

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING
STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT
OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATES INSTITUTE FOR ISLAMIC STUDIES OF METRO
1447 H / 2025 M**

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Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE

Title : AN ANALYSIS STUDENT' DIFFICULTIES IN
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TENTH GRADERS AT SMA MUHAMMADIYAH 2
METRO

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.


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COMPREHENDING STATED AND UNSTATED DETAILS
IN READING DESCRIPTIVE TEXT OF TENTH GRADERS
AT SMA MUHAMMADIYAH 2 METRO**

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
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RATIFICATION PAGE

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An Undergraduated thesis entitled: "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO", written by Silvia Feby Ristalisti, Student Number: 1801070058, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 05, 2025 at 08.00 – 10.00 WIB.

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ABSTRACT

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO

By :

SILVIA FEBY RISTALISTI

The purpose of this research is to analyze students' difficulties in comprehending stated and unstated details in reading descriptive texts among tenth graders at SMA Muhammadiyah 2 Metro. The study aims to identify specific challenges students face in understanding both explicit and implicit information within descriptive passages.

This study employed a qualitative descriptive method, with data collected through student assignment documentation, classroom observation, and interviews involving ten participants. The findings indicate that although many students were able to comprehend explicitly stated information, they experienced significant challenges in understanding unstated details. These difficulties were largely caused by limited vocabulary, underdeveloped inferential reading skills, and a tendency to rely on superficial strategies such as keyword matching. As a result, these factors hindered students' overall reading comprehension, especially in interpreting implied information within descriptive texts.

Keywords: *Inferential Reading Skills, Reading Descriptive Texts Students' Difficulties, Stated And Unstated Details, , Vocabulary Knowledge.*

ABSTRAK

ANALISIS KESULITAN SISWA DALAM MEMAHAMI INFORMASI YANG DINYATAKAN DAN TIDAK DINYATAKAN DALAM MEMBACA TEKS DESKRIPTIF PADA SISWA KELAS SEPULUH DI SMA MUHAMMADIYAH 2 METRO

Oleh :

SILVIA FEBY RISTALISTI

Tujuan penelitian ini adalah untuk menganalisis kesulitan siswa dalam memahami informasi yang dinyatakan (stated) dan tidak dinyatakan (unstated) dalam membaca teks deskriptif pada siswa kelas sepuluh di SMA Muhammadiyah 2 Metro. Penelitian ini bertujuan untuk mengidentifikasi tantangan khusus yang dihadapi siswa dalam memahami informasi eksplisit maupun implisit dalam teks deskriptif.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui dokumentasi tugas siswa, observasi kelas, dan wawancara yang melibatkan sepuluh peserta didik. Hasil penelitian menunjukkan bahwa meskipun sebagian besar siswa mampu memahami informasi yang tersurat dalam teks, mereka menghadapi hambatan yang cukup signifikan dalam memahami informasi yang tidak tersurat. Kesulitan tersebut umumnya disebabkan oleh keterbatasan penguasaan kosakata, kemampuan membaca inferensial yang belum optimal, serta kecenderungan menggunakan strategi membaca yang bersifat permukaan, seperti mencocokkan kata kunci. Faktor-faktor ini secara keseluruhan berdampak pada rendahnya kemampuan pemahaman membaca siswa, khususnya dalam menginterpretasi makna tersirat dalam teks deskriptif.

Kata Kunci : *Kesulitan Siswa, Informasi Dinyatakan Dan Tidak Dinyatakan, Membaca Teks Deskriptif, Keterampilan Membaca Inferensial, Pengetahuan Kosakata.*

STATEMENT OF RESEARCH ORIGINALITY

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Name : Silvia Feby Ristalisti
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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, June 11th 2025
The Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Yang Menyatakan,



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MOTTO

وَقُلْ رَبِّ زِدْنِي عِلْمًا

"Dan katakanlah: 'Ya Tuhanku, tambahkanlah kepadaku ilmu pengetahuan.'"

(QS. Tāhā: 114)

DEDICATION PAGE

With deep gratitude and love, I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Riyono and Mrs. Sri Sugianti who always supported me with endless prayers, patience, and encouragement throughout every step of my journey. Your sacrifices and love are the foundation of my strength.
2. My dear grandparents, Mr. Yoso Diharjo and Mrs. Tumiyem who always believed in me, prayed for my success, and inspired me with their wisdom and kindness.
3. My beloved sister, who has been constant source of encouragement, laughter, and motivation during challenging times.
4. My sponsor, Mr. Dr. Much Deiniatur, M.Pd,B.I thank you for always guide, support and motivating me during the writing process of my undergraduate thesis.
5. My dearest friends, who shared both the struggles and the joy of this journey with me.
6. And to myself, for being resilient, staying strong, and continuing even when it was hard.
7. My almamater of State Islamic Institute of Metro.

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The researcher express her deepest gratitude to Allah SWT, the Almighty and the Most Merciful, for His blessings, strength, and guidance that enables the researcher to accomplish this undergraduate thesis entitled “An Analysis of Students’ Difficulties in Comprehending Stated and Unstated Details in Reading Descriptive Text of Tenth Graders at SMA Muhammadiyah 2 Metro.” Salawat and salam are also extended to Prophet Muhammad SAW, who has brought enlightenment to all human beings.

This thesis was written to fulfill one of the requirements for obtaining a bachelor’s degree in English Education at IAIN Metro Lampung. the reascher is fully aware that this work would not have been completed without the support and assistance of many parties. Therefore, sincere appreciation is addressed to :

1. Prof. Dr. Hj. Ida Umami, M.Pd.Kons, as the Rector of IAIN Metro Lampung.
2. Dr. Siti Annisah, M.Pd, as the Dean of the Head of the English Education Departement.
3. Dr. Much Deiniatur, M.Pd.B.I, as the Head of the English Education Departement.
4. Thesis supervisor who always takes the time for suggestions, experience, and also advice to complete this research, Dr. Much Deiniatur, M.Pd,B.I
5. All lecturers in the English Education Departement of IAIN Metro Lampung for their shared knowledge and inspiration throughout the researcher’s study.

The researcher realizes this thesis not free from shortcomings. Therefore, constructive suggestions and criticisms are highly appreciated to improve the quality of this work. Hopefully, this thesis will be useful for readers and for the development of English language teaching and learning.

Metro, 05 June 2025

Researcher

A handwritten signature in black ink, appearing to read 'S. Feby Ristalisti', written over a large, stylized, hand-drawn triangle.

SILVIA FEBY RISTALISTI

St.Number: 1801070058

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an activity or process of capturing and understanding several information in written form. Skill is the ability to do something. A person is said to be capable if he can do something he must do. Reading is the ability to detect and comprehend writing in the form of a series of graphic symbols and their transformation into an understandable way or spoken aloud.

Moreover, reading can enrich insight and information, as well as broaden horizons of knowledge. Especially if the readers master reading skills, with so many benefits that can be taken. There are many benefits to be gained from reading, especially in English. One of the benefits is that it can accelerate understanding of the language being studied, namely English.

In addition, increased ability in reading can also affect speaking skills if readers are always consistent in applying the vocabulary learned while reading because reading can enrich the vocabulary itself. Other benefits are being able to understand structure/grammar well, and repeating vocabulary that constantly can help remember the vocabulary. Therefore, reading is useful for understanding English in detail, reading aloud helps improve pronunciation and increase knowledge.

Futhermore, an aspects in reading skills can be devided into stated and unstated detail. A stated detail question asks about one piece of information in the passage rather than the passage as a whole.¹ The answers to such questions are generally organized in the same sequence as presented in the passage, with the correct responses often constituting paraphrased expressions of the original statements found in the text. This indicates that the correct answer often conveys the same underlying idea as the paragraph, albeit using different wording. The questions referred to in the test generally take the form of multiple-choice items that focus on specific details.

As well as that, readers will sometimes be asked in the reading test to find an answer that is *not stated* or *not mentioned* or *not true* in the passage.² This type of question implies that three of the provided options are explicitly stated, referenced, or accurate according to the passage, whereas one option does not appear or is incorrect based on the text.

To align with this phenomenon, the researcher carried out a preliminary survey among tenth-grade students at SMA Muhammadiyah 2 Metro on April 28, 2024. During our pre-survey, the author conducted interviews with multiple students and found that their lack of interest in learning English affected their ability to grasp English lessons,

¹ Deborah Philips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests*(New York: Longman, 2001), 379.

² *Ibid.*, 385.

particularly when working on English questions. The limited vocabulary they possess also significantly hinders their understanding of written texts.

Based on the analysis of the survey results, the researcher concluded that most respondents demonstrated a low level of reading proficiency. Through comprehensive interviews with the English language educator and the learners, it was revealed that the students' low reading proficiency was attributable to multiple contributing factors. These included limitations in vocabulary, challenges in comprehending the main messages in the text, and difficulties in effectively extracting and retaining essential ideas while reading. Additionally, sustainability in reading, such as the ability to maintain focus and engage with the material over time, was noted as a critical area for improvement.

