

**STUDENTS' STRATEGIES IN DEALING WITH READING
COMPREHENSION IN COMPUTER-ASSISTED UNIVERSITY ENTRANCE
EXAM**

THESIS

Submitted by

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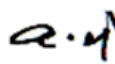
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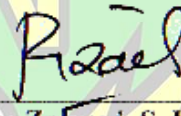
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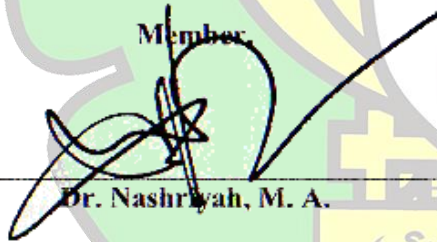


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ABSTRACT

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UTBK-SBMPTN or *Ujian Tulis Berbasis Komputer-Seleksi Bersama Masuk Perguruan Tinggi Nasional* or Computer-Assisted University Entrance Exam is the most challenges exam for all of the senior high school students who want to continue their education to the university level. The test pair into two types TKA (*Tes Kompetensi Akademik*) and TPS (*Tes Porensi Skolastik*). Reading comprehension places in the TPS. This research attempts to figure out the students' strategies in dealing with reading comprehension, the strategies considered helpful, and the applicability of the strategies at this time. The study employs a qualitative research method. The researcher utilizes in-depth interviews to collect the data and selects MAN 1 Banda Aceh alumni as the study participants. Those alumni passed the Computer-Assisted University Entrance Exam in 2021, took part in an intense program from tutoring institutions or not, and emerged from the pharmacy, informatics, urban and regional planning, nursery, and architecture. This study shows that all participants have implemented various strategies in dealing with reading comprehension in Computer-Assisted University Entrance. Those strategies include; Paying Attention To The Sentences, scanning facts and data, and understanding the context. Furthermore, the researcher determines which methods have been

successfully used in the various aspects of reading comprehension in the past. Only two of the five participants were able to use all of the strategies that they had learned. The other three could only apply two or three strategies. Participants showed that they could put all the strategies into practice. However, there were some challenges that they would face. In conclusion, each student has strategies for the reading comprehension. Only two of the five participants were able to use all of the strategies, and the alumni can still put the strategies into practice.

