day of research, thirty-question questionnaires were distributed to participants. In the second day consisted of interviews with eighth graders. Data condensation is the process of selecting, focusing, simplifying, abstracting, and converting the data that occur in the complete portion of written-field notes, interview transcripts, questionnaire descriptions, papers, and other empirical materials. The data presentation was an arrangement of data that allows for the drawing of conclusions and taking of action. The researcher was had to exhibit the data so that it would be simple to comprehend what had occurred and to anticipate the upcoming steps. And Verification represented results that had never been before. The findings may be a description of an object or image that was previously weakly illuminated or obscured, but after investigation it becomes obvious; they may also represent causal or interaction links, a hypothesis, or a theory.

RESULTS AND DISCUSSION

This study was descriptive qualitative research that utilized questionnaires and interviews for data collection. The researcher provided a comprehensive analysis of the outcomes of data collection, elaborating on how respondents select reading strategies for comprehending the exposition text. There were eight respondents that the researchers took based on the sample selection technique. The following are the results of the responses on students' attachment.

Table 1. Questionnaires Result for Global Reading Strategy

No	Students Response	Total Score	Percentage (%)	Category
1.	Student 1	37	71%	High
2.	Student 2	39	75%	High
3.	Student 3	33	63%	Low
4.	Student 4	38	73%	High
5.	Student 5	46	88%	Very High
6.	Student 6	42	81%	High
7.	Student 7	41	79%	High
8.	Student 8	36	69%	High
	TOTAL		**75%**	**HIGH**

Based on table 1, it can be seen the global reading strategy that used by students' of second grade high school in comprehending exposition text which consist of 8 respondent or students to get an average overall percentage score of 75% in the high criteria. It means the students that several students used the reading strategy in comprehending exposition text, not all of them used it.

Table 2. Questionnaires Result for Problem Solving Reading Strategy

No	Students Response	Total Score	Percentage (%)	Category
1.	Student 1	26	81%	Very High
2.	Student 2	32	100%	Very High
3.	Student 3	24	75%	High
4.	Student 4	26	81%	Very High
5.	Student 5	30	94%	Very High
6.	Student 6	30	94%	Very High
7.	Student 7	27	84%	Very High
8.	Student 8	26	81%	Very High
	TOTAL		**86%**	**VERY HIGH**

Problem solving reading strategy that used by students' of second grade high school in comprehending exposition text which consist of 8 respondent or students to get an average overall percentage score of 86% in the very high criteria. It means almost all of the students used the problem solving reading strategy in comprehending exposition text. Only one student that used the strategy in high criteria, it can be said the students used the reading strategy in comprehending the exposition text.

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Table 3. Questionnaires Result for Support Reading Strategy

No	Students Response	Total Score	Percentage (%)	Category
1.	Student 1	21	58%	Low
2.	Student 2	21	58%	Low
3.	Student 3	20	56%	Low
4.	Student 4	23	64%	Low
5.	Student 5	28	78%	High
6.	Student 6	27	75%	High
7.	Student 7	22	61%	Low
8.	Student 8	23	64%	Low
	TOTAL		**64%**	**LOW**

Support reading strategy that used by students' of second grade high school in comprehending exposition text which consist of 8 respondent or students to get an average overall percentage score of 64% in the low criteria. It can be seen almost all of the students disagree to the support reading strategy in comprehending exposition text. Only two of students that agree with high criteria to the strategy, it can be said the students did not used the support reading strategy in comprehending the exposition text.

Interview Session

The response from students was positive, and the interviewing procedure was carried out in a transparent manner. The findings of the investigation showed that the majority of students utilized problem-solving reading techniques. Specifically, the average score obtained from the problem-solving reading strategy was 86%, while the average score gained from the global reading strategy was 75%, and the average score obtained from the support reading strategy was 64%.

To make the findings of the questionnaire analysis more convincing, the investigators conducted interviews with eight different students. The findings of the interviews indicated that a greater number of students utilized problem-solving reading methods in the process of studying exposition text. Specifically, seven out of eight students used a problem-solving reading strategy, while only four out of eight students used a global reading approach, and five out of eight students did not use a support reading strategy.

One of the findings from the interviews, which was that the students said that it was simpler to read slowly than to read in a hurry or rapidly. This finding suggests that some vital information may be omitted from the exposition text if read too quickly. Overall, the investigation provides valuable insights into the reading strategies used by students when studying exposition text and highlights the importance of taking a problem-solving approach when studying this type of text.

Since the exposition texts are typically dense and complex, and they often require readers to analyze and interpret the information presented. Problem-solving reading strategies, such as making predictions, identifying the main idea, and using prior knowledge, can help students break down and understand the information presented in these texts. By using these strategies, students may be better able to comprehend and retain information from exposition texts.

Another reason why students may use problem-solving strategies more frequently could be that these strategies are more engaging and interactive than other strategies. Problem-solving strategies require students to actively engage with the text, think critically, and apply their knowledge to solve problems.

This level of engagement can make the learning experience more enjoyable and meaningful for students. Additionally, problem-solving strategies may be more beneficial for students in the long term, as they can help students develop critical thinking and problem-solving skills that are useful in various academic and professional settings.

It is also worth noting that the findings of the investigation may be influenced by factors such as the students' prior knowledge, reading habits, and learning styles. Therefore, further research would be necessary to fully understand why a greater number of students utilized problem-solving reading methods when studying exposition text.

CONCLUSION

The findings of the research showed that the reading method of problem-solving was utilized by the students in the process of comprehending the exposition text. The conclusion drawn from the study of the data is that an extremely stringent problem-solving reading method accounts for 86% of the total. The students choose to utilize the problem-solving reading strategy in order to better comprehend the information provided in the exposition text since the strategy makes it simpler for them to comprehend the information provided in the text than it does for other reading strategies. When asked about how easily they understood the contents of the exposition text, students at the time of the interview responded that it was simpler to do so if the text was read slowly, as this helped to keep the mind focused and made it simpler to comprehend. This is one of the reasons that can be demonstrated. At SMA Negeri 1 Lhokseumawe, the reading method that is employed most frequently by students in order to absorb exposition text is the problem-solving reading strategy.

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