The information presented above indicates the presence of a phenomenon involving the utilization of stated and unstated details within reading comprehension. Under these circumstances, the researcher aims to explore the phenomenon in greater depth. Hence, the writer would do a qualitative study entitled "An Analysis of Students' Difficulties In Comprehending Stated and Unstated Details In Reading Descriptive Text of Tenth Graders At Sma Muhammadiyah 2 Metro."

B. Research Questions

In order to clarify the aims of this study, the researcher developed a set of research questions, which include the following:

1. What are the students' difficulties in comprehending stated and unstated details?
2. Why do the students get difficulties comprehending stated and unstated details?
3. How to solve the student's difficulties in comprehending stated and unstated details?

C. Objective and Benefits of The Study

1. Objective of The Study

In accordance with these questions, the aims of this research encompass the following:

- a. To analyze the students' difficulties in comprehending stated and unstated details.
- b. To explore the causes of students' difficulties in comprehending stated and unstated details.
- c. To explore effective solutions to overcome students' difficulties in comprehending stated and unstated details.

2. Benefits of The Study

The findings of this research are expected to be valuable for the researcher, students, English teachers, as well as fellow researchers. These benefits are as follows:

a. For the Students

This research is expected to benefit students by offering insights into their English proficiency, particularly in reading

comprehension. By understanding their reading abilities, students will be able to take further steps to enhance their engagement in learning to read English texts. Therefore, this research is expected to encourage students to engage more actively in reading English texts, particularly by improving their ability to comprehend both stated and unstated details, which are essential for overall reading comprehension.

b. For the English Teacher

The research aims to deliver meaningful contributions to English educators through a thorough understanding of their students' reading skills. More specifically, it detailed information on how well students can comprehend both explicit (stated) and implicit (unstated) details within texts. Such information is crucial for teachers to accurately identify areas where students struggle the most. With this understanding, teachers are better equipped to design targeted instructional strategies and interventions aimed at overcoming these specific difficulties. Ultimately, this can contribute improving overall reading comprehension skills among students and enhancing the effectiveness of English language teaching.

c. For the other writer

This research is expected to serve as a valuable reference for the other researchers interested in studying the same topic, specifically explicit and implicit details in reading comprehension. It is anticipated to be useful not only by providing theoretical insights related to the subject matter but also by offering practical guidance on the methodological procedures involved in conducting this type of research.

D. Prior Research

This study will be conducted with consideration of numerous significant studies previously carried out by other researchers. The first pertinent study was conducted by Maizarah, entitled “Analysis of Common Difficulties in TOEFL Reading Comprehension”. The research sample consisted of 23 students from the Islamic University of Indragiri's English Study Program. This research applied a descriptive approach aimed at identifying the prevalent difficulties experienced by second-semester students in the TOEFL Reading Comprehension course within the English Study Program at the Islamic University of Indragiri Tembilahan. According to the findings of this study, the fifth most difficult talent in TOEFL reading comprehension is skill 1, which consists of questions about accurately

answering the main idea questions. Students produced 78% of the total erroneous answers 156 from 4 items.³

Futhermore, another relevant study was carried out by Elika Aji Zulmaini entitled “Teaching Learning Process of Test-Taking Strategies in Answering the Reading Comprehension Section.” The research sample consisted of both students (test takers) and a teacher or tutor from a TOEFL preparation class. Utilizing a qualitative research method, the study aimed to identify the challenges encountered by test takers in the TOEFL Reading Comprehension section and to describe the instructional and learning processes related to test-taking strategies within this context. According to the findings of this study, there is still a large percentage of challenging skills experienced by students or test takers, and more than one method was used in almost every skill of the TOEFL Reading Comprehension Section.⁴

In addition, the third relevant study was conducted by Dahlan, titled “Identifying the Students’ Difficulties in the TOEFL Reading Test.” The population for this research consisted of all fourth-seester students t IAIN Palopo, totaling 124 students across four classes. The study employed a quantitave descriptive method. Dahlan’s research

³ Maizarah. “ANALYSIS OF COMMON DIFFICULTIES IN TOEFL READING COMPREHENSION (A Case Study on the Second Semester Students of English Study Program Islamic University of Indragiri)” English Journal of Indragiri (EJI) Vol. 3 No.2/2019.

⁴ Elika Aji Zulmaini. “Teaching and learning process of test-taking strategies in answering reading comprehension section” Journal of English Language Teaching 2021.

aimed to determine the difficulties faced by students in understanding the TOEFL Reading Test. The study's findings have uncovered several key challenges faced by students in comprehending the TOEFL reading test. These include difficulties in identifying the main idea, supporting details, vocabulary, references, and inferences. These results highlight the importance of providing targeted support and instruction in these areas to enhance students' performance on the test.⁵

The novelty of this research relates to the research data sources that are different from the data sources used by other studies. It is because the data sources of this study will be the results of high school-level English assignments related to reading skills in the form of descriptive text; other research employs data sources' results in the form of the TOEFL exam reading comprehension part.

⁵ Dahlan. "IDENTIFYING THE STUDENTS' DIFFICULTIES IN COMPREHENDING TOEFL READING TEST". Journal of English Language Teaching and Learning. Vol. 2, No. 1, January 2021

CHAPTER II

LITERATUR REVIEW

A. Concept of Reading Comprehension

1. The Definition of reading comprehension

Reading ability variation can be recorded (easily) in two components: word reading (decoding) and language comprehension.⁶ Reading is the activity of understanding and interpreting written or printed information with the aim of gaining knowledge, entertainment, or comprehension. Reading involves looking at the text and understanding it verbally or in your heart. In other words, reading is an expression of one's imagination to a reader they like who also understands it.

Furthermore, reading is a process that entails a systematic evaluation of a set of information in order to gain comprehension.⁷ Reading is a tough process of absorbing the printed word's meaning. Some exercises include recognizing letters and words, putting them together by sound and meaning, and forming conclusions to understand the author's message.

In addition, reading is the essential skill upon which all formal education is based. According to new research, a youngster who does

⁶ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York: Routledge, 2015), 2.

⁷ Doug Buehl, *Fourth Edition: Classroom Strategies for Interactive Learning* (Amerika Serikat: Stenhouse Publisher, 2017), 3.

not acquire the fundamentals of reading at a young age is unlikely to learn them at all. Any youngster who does not learn to read early and well will struggle to learn other skills and knowledge and is unlikely to thrive in school or in life.⁸ The interaction between reader and text is viewed as reciprocal in nature. True reading occurs when readers examine the text and successfully interpret the meaning of the written symbols. In essence, reading is a process in which the reader not only deciphers the words but also interprets the underlying content and meaning conveyed by the text.

Moreover, comprehension occurs when readers actively generate meaning rather than passively receive it by just identifying the words on the page.⁹ Comprehension is a continuous and participatory process where learners merge their existing knowledge with the information gained from the text to interpret its meaning. Rather than being single skill, comprehension involves a variety of related skills and mental activities that work together to make sense of what is read. This means that effective comprehension requires the reader to continuously interact with the text, connecting ideas and filling in gaps based on what they already know.

Furthermore, comprehension is a dynamic process: as the reader reads or hears each new piece of information, its content is

⁸ Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties* (Australia: ACER Press, 2008), 2.

⁹ Doug Buehl, *Fourth Edition: Classroom Strategies for Interactive Learning* (Stenhouse Publisher, 2017), 6.

integrated with the mental model (the meaning-based representation) constructed thus far.¹⁰ Reading comprehension involves multiple cognitive stages in which various parts of the brain work together to derive meaning from the text. Reading involves three essential elements: the reader, the text, and the reading process. For comprehension to be effective, these elements must work together harmoniously.

Comprehension is the state of being able to relate whatever we are paying attention to in the world around us to knowledge, intentions, and expectations we already have in our heads.¹¹ Comprehension refers to the capacity to analyze the content and grasp the purpose of a text independently of any previous knowledge. An individual's understanding of a text is shaped by their skills as well as their ability to process information effectively.

Reading comprehension is not a passive activity in which meaning arrives "magically" after the reader reads the words in the text.¹² Reading comprehension in English text is more than just how effectively people read with precision and volume. Reading comprehension, on the other hand, is an effort to develop a grasp of

¹⁰ Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York:2015), 42.

¹¹ Frank Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read*(London: Lawrance Erlbaum Associates, 2004), 60.

¹² Danny Brassell and Timothy Rasinski, *Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*(California), 16.

the meaning of a text that may subsequently be translated by you and through your language.

Furthermore, reading comprehension is a difficult process that necessitates the coordination of numerous cognitive skills and talents.¹³ It involves the ability to carefully examine written material and grasp its intended meaning. Furthermore, the reader is required to relate new textual information to their existing knowledge and past experiences during this process. Reading comprehension is not simply about recognizing words, but about making sense of ideas and drawing conclusions. Ultimately, an individual's success in interpreting texts depends on their cognitive abilities and how they process information.

Reading comprehension is frequently characterized as having several levels of sophistication and is referred to as literal, inferential, and critical.¹⁴ This process encompasses multiple skills that allow readers to comprehend and interpret the meaning of the text beyond mere word decoding. Reading comprehension is the discipline concerned with the process of grasping and interpreting the meaning within a text. Fundamentally, reading comprehension involves the mental activity through which a reader derives meaning from and

¹³ Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*(New York: Routledge, 2015), 1.