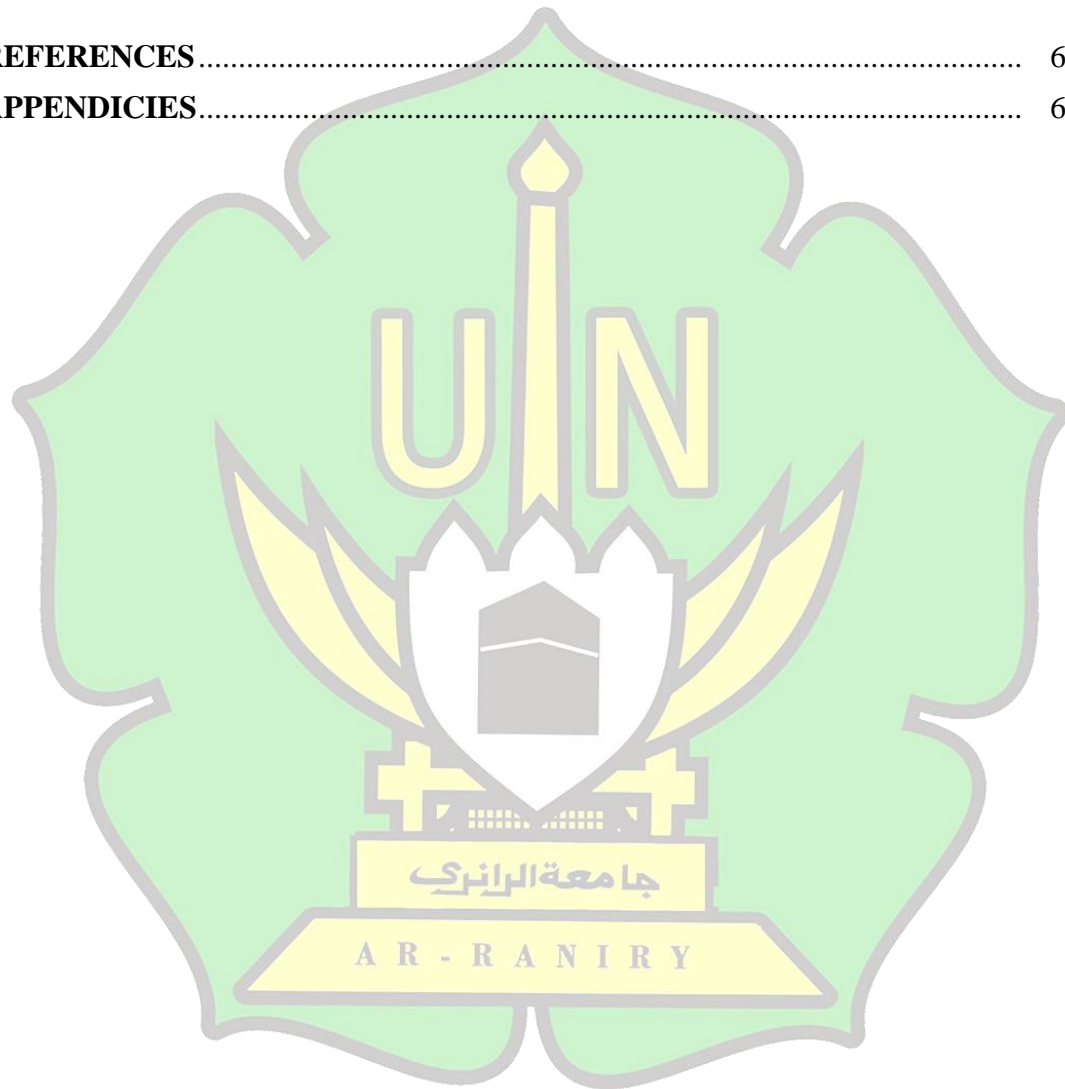


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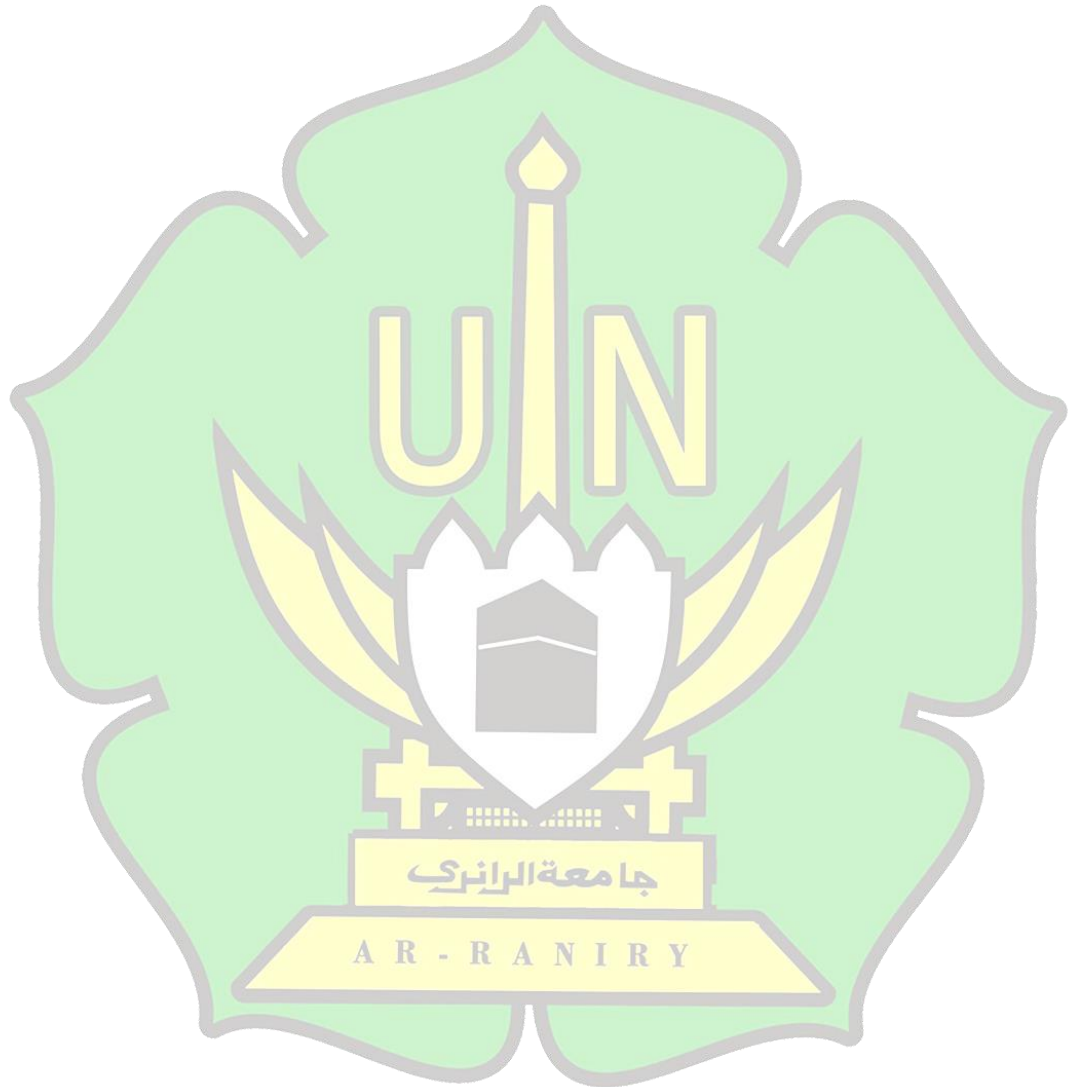
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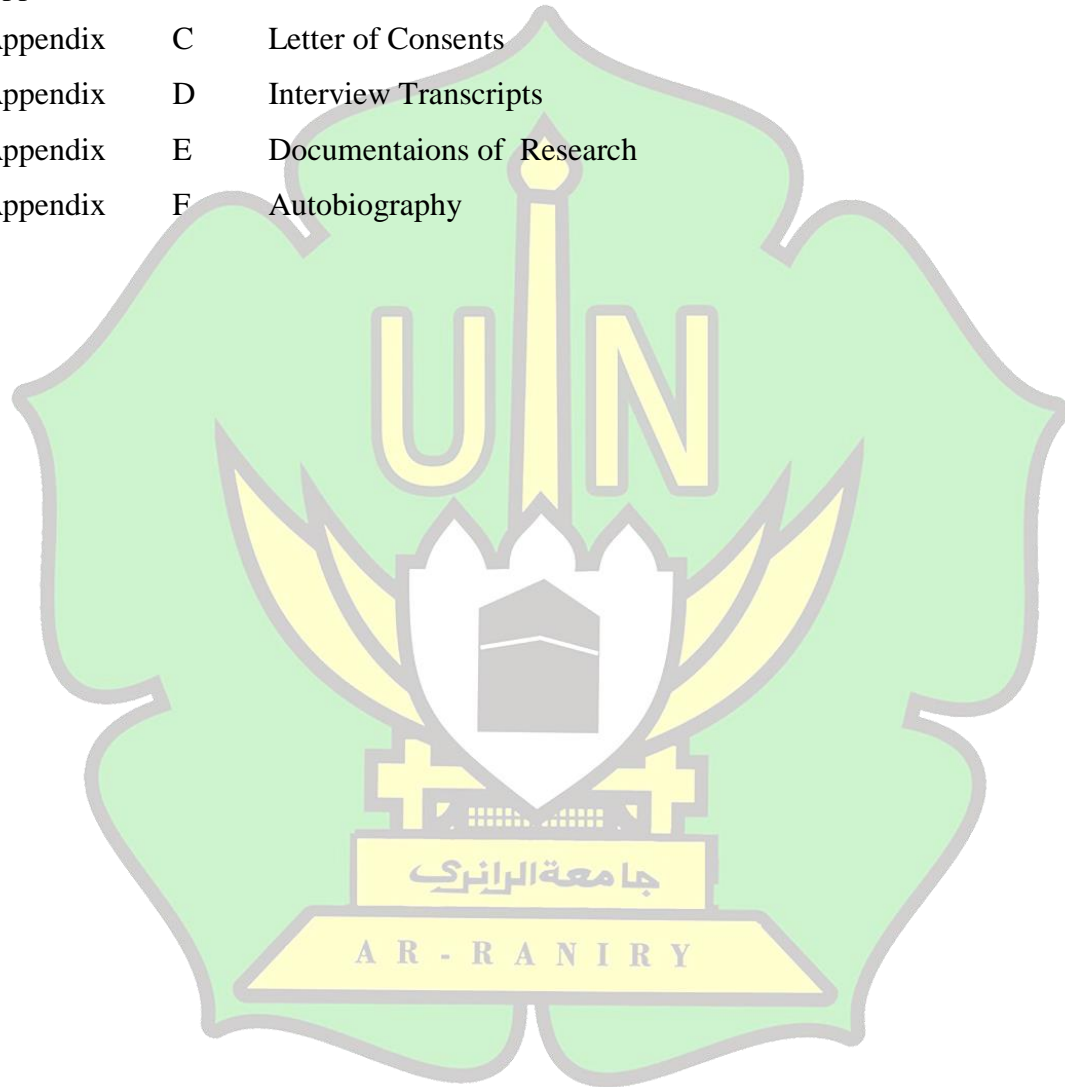
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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English as an international language taught formally from junior high school until university. English is taught as Foreign Language in this country, and students have six to ten years to learn it. In the teaching and learning process, students needed to master four abilities to support their English: reading, listening, writing, and speaking. In addition, learners needed two elements to prop their English language proficiency: vocabulary and grammar. Those abilities and elements are expected to make the students more capable of comprehending English effectively. However, throughout the learning process, students will encounter a variety of barriers that can obstruct the process, especially in reading.

Reading is highlighted as a fundamental skill closely related to other skills. Learners need to read and comprehend the reading material to achieve a better outcome in the learning process. As Grabe (2002) stated, reading is an interaction between the readers and the written text. In reading, students need to require a background of knowledge and comprehend the written text. On the other hand, Somadyo (2011) also stated that reading is an interactive activity to grasp