¹⁴ Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties* (Australia: ACER Press, 2008), 32.

interprets written material. This process requires active engagement and the ability to connect ideas within the text and to prior knowledge.

2. The importance of reading comprehension

Reading comprehension has several important including:¹⁵

- a. Reading enables readers to develop their English-thinking skills.
- b. Reading can help readers increase their vocabulary in English.
- c. Readers can write better by reading more.
- d. If readers are located in non-English speaking nations, reading might be a useful technique to improve your English.
- e. Reading can assist readers in getting ready to study abroad in an English-speaking nation.
- f. Reading is a great approach to learning about novel concepts, information, and experiences.

Reading comprehension gives the written word meaning. When words on a page represent more than just words but also concepts and ideas, reading comprehension happens. When reading is understood, it becomes more enjoyable, enlightening,

¹⁵ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power : Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills* (New York: Longman, 1996), 1.

and amusing. It is necessary for success in life in general as well as in school and the workplace.

3. The characteristics of reading comprehension

The characteristics of reading comprehension include:¹⁶

a. Main idea (topic)

The primary concept refers to the central or most significant idea conveyed within a sentence or paragraph. It encapsulates the main message that the author intends to communicate to the reader. A key idea contains essential information that supports the overall theme or argument of a given section of the passage. Identifying the key point is fundamental to comprehending the writer's purpose and the progression of the text. Therefore, the core idea serves as the foundation upon which all supporting details and explanations are built.

b. Idioms/phrases in context

Idiomatic expressions are phrases composed of multiple words that convey a figurative meaning, typically interpreted correctly only by native speakers due to their culturally embedded nature. This meaning

¹⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*(New York: Longman, 2004), 206.

typically cannot be deduced from the literal definitions of the individual words that compose the expression. In other words, idioms convey meanings that differ from the straightforward interpretation of their components. Hence, interpreting idioms accurately requires knowledge of the cultural and linguistic environment in which they are embedded. They often pose challenges for language learners, as the intended meaning is not always immediately apparent.

c. Inference (implied detail)

Inferring meaning from indirectly presented information is a vital component of effective reading comprehension. This process, known as inferring, involves forming logical conclusions or interpretations based on observations, existing facts, reasoning, and textual evidence. Rather than relying solely on what is explicitly written, readers must engage in critical thinking to connect ideas and uncover deeper meanings. The ability to infer enhances a reader's understanding of the text and contributes to more meaningful interpretation. As such, inference is a key component of higher-level reading skills.

d. Grammatical features

A grammatical category, also known as a grammatical feature, refers to a linguistic property that characterizes elements within the grammatical system of a language. Typically, each category comprises multiple values, known as grams, which signify different grammatical forms or functional roles. These values are usually mutually exclusive, meaning that only one can be applied to a linguistic element at a time. Grammatical categories may include features such as tense, number, gender, case, or aspect, each of which plays a critical role in structuring meaning and syntactic relationships within a sentence.

e. Detail (searching for a specific detail)

A detail refers to specific information that explains or supports a topic in a clear, logical, and concrete manner. Stated details, in particular, are pieces of information that are explicitly presented in the passage and can be directly identified by the reader. Unlike inferred information, stated details do not require interpretation, as they are clearly mentioned within the content. Recognizing stated details is essential for

understanding the surface-level meaning of a passage and answering factual questions accurately.

f. Excluding unwritten facts (unstated details)

Unstated details pertain to elements that are implied rather than directly conveyed through the text. Although the fact exists in the context of the passage, it must be inferred by the reader through careful analysis and interpretation. Comprehending unstated details necessitates the ability to infer meaning by interpreting contextual clues and drawing logical conclusions from the surrounding text. This ability is crucial for achieving deeper levels of comprehension and for responding accurately to inferential questions that extend beyond the text's literal meaning.

g. Supporting idea(s)

Supporting ideas are specific and detailed statements that reinforce the main ideas or central arguments within a text. They are directly related to the primary concepts and help clarify or expand upon them. These ideas are typically supported by factual evidence, data, or illustrative examples that strengthen the overall message. By providing additional context and

explanation, supporting ideas play a crucial role in developing a coherent and well-structured text.

h. The use of words in context

Consider the meanings of the text terms that are immediately adjacent to the unfamiliar word. Make an educated estimate about the meaning of the unfamiliar term using what you know from the context. The interpretation you chose must be consistent with the sentence's meaning and the text's major premise.

4. Technique for improving reading comprehension

The following are some ways that can assist kids enhance their reading skills:¹⁷

a. Skimming

In situations where we are required to process a large amount of reading material within a limited time frame, reading speed becomes a critical factor. In such cases, the primary objective is not to fully absorb or retain every detail from the text. Instead, the focus shifts to quickly identifying the most essential information. One effective strategy for this purpose is skimming, a

¹⁷ Radiah Hamid, Musriana, Bahrin Amin and Nur Qalby. "Improving The Students' Reading Comprehension Through Three Minute Pause Strategy" *Exposure Journal* Vol. 6 No. 1/May 2017, 102-103.

higher-level reading technique that demands specific skills. Skimming involves rapidly glancing through a text to grasp its main ideas or locate key information. This method allows the reader to move quickly across and down the page without reading every individual word, sentence, or paragraph, making it particularly useful for time-constrained reading tasks.

b. Scanning

Many children tend to read by focusing on every single word, which often causes them to read at a slower pace. However, effective reading sometimes involves searching for specific information within a text. This skill, known as scanning, requires the ability to quickly locate answers to predetermined questions without reading every word. Unlike thorough reading, scanning allows readers to skip over large portions of text while efficiently identifying relevant details. Through scanning, information can be rapidly reviewed and extracted, making it a valuable technique for efficient reading.

5. Strategy for reading comprehension

There are numerous ways for improving reading comprehension. This section goes into these tactics in depth.¹⁸

a. Activating and Using Background Knowledge

This method involves readers utilizing their existing knowledge to aid in interpreting the material. Such knowledge comprises both real-world experiences and cognitive frameworks related to written language, including the recognition of words, understanding of print conventions, vocabulary, and textual organization. According to cognitive psychology, skilled readers actively integrate their existing knowledge with the new concepts they come across while reading. When a good reader begins to read, they activate their schema.

b. Generating and Asking Questions

Readers employ this strategy by actively questioning themselves as they engage with the text. This strategy helps readers combine knowledge, recognize key concepts, and summarize facts. Through

¹⁸ Narjes Banou Sabouri. "How Can Students Improve Their Reading Comprehension Skill?" *Journal of Studies in Education* Vol. 6 No. 2. /May 2016. 234-235.

posing relevant questions, proficient readers are able to concentrate on the key information within a text. The process of generating appropriate questions prompts skilled readers to address challenges in understanding and take corrective measures.

c. Making Inferences

Readers analyze or draw conclusions from textual information. Writers do not always convey complete information about a topic, place, individual, or event using this approach. Rather than presenting complete details, authors provide information that enables readers to draw conclusions through the combination of the text and their existing knowledge. This procedure can help readers enhance their ability to make sense. Making inferences is an important part of reading for readers.

d. Predicting

The strategy facilitates comprehension by encouraging readers to draw educated conclusions from the material. Successful readers utilize prediction to infer meaning from what they read by applying existing knowledge to new information from a book. Before beginning to read, readers may utilize what they know

about the author to guess what the piece will be about. The title of a text might evoke recollections of comparable texts, allowing readers to infer the theme of the new work. Skilled readers possess the ability to make predictions about forthcoming content or the arguments the author will offer to encourage critical dialogue as they read. Readers make an effort to regularly evaluate these predictions and change any forecast that is not approved by the reading.

e. Summarizing

Readers piece together facts from a book to further explain the work in their own words. A key tactic for helping readers quickly recall text is summarizing. This method enables readers to recognize the organization of the text, discern important aspects of the material, and comprehend the relationships among various viewpoints. An effective summary of explanatory language includes condensing the steps in a scientific technique, the stages of the formation of an artistic movement, or the episodes leading up to specific major historical events. Effective narrative text summarizing includes connecting story events and

identifying the factors that motivate a character's actions and behavior.

f. Visualizing

Readers may create mental representations of a text to facilitate the cognitive processes required for reading comprehension. This ability reflects how a reader comprehends and makes meaning from a text. Readers who envision while reading are more likely than non-imaginative readers to remember what they have read. The capacity to visualize is essential in the process of composing narrative texts. When engaging with narrative texts, readers can efficiently understand the events by visualizing the setting, characters, or the progression of the plot. It is also useful for reading explanatory texts. By picturing the stages of a process or event, readers enhance their ability to retain abstract information and significant terminology.

B. Concept of Stated and Unstated Details

1. The Nature of Stated and Unstated Detail Questions

a. Stated Details Question

A stated detail inquiry focuses on a specific piece of information in the passage rather than the entire section.¹⁹ The answers to these questions are frequently stated in the passage in the order in which they are delivered, and the right answer is frequently a repeat of what is offered in the passage. This implies that while the proper response often reflects the same idea as the paragraph, the words are not identical. The exact questions on the test are often multiple-choice.

Stated detail questions in reading comprehension are designed to assess the reader's understanding of specific information explicitly mentioned in the passage. These questions typically focus on small, concrete details such as names, dates, events, and facts that are directly stated by the author. Readers are required to closely locate and identify specific pieces of information within the text in order to effectively answer these types of questions.

b. Unstated Details Question.

In the reading test, readers may be asked to locate an answer that is not stated, mentioned, or true in the paragraph.²⁰ In this specific

¹⁹ Deborah Philips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests* (New York: Longman, 2001), 379.

²⁰ *Ibid.*, 385.

type of question, a passage is presented along with four options. Among these options, three are accurately supported by the passage, while one is not. It is crucial to meticulously analyze and compare each option with the passage in order to determine the correct answer.

Unstated detail questions are designed to challenge readers to uncover or deduce information that is not explicitly articulated in the text. These types of questions evaluate the reader's capacity to grasp the implicit meanings, assumptions, or potential outcomes suggested by the author. Unlike stated detail questions, which have explicit and straightforward answers found within the text, unstated detail questions prompt a higher level of engagement and critical thinking from the readers, compelling them to consider the text more deeply and discern the underlying implications.

2. Example of Stated and Unstated Details

a. The example of the Stated Details Question²¹

The passage :

Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning, the colony at Williamsburg was named Middle Plantation because of its location in the middle of the peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

The question:

The passage *indicates* that Jamestown

- (A) was settled in 1633
- (B) was settled twenty-six years after Williamsburg
- (C) was the first permanent English colony in America
- (D) was originally named Middle Plantation

b. The example of Unstated Details Question²²

The Passage :

In English, there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten, the word *gadget* is one such word. It was first used by British sailors in the 1850s and probably came from the French word *has* a more general meaning, other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are a *what-d'ye-call-it*, a *whatsis*, a *thingamabob*, a *thingamajig*, a *doodad*, or a *doohickey*.

The question:

Which of the following is *NOT true* about the word *gadget*?

²¹ *Ibid.*, 380.

²² Deborah Philips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests* (New York: Longman, 2001), 385.

- (A) It is used to name something when the name is not known.
- (B) It was used at the beginning of the nineteenth century.
- (C) It most likely came from a word in the French language.
- (D) Its first known use was by British sailors.

c. Key Information of Stated and Unstated Details

a. The Key Information of Stated Details

1) How to identify the question

- a) **According** to the passage,...
- b) It is stated in the passage ...
- c) The passage **indicates** that ...
- d) Which of the following is **true**...?

2) Where look for an answer

The passage contains the solutions to these questions in the correct sequence.

3) How to respond to the question

- a) Select a keyword from the question.
- b) Look for the term or idea in the proper section of the passage.
- c) Carefully read the sentence containing the term or notion.
- d) Remove the incorrect answers and select the best answer from the remaining options..²³

b. The Key Information of Unstated Details

1) How to Identify The Question

²³ *Ibid.*,382.

- a) Which of the following is not stated...?
- b) Which of the following is not mentioned...?
- c) Which of the following is not discussed...?
- d) All of the following are true except...

2) How to discover the answer

The section contains the answers to these questions in chronological sequence.

3) How to respond to the question

- a) Select a keyword from the question.
- b) Look for the term (or related thought) in the right position in the passage.
- c) Carefully read the sentence containing the term or notion.
- d) Search for and delete answers that are true according to the passage.
- e) Select the response that is not true or is not mentioned in the passage.²⁴

²⁴ *Ibid.*, 386.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

For example, in qualitative research, data recordings and transcripts may be shared in what is known as a data session, which is a group-based analytical gathering in which different analysts contribute their insights on the transcript or phenomenon under inquiry²⁵. Qualitative research is used to examine scientific objects, this research starts from field data and uses existing theories as support.

The definition of qualitative research is also a descriptive research approach in which data is collected in the form of words or pictures rather than numbers. This research is classified as a case study research to find out to analyze the students' difficulties in comprehending stated and unstated details. explores the causes of students' difficulties in comprehending stated and unstated details, and investigates a remedy to the student's issues understanding stated and unstated details.

A case study is a study of some phenomenon broader than the unit under investigation. ²⁶A case study is a process of investigation or examination, in-depth and detailed on a particular or special event that is currently or has occurred. Another opinion regarding the case study is a

²⁵ Uwe Flick, *The SAGE Handbook of Qualitative Data Collection* (London: SAGE Publications Ltd, 2018) 122.

²⁶ John Gerring, *Case Study Research Principles and Practices*(Amerika Serikat:Cambridge University Press, 2006), 85.

research strategy, which investigates a phenomenon in a real-life setting. In case study research, both qualitative and quantitative evidence can be used.

This study has a particular focus on descriptive qualitative research. Descriptive For comprehending an issue under study, qualitative research considers context and cases. A larger portion of modern qualitative research is focused on case studies or a series of case studies, and the case (its history and complexity) is frequently a significant backdrop for comprehending the subject under study.²⁷ This research is characterized by a qualitative descriptive approach. The purpose of employing qualitative descriptive methodology is to provide a detailed description, explanation, and thorough answers regarding the subject under investigation. This type of qualitative descriptive research requires a description or description of the phenomenon under investigation.

According to the statement above, the goal of this research is to learn about stated and unstated facts in the reading comprehension capacity of tenth grade students at SMA Muhammadiyah 2 Metro.

²⁷ *Ibid.*, 6.

B. Data Sources

In conducting this research, the author organizes the references into two categories—primary sources, which serve as original materials, and secondary sources, which support the analysis through existing interpretations.

1. Primary Sources

Primary sources are original records that provide direct and unmediated evidence concerning the topic under investigation. These sources have not been filtered through interpretation or critique by other researchers, thereby maintaining their authenticity and reliability. In the context of this study, the primary data comprised nine archived student assignments, which reflect the descriptive text reading comprehension abilities of tenth-grade students at SMA Muhammadiyah 2 Metro. These documents serve as the foundational material for analyzing students' understanding and interpretation of descriptive texts.

2. Secondary Sources

Secondary sources are derived from original materials and offer interpretation, evaluation, or critical analysis of those primary sources. These works aim to explain or contextualize primary data and are often employed to support a specific argument, reinforce a theoretical framework, or influence the reader's perspective. In this study, the secondary sources consist of various supporting documents

related to the research setting, as well as scholarly journals, e-books, and relevant articles that contribute to the theoretical and contextual foundation of the investigation.

C. Data Collection Technique

The connection between your research questions and data collection methods, also known as "triangulation," and the joint use of various methods are two important considerations in choosing and using data collection methods.²⁸ The data collection is a procedure of accumulating and making sure records on variables of interest, in a scientific manner that lets one reply to questions of assessments done, hypothetical assessments, and check of results. The researcher will use the document to gather data for this study. The writer will use documents from 11 archives of student assignments to examine the ability of students in SMA Muhammadiyah 2 Metro's tenth grade to comprehend descriptive texts.

The author of this study gathers data using three different methods. There are observations and supporting evidence.

1. Observation

Observation is a method used to gather direct information by watching people and situations in their natural environment. This approach allows the researcher to gain detailed and open-ended data

²⁸ *Ibid.*, 27.

without interfering with the subjects. Data for this study will be drawn from nine student English speaking recordings, retrieved from archived tasks submitted to the English teacher. These recordings will be carefully examined to help answer the research questions and better understand the students' language skills.

2. Interview

An interview is a structured interaction between two individuals in which information or ideas are exchanged through questions and answers, often leading to meaningful conclusions on a specific topic. An interview is usually a live conversation between a researcher and a participant that involves an exchange of information with the interviewer. The purpose of conducting interviews is to obtain comprehensive information about participants' viewpoints, emotional responses, attitudes, and other significant elements related to their roles in an organization. Through interviews, researchers can obtain richer and more in-depth data by exploring the language and expressions of the participants and clarifying aspects that may not be immediately clear.

To keep the discussion focused on the research objectives, the researcher would use a flexible interview guide to prevent deviation from the intended topic. The interview questions would be carefully prepared in advance and aligned with the subject being studied. In

this study, the researcher will ask questions specifically related to students' reading comprehension abilities.

3. Documentation

Documentation is a fundamental component of the audit process, primarily aimed at systematically recording all activities and data related to the subject under study. The instruments utilized for documentation include books, magazines, notes, online sources, journals, and other relevant materials. In this study, the researchers employ the documentation method to gain a deeper understanding of:

- a. The background of SMA Muhammadiyah 2 Metro.
- b. The working conditions of teachers and administrators at SMA Muhammadiyah 2 Metro.
- c. Building Conditions and School Facilities.
- d. The number of students of SMA Muhammadiyah 2 Metro.
- e. Organization structure of SMA Muhammadiyah 2 Metro.

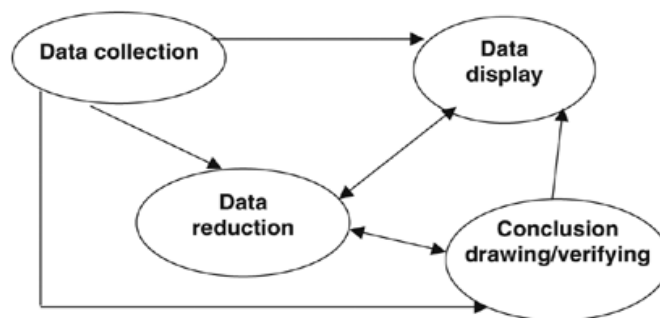
D. Data Analysis Technique

The analysis of data is an essential step in research, crucial for generating results that form the basis of the study's conclusions. Analyzing data involves examining the organized information to infer characteristics, facts, or underlying meanings. This process involves deconstructing complex elements into simpler components and reorganizing them in innovative ways to facilitate interpretation. The

writer will examine the data using the Miles and Huberman model. This diagram depicts the components of this analytical model.

Figure 3.1

Analysis Components of Miles and Huberman Model



The Miles and Huberman model analyzes data in the following ways:

- 1) Data collection is the phase during which the researcher gathers all necessary information to support the completion of the study.
- 2) The researcher would synthesize the collected information by summarizing and selectively focusing on specific data.
- 3) The researcher would often employ images, figures, or charts to present the data, ensuring that these visual aids effectively convey the entirety of the dataset.
- 4) Finally, the author would validate his research by summarizing the data findings.

As a result, the functions of data analysis in research include organizing data into meaningful information, testing null hypotheses,

deriving significant findings, formulating conclusions or generalizations, and computing statistical parameters.

To finish the research data, the writer will gather data in the form of 9 archives of student assignments about descriptive text reading comprehension capacity of tenth graders at SMA Muhammadiyah 2 Metro and conduct interviews with instructors and students. After that, the writer will sort the data by concentrating on the research objectives by using research instruments in the manner of observation sheets, interview sheets, and documentation sheets, with the use of tables. After that, the writer will conclude the results of the research related to stated and unstated details in the reading comprehension skills of the tenth graders at SMA Muhammadiyah 2 Metro.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Result

1. Description of Research Location

a. Brief History of SMA Muhammadiyah 2 Metro

SMA Muhammadiyah 2 Metro one of the high schools in Metro city and is located in Kiai H. Ahmad Dahlan street Imopuro, Central Metro, Metro City which was founded since 1983. SMA Muhammadiyah 2 Metro is geographically located in the center of Metro, next to Muhammadiyah Elementary School Central Metro and MTs Muhammadiyah Metro.

Operating under the guidance of the Muhammadiyah Regional Leadership (PWM) of Lampung Province, SMAS Muhammadiyah 2 Metro is firmly dedicated to fostering students who embody strong moral character, academic excellence, and a commitment to personal growth. The educational curriculum at the institution is designed not only to support academic achievement but also to cultivate Islamic values and character development as integral components of the learning process.

b. Visi and mission of SMA Muhammadiyah 2 Metro

1) Visi of SMA Muhammadiyah 2 Metro

To establish SMA Muhammadiyah 2 Metro as a modern institution that excels in moral character and academic achievement.

2) Mission of SMA Muhammadiyah 2 Metro

- a) To instill Islamic values in all school members, fostering strong character in daily life.
- b) To implement IT-based learning that prioritizes knowledge and skills.
- c) To develop a spirit of competitiveness and achievement among all school members.
- d) To encourage participatory management involving the entire school community.
- e) To carry out fast, accurate, and accountable information management.
- f) To create healthy, safe and comfortable school environment.

c. Condition of Teacher and Official Employees at SMA

Muhammadiyah 2 Metro

Condition of Teacher and the Official Employers SMA Muhammadiyah 2 Metro, the numbers of teacher and official employers in SMA Muhammadiyah 2 Metro in the academic year of 2024/2025 are that can be identified as follows:

Table 4.1
Condition of Teacher

No	Name	M/ F	Highest Education/Field of Study	Position (Teacher/Staff)
1	Lifi Endar Wahono, S.Pd.I	M	Bachelor's Degree in Islamic Religious Education	Religious Studies Teacher
2	Eko Yunanto,S.Kom.,M.M.	M	Master's Degree in Management	Computer Science Teacher
3	Aprida Kurniasih, S.E.	F	Bachelor's Degree in Economics	Teacher of Anti- corruption Education
4	Desia Setianingsih, S.Pd.	F	Bachelor's Degree in Mathematics	Math Teacher
5	M. Kholifatul Ardhi, S.Pd.	M	Bachelor's Degree in Physics	Physics Teacher
6	Egie Ferlando, S.Pd.	M	Bachelor's Degree in History	History Teacher
7	Aziz Ayyubi	M	In Progress – Bachelor's Degree in Art's	Art Teacher
8	Feriawan Prayogo	M	In Progress - Bachelor's Degree in Islamic Education	Arab Language Teacher
9	Dian Mardiyanti, S.Pd.	F	Bachelor's Degree in Islamic Education	Religious Studeis Teacher
10	Dwi Agung Wicaksono, S.Pd.	M	Bachelor's Degree in Physical Education	Physichal Education Teacher
11	Suji Suniarni, S.Pd.I.	F	Bachelor's Degree in Arabic Language Education	Arab Language Teacher
12	Fitri Nurjanah, S.Pd.	F	Bachelor's Degree in Biology	Biology Teacher
13	Nuraini, S.Pd.	F	Bachelor's Degree in Economics	Economics Teacher
14	Okti Munariyah, S.Pd.	F	Bachelor's Degree in English Language	English/Indones ia Teacher
15	Ferry Ardiyansah	M	Senior High School	Teacher of Qur'anic memorization
16	Mirza Ikhsan Jaya	M	Senior High School	Division of Facilities and Maintance

17	Eka Cahya Ningrum, S.H.	F	Bachelor's Degree in Law	Head of Administration
18	Muhamma Irsyad, S.E.	M	Bachelor's Degree in Economics	Operations Division

d. Quantity student of SMA Muhammadiyah 2 Metro

The quantities of the student at SMA Muhammadiyah 2 Metro
that can be identified as follows :

Table 4.2
Students Quantity

Year Academic	Class X	Class XI	Class XII	Total Student
2019/2020	26	33	62	121
2020/2021	12	19	31	62
2021/2022	25	15	25	65
2022/2023	22	43	16	81
2023/2024	21	41	44	106
2024/2025	19	21	32	72

e. Building of SMA Muhammadiyah 2 Metro

The condition of facilities of SMA Muhammadiyah 2 Metro.

Table 4.3
Condition of Facilities

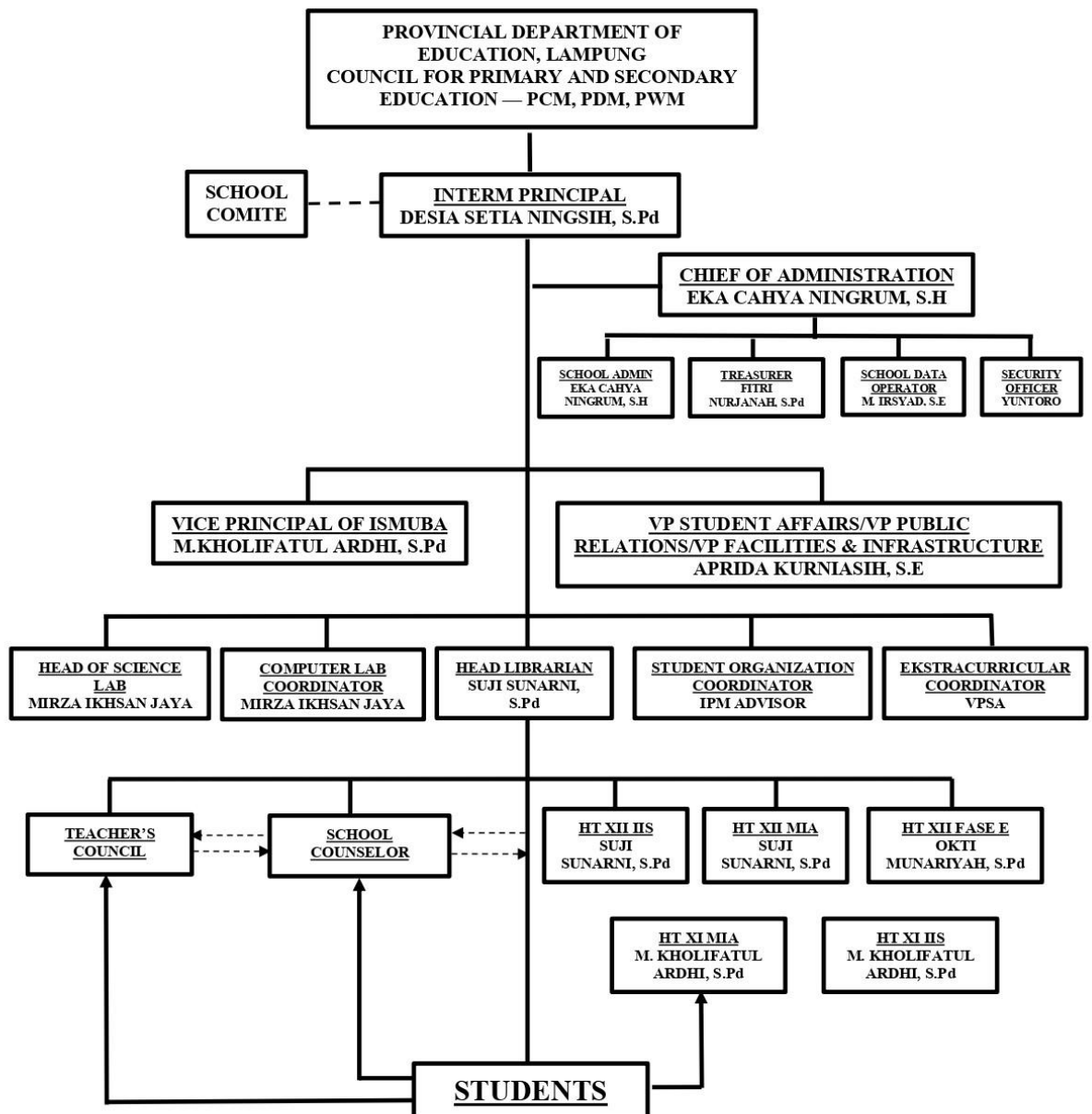
No	Names of Building	Quantity
A	Learning Facility	
1.	Instructional Room (Classroom)	6
2.	Library	1
3.	Science Laboratory	1
4.	Computer Laboratory	1
5.	Couneling Room/School Clinic/Sewing Practice Room	1
6.	Student Restroom	5

B	Administrative and Office Facilities	
1.	Principal's Office	1
2.	Administrative Office/Reception Room	1
3.	Teacher's Workroom	1
4.	Teacher's Restroom/Toilet	1
5.	Kitchen	1
C	Supporting Facilities	
1.	Meeting Room/LAZISMU Room*	1
2.	Student Cooperative Room	1
3.	IPM Organization Room*	1
4.	Prayer Room (Mosque)	1
5.	Storage Room	1
6.	Sports Field	1
7.	Parking Area	1

f. Organization structure of SMA Muhammadiyah 2 Metro

The structure of organization of SMA Muhammadiyah 2 Metro is stated below:

Figure 4.4
Structure of Organization



2. Description of Research Data

The description of the research results focuses on the difficulties encountered by tenth-grade students at SMA Muhammadiyah 2 Metro in answering questions concerning stated and unstated details in descriptive texts. The data under analysis included the outcomes of a multiple-choice comprehension test and responses gathered through interviews with selected students.

a. Multiple-Choice Test Results

The main instrument utilized in this study was a multiple-choice test consisting of ten questions developed by the English teacher. The test emphasized descriptive texts, with seven questions evaluating students' comprehension of explicitly stated details and three questions aimed at assessing their ability to understand implicit or unstated information.

The test outcomes reflected differing levels of reading comprehension among the participants. Two students (S4 and S5) successfully answered all ten questions and were categorized under the excellent level of comprehension. Five students (S2, S3, S6, S7, and S8) scored nine out of ten, each making only a single mistake, and were placed in the very good category. Student S9 also achieved a score of nine, answering all the stated-detail items and two of the unstated-detail items correctly. Meanwhile, student S1 obtained the lowest score, answering three questions correctly—two from the stated category and one from the unstated—placing them in the low comprehension category.

These findings indicate that the majority of students demonstrated strong skills in identifying directly stated information in the text. Nevertheless, a number of students found the unstated-detail questions more demanding, as these required them to interpret meaning that was not plainly provided. Mastering unstated details calls for advanced cognitive engagement, such as synthesizing ideas, interpreting implied messages, and applying reasoning skills.

Further support for this observation came from interview data. Several students acknowledged relying on key words and expressed difficulty in tackling questions that lacked explicitly stated answers. One student commented, “It’s confusing when the answer isn’t clearly shown in the text.” This suggests that without adequate practice in inferential reasoning, students might fall back on guessing or misreading the author’s intentions.

In conclusion, while many students exhibited competency in identifying literal information, some continued to struggle with questions that required interpretation of implied meaning, particularly when such questions were negatively phrased or required deeper inference.

b. Interview Results

To further explore students’ understanding and challenges related to stated and unstated details, interviews were conducted with nine students. The questions focused on their familiarity with these

question types, perceived difficulty levels, strategies for answering them, and whether they experienced confusion during the process.

Student One (S1) stated that although such questions frequently appeared, the student still struggled to understand them. The student found stated and unstated detail items more manageable, but admitted to often feeling confused when the answers required inference. The strategy was to read the entire text; however, the student still felt uncertain about the responses. These challenges align with the low test results and suggest a limited understanding of inferential reading.

Student Two (S2) expressed confidence in handling both question types. The student noted no difficulty with stated details and only minor difficulty with unstated ones, depending on the text complexity. The approach involved reading the question first. This strategic behavior correlates with the high score and suggests a well-developed reading habit.

Student Three (S3) acknowledged a lack of understanding of the terms stated and unstated details but felt that unstated questions were easier because the student could compare the answer choices. Although the student faced vocabulary issues, the method involved careful reading and reflection, indicating that performance may have benefited more from test-taking intuition than deep comprehension.

Student Four (S4) reported frequent difficulties, especially due to limited vocabulary knowledge. The student preferred stated questions because they were more direct and easier to recognize. The confusion with inferential items highlights the challenge of drawing conclusions beyond surface-level information.

Student Five (S5) showed confidence in answering both question types and stated that there was no difficulty with them. The student explained that finding the answers in the text was straightforward. The strong test performance supports this claim and suggests mastery in identifying and interpreting both explicit and implicit information.

Student Six (S6) demonstrated general understanding but reported struggling with translation. Interestingly, the student found unstated detail questions easier and emphasized thorough reading as the main strategy. This reflects a thoughtful reader who relies on comprehension rather than keyword searching.

Student Seven (S7) claimed to understand the material but had trouble interpreting unfamiliar words. The student found stated items easier and often felt confused due to vocabulary issues, showing how word recognition influences comprehension outcomes.

Student Eight (S8) said to understand both question types but occasionally found them challenging. The student preferred stated questions and explained that unstated ones required more thought and

analysis. This experience points to a moderate level of inferential skill that could improve with practice.

Student Nine (S9) felt familiar with both types of questions. The student reported no issues with stated details but sometimes struggled with unstated ones. The strategy involved rereading and drawing independent conclusions. This indicates basic inferential reasoning, though not always applied with full confidence.

In summary, most students found stated detail questions more straightforward, while unstated detail questions required greater critical thinking and often caused confusion, particularly when vocabulary and inference were involved. Students with higher test performance demonstrated more reflective and strategic reading behaviors, while those with lower scores tended to rely on surface-level understanding. These insights complement the quantitative test findings and underscore the importance of teaching reading strategies in the classroom.

B. DISCUSSION

The findings from the reading comprehension test and student interviews demonstrated a consistent pattern in students' abilities. While most students were able to accurately answer stated detail questions—those requiring them to recall directly presented information—many struggled with unstated detail items that demand inference and deeper reasoning. This was especially noticeable in

questions with negative phrasing, such as ‘which of the following is NOT true,’ which confused several students.

This distinction underscores the contrast between literal and inferential comprehension. According to Mikulecky and Jeffries, literal comprehension refers to understanding ideas explicitly stated in the text, whereas inferential comprehension involves deducing meaning by connecting information and recognizing what is implied but not directly written.²⁹

McWhorter adds that inferential reading requires students to go beyond the surface and engage in higher-level thinking processes, such as predicting, evaluating, and analyzing contextual clues. Without exposure and training in these skills, students may fall back on guessing or misinterpret the intended message.³⁰

The qualitative data from interviews reinforced this interpretation. High-performing students described using reflective strategies such as rereading, drawing conclusions, and comparing choices. Conversely, students with lower scores often relied on keyword matching and expressed confusion when answers were not directly available in the text. These findings point to the need for instructional focus on developing students’ inferential reading abilities.

²⁹ Beatrice S Mikulecky and Linda Jeffries, *Reading Power* (New York: Pearson Education), 73-104.

³⁰ McWhorter, Kathleen T, *Reading Across the Disciplines: College Reading and Beyond* (Boston: Pearson, 2017), 193-212.

In conclusion, students generally excelled in recognizing explicit information but had difficulty understanding implicit content. These challenges highlight the importance of incorporating inferential comprehension training into reading instruction to improve overall text understanding and critical thinking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings of the research entitled “An Analysis of Students’ Difficulties in Comprehending Stated and Unstated Details in Reading Descriptive Text of Tenth Graders at SMA Muhammadiyah 2 Metro”, the conclusions are follows:

1. The main difficulty faced by students lies in comprehending unstated details. Most students were able to correctly answer questions related to stated (explicit) information, but struggled when required to understand implied or inferred information in the text.
2. Several factors contribute to these difficulties, including limited vocabulary knowledge, low inferential reading skills, and reading habit that heavily relies on keyword matching. Some students tended to guess answer when the information was not clearly stated in the text.
3. Students employed a range of reading strategies. Those who performed well generally used reflective strategies, such as re-reading the text and analyzing answer options. In contrast, lower-achieving students often relied on surface-level strategies, such as matching words without fully understanding the context.

B. SUGGESTIONS

Based on the research findings and conclusions, the following suggestions are offered:

1. For students:

Students are encouraged to actively improve their reading skills by practicing with various types of texts and expanding their vocabulary. Moreover, it is essential to develop the habit of making inferences rather than focusing solely on explicitly stated information.

2. For English Teachers

Teachers are advised to provide balanced reading exercises that involve both stated and unstated detail comprehension. It is also recommended that teachers explicitly teach inferential reading strategies, such as identifying implicit meaning and interpreting negatively phrased questions (e.g., questions that ask what is not mentioned).

3. For future researchers

This study may serve as a useful reference for future researchers who are interested in exploring reading comprehension, particularly in the area of inferential understanding or with different types of text such as narrative or expository texts.

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APPENDICES

Instrumen of Data Collection

1. Blueprint of Documentation Sheet

No	Aspect
1	Profile of SMA Muhammadiyah 2 Metro
2	The vision and mission of SMA Muhammadiyah 2 Metro
3	The quantity of students' at SMA Muhammadiyah 2 Metro
4	The school facilities in SMA Muhammadiyah 2 Metro
5	Organization structure of SMA Muhammadiyah 2 Metro

2. Blueprint of interview

- a. Interview with the teacher about students' difficulties of comprehending

stated and unstated details at tenth graders at SMA Muhammadiyah 2 Metro

Question	Answer
What are the primary challenges you have observed among students when they attempt to comprehend unstated information in descriptive texts?	
Do students generally find it easier to identify stated information than unstated information? In your opinion, what are the reasons behind this tendency?	
How do you support students in developing the skill to infer meaning from information that is not explicitly presented in the text?	
Do you implement any specific strategies or instructional activities to help distinguish between stated and unstated information in descriptive texts?	
To what extent does students' understanding of stated and unstated details influence their performance on reading comprehension tasks involving descriptive texts?	

- b. Interview with the students about students' difficulties in comprehending stated and unstated details at tenth graders of SMA Muhammadiyah 2 Metro

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	
What strategies or steps do you usually take to identify unstated (implied) information in a text?	
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	

3. Documentation sheet

No	Aspect	Availability
1	Profile of SMA Muhammadiyah 2 Metro	√
2	The vision and mission of SMA Muhammadiyah 2 Metro	√
3	The quantity of students' at SMA Muhammadiyah 2 Metro	√
4	The school facilities in SMA Muhammadiyah 2 Metro	√

5	Organization structure of SMA Muhammadiyah 2 Metro	√
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4. Observation sheet

Name :

Class :

Multiple choice test

Choose a,b,c,d or e for the correct answer!

Test for number 1-4

Angkor Wat

Angkor Wat was faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mithology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

1. What is the text about?
 - a. Budhist Temple
 - b. Angkor Wat
 - c. Khmer Meru
 - d. Hindu Mithology
 - e. Cambodia

2. Which of the following is true about Angkor Wat?
 - a. Angkor wat has an outer wall that is 5 to 10 km long.
 - b. Angkor wat temple is located in bangkok.
 - c. Angkor wat is the largest religious monument in the world.
 - d. The temple was built in the early 11th century in Yosadapura.
 - e. Outside the temple stands the Queen Cap of Tower.

3. “It is dedicated to Wisnu.” What does the underlined word “it” refer to?
 - a. Queen Cap of Tower.
 - b. Yosadapura.
 - c. Angkor Wat.
 - d. Outer wall.
 - e. Buddhist temple.

Read the following text to answer questions number 4 to 7

Losari Beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people’s coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for

children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

4. What is the main idea of the text?
 - a. Losari beach is a awful place.
 - b. Losari beach is a good place to visit.
 - c. No body visit Losari beach.
 - d. Many visitor on Pantai Gapura Hotel.
 - e. No one stay at Losari Beach Inn.

5. Where is Losari beach located?
 - a. Somewhere at Makassar City.
 - b. Locate at Jalan Penghibur.
 - c. Near Makassar City.
 - d. Far away from Losari Beach Inn.
 - e. Located only about 3 km from the center of Makassar (Karebosi Park).

6. “It is located only about 3 km from the center of Makassar (Karebosi Park)”
 What does the underlined word “it” refer to?
 - a. Pelataran Bahari.

- b. Losari Beach.
- c. Pantai Gapura Hotel.
- d. Makasar Golden Hotel.
- e. Sunset.

7. All of the following are true except...
- a. The length of the beach is about one kilometer.
 - b. Dilosari there are four hotels located on Jalan entertainer.
 - c. Losari Beach is a beautiful beach located on the edge of Makassar.
 - d. Losari beach there is a garden called the maritime court.
 - e. Maritime yard has an area of one hectare.

Question number 8 to 9 is based on the following text

I have a cat

Spot is a regular house cat. He is an adorable cat. He is orange with white and black spots. I like to cuddle him because his fur is so soft. Every morning I give spot milk. He does not like rice. I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired, Spot sometimes sleeps on the sofa in the living room or under the table.

8. What type of the text above...
- a. Report
 - b. Recount
 - c. Description
 - d. Procedure
 - e. Narrative

9. Which the statement is not TRUE according to the text...
- a. Spot likes rice.
 - b. Spot usually sleeps on the sofa in the living room.
 - c. Spot has white and black spots.
 - d. Spots likes to chase everyone in the house.
 - e. Spot likes to go around the house.

Text for Number 10

Adele Laurie Blue Adkins or better known as Adele is my idol. She was born on 5 May 1988. She is a British singer.

Adele likes to sing since she was young. She loves song more than book. Her debut album, 19, was released in 2008. It was a huge success. It made her popular around the world. After that, every time she releases album, it always make it to the Billboard chart. She has won many awards. Including Brit Awards and Grammy Awards. This year, she is working on her new album, besides singing, she is also writing and producing her own song.

Adele is beautiful. She has white complexion and beautiful eyes. She has wavy brown hair. She is not extra thin and has average height. Although she is not like the other celebrities who have thin and glamorous appearance, but she has her own charm. She believes that as a singer, her job is to satisfy people's ears, not their eyes. That inspires me a lot because I want to be a good singer too in the future. It's okay to be different with others. All we need to do is just be yourself and don't be scared to fight for your dreams.

10. Which is NOT TRUE according to the text?
- a. Adele has won Grammy Awards
 - b. Adele comes from USA
 - c. Many of Adele's songs can enter Billboard chart
 - d. Adele is a singer songwriter
 - e. Adele has average height and white

5. Transcript of interview

- a. Interview with the teacher about students' difficulties in comprehending stated and unstated details at tenth graders of SMA Muhammadiyah 2

Metro

Name : Mrs. Okti

Date : 20 February 2025

Question	Answer
What are the primary challenges you have observed among students when they attempt to comprehend unstated information in descriptive texts?	Occasionally, students ask, "Miss, is this the answer? It's not found in the text." This indicates that they have not fully understood the material, especially when they do not comprehend the vocabulary. Despite my explanations, some students do not pay attention, and others ask the same questions repeatedly. Therefore, I need to exercise greater patience, particularly when the correct answer is not explicitly stated in the text.
Do students generally find it easier to identify stated information than unstated information? In your opinion, what are the reasons behind this tendency?	Yes, because stated information is explicitly present in the text, students find it easier to locate it after reading the text multiple times. For example, if a statement is directly available in the text, questions related to it become easier to answer since the information can be directly extracted from the passage. This leads to better comprehension.
How do you support students in developing the skill to infer meaning from information that is not explicitly presented in the text?	Usually, I ask students to read the text first, then point out alternative words or expressions found within it. I often provide further explanation and more guidance because many students still have limited vocabulary. When they ask, 'Miss, what does this mean?' I take the time to clarify. For example, if the word in the text is 'beautiful' but

	the answer uses 'good,' I explain that both words convey similar meanings in the given context.
Do you implement any specific strategies or instructional activities to help distinguish between stated and unstated information in descriptive texts?	My approach focuses more on the exercises. I first provide questions related to stated information explicitly found in the text, followed by questions requiring inference of unstated information. The questions are separated accordingly. For example, when teaching descriptive texts today, I first explained the information directly presented in the text. The exercises include both essay and multiple-choice questions, but I emphasize essay questions to encourage students to draw their own conclusions.
To what extent does students' understanding of stated and unstated details influence their performance on reading comprehension tasks involving descriptive texts?	To a considerable extent, I believe it does influence their performance. If students understand that a stated statement is explicitly found in the text, they can answer those questions confidently. Conversely, if the information is unstated and not directly in the text, they realize they need to draw their own conclusions.

- b. Interview with the students about students' difficulties in comprehending stated and unstated details at tenth graders of SMA Muhammadiyah 2

Metro

Name : Student One (S1)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	This type of question often appears, but I do not really understand it.

Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I find it quite difficult to answer.
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	It is easier to answer stated questions.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	I read it first.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	I have experienced difficulty and felt confused in answering it.

Name : Student Two (S2)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I understand and can answer both stated and unstated details questions.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I do not find difficult to answer both stated, but I have little difficulty with unstated ones.
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	It depends on the descriptive text.

What strategies or steps do you usually take to identify unstated (implied) information in a text?	I read the question first.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	Sometimes it is difficult, depending on the text.

Name : Student Three (S3)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I do not really understand what stated and unstated details are.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I experience difficulty because I do not understand the meaning.
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	It is easier to answer unstated questions because I can find the answer by comparing.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	I read, understand, and examine it carefully.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	I am not too confused

Name : Student Four (S4)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I do not really understand.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I often have difficulty because I do not understand the meaning.
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	It is easier to answer stated questions because I understand the questions.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	I read and try to understand it.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	I am often confused because I have to draw conclusions on my own.

Name : Student Five (S5)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I understand.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I do not feel any difficulty because I just need to find it in the text.

When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	Both are easy to answer.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	I read the text and the question.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	I am not confused because I understand how to answer it.

Name : Student Six (S6)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I understand and comprehend it.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I find difficult when I have to translate it.
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	Unstated questions are easier to answer.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	I reread the text.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	If we read the entire text, we will not find it difficult.

Name : Student Seven (S7)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I understand.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	It is difficult to answer because I do not know the meaning.
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	Stated questions are easier.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	I read the question and the text.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	I am often confused because I do not know the meaning.

Name : Student Eight (S8)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I understand.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I have experienced difficulty.

When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	Stated questions are easier.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	Stated questions are easier.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	I am confused because I have to think and understand the text in order to answer unstated questions.

Name : Student Nine (S9)

Class : X

Question	Answer
Do you understand how to answer questions related to stated and unstated information in a reading text?	I understand because I often encounter this type of question.
Do you experience any difficulties when answering questions based on descriptive texts that require identifying clearly stated information as well as information that needs to be inferred?	I sometimes find it difficult to answer unstated questions, but I do not have any difficulty with stated questions.
When working on reading comprehension questions, which type do you find easier—answering questions based on explicitly stated information or those that require you to make inferences from the text? Please explain your reason.	I reread the text and make my own conclusions.
What strategies or steps do you usually take to identify unstated (implied) information in a text?	I have to understand the text first.
Do you often find it difficult or confusing when encountering questions whose answers are not explicitly stated in the text?	I have felt confused because the answer is not stated in the text.

DOCUMENTATION







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMA
MUHAMMADIYAH 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMA MUHAMMADIYAH 2 METRO berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: SILVIA FEBY RISTALISTI
NPM	: 1801070058
Semester	: 14 (Empat Belas)
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO

untuk melakukan prasurvey di SMA MUHAMMADIYAH 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMA MUHAMMADIYAH 2 METRO untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Mei 2025

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



MAJELIS PENDIDIKAN DASAR, MENENGAH DAN PNF
PIMPINAN CABANG MUHAMMADIYAH METRO PUSAT

SMA MUHAMMADIYAH 2 METRO
TERAKREDITASI B

NSS: 302120901007 NPSN: 10807577

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SURAT KETERANGAN

Nomor : 523/KET/IV.4.AU/F/2025

Yang bertanda tangan di bawah ini Pelaksana Tugas Kepala SMA Muhammadiyah 2 Metro menerangkan bahwa :

Nama : **SILVIA FEBY RISTALISTI**

NPM : 1801070058

Program Studi : Tadris Bahasa Inggris

Nama tersebut telah melakukan pra-survey dalam rangka Penulisan Skripsi dengan judul :

"AN ANALYSIS OF STUDENTS DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO"

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro, 19 Mei 2025

Pt Kepala Sekolah,



Desia Setianingsih, S.Pd

NBM. 1 366 846



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RATIFICATION PAGE

The Research Proposal entitled: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO, written by: Silvia Feby Ristalisti, Student Number: 1801070058, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on May 31st, 2024 at 08.00 – 09.30 a.m.

BOARD OF EXAMINERS

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Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



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Nomor : B-1663/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 2
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1662/In.28/D.1/TL.01/05/2025, tanggal 22 Mei 2025 atas nama saudara:

Nama : SILVIA FEBY RISTALISTI
NPM : 1801070058
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA MUHAMMADIYAH 2 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



MAJELIS PENDIDIKAN DASAR, MENENGAH DAN PNF
PIMPINAN CABANG MUHAMMADIYAH METRO PUSAT

SMA MUHAMMADIYAH 2 METRO

TERAKREDITASI B

NSS: 302120901007 NPSN: 10807577

K.H. Ahmad Dahlan No. 1 Metro Pusat Kode Pos 34111 Telp. (0725) 7850200

Website: www.smamuhammadiyah2metro.sch.id E-mail: smamuh2metro@gmail.com

SURAT KETERANGAN

Nomor : 525/KET/IV.4.AU/F/2025

Yang bertanda tangan di bawah ini Pelaksana Tugas Kepala SMA Muhammadiyah 2 Metro menerangkan bahwa :

Nama : **SILVIA FEBY RISTALISTI**

NPM : 1801070058

Program Studi : Tadris Bahasa Inggris

Nama tersebut telah melakukan observasi dalam rangka penyelesaian Penulisan

Skripsi dengan judul :

"AN ANALYSIS OF STUDENTS DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO"

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.





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SURAT TUGAS

Nomor: B-1662/In.28/D.1/TL.01/05/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : SILVIA FEBY RISTALISTI
NPM : 1801070058
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 22 Mei 2025

Wakil Dekan Akademik dan
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : 1652/In.28.1/J/TL.00/05/2025
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Linda Septiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: SILVIA FEBY RISTALISTI
NPM	: 1801070058
Semester	: 14 (Empat Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENTS DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Mei 2025

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.






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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Silvia Feby Ristalisti
 NPM : 1801070058

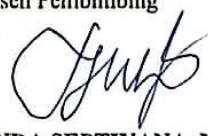
Jurusan : TBI
 Semester : 9

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Thursday / Sept, 29 th 2022.	chapter 1 & 2	
2.	Tuesday / Oct, 11 st 2022	chapter 1-3	
3.	Tuesday Nov, 1 st 2022	Acc Seminar	

Mengetahui
 Ketua Jurusan TBI


Andianto, M.Pd
 NIP. 1987102 201503 1 004

Dosen Pembimbing


LINDA SEPTIYANA, M.Pd.
 NIP. 2016099001


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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Silvia Feby Ristalisti

Program Studi : TBI

NPM : 1801070058

 Semester : 14^a

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	12 mei 2025	Revisi Chapter <u>III</u>	
2.	15 mei 2025	Add Reference	


 Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Silvia Feby Ristalisti
NPM : 1801070058

Program Studi : TBI
Semester : 14'

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	18 Mei 2025	ACC for Revisi of Proposal.	
2	19 Mei 2025	ACC for ADD/instrument	
3.	20 Mei 2025	Continue to collect data.	
4.	22 Mei 2025	Chapter IV Result	
5.	23 Mei 2025	Chapter IV Discussion	
6.	26 Mei 2025	Revisi Chapter IV & V	
7.	28 Mei 2025	ACC for munasosyal	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Silvia Feby Ristalisti
NPM : 1801070058
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 Mei 2025
Ketua Program Studi TBI



Dr. Much Deinjatur, M.Pd.B.I.
NIP. 198803082015031006



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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-294/ln.28/S/U.1/OT.01/05/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SILVIA FEBY RISTALISTI
NPM : 1801070058
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 1801070058

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Mei 2025
Kepala Perpustakaan,

Ayu Guroni, S.I.Pust.
NIP. 19920428 201903 1 009

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO

Submission date: 02-Jun-2025 09:50 AM (UTC+7) by Silvia Feby Ristalisti 1801070058

Submission ID: 2690401253

File name:

AN_ANALYSIS_OF_STUDENTS_DIFFICULTIES_IN_COMPREHENDING_STATED_AND_UNSTATED_DETAILS_IN_READING_DESCRIPTIVE_TEXT_OF_TENTH_GRADERS_AT_SMA_MUH-
(434.99K)

Word count: 8779

Character count: 49999

Metro, 02 June 2025



Dr. Much Demiatu, M.Pd.B.I

NIP 19880308 201503 1 006

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING STATED AND UNSTATED DETAILS IN READING DESCRIPTIVE TEXT OF TENTH GRADERS AT SMA MUHAMMADIYAH 2 METRO

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CURRICULUM VITAE



The researcher name is Silvia Feby Ristalisti who was born in Medasari on the 20th February 2000. The researcher was the first child from the parents named Mr. Joko Iswanto and Mrs. Sri Sugianti. The researcher started education at SD Negeri 01 Medasari in 2012, then continued her education at SMP Negeri 01 Rawajitu Selatan in 2015 and continued her education at SMA Muhammadiyah 2 Metro, and completed in 2018. The researcher continue her education at the faculty tarbiyah majoring in English education at the institute for Islamic Student of (IAIN) Metro lampung starting in the semester I TA 2018/2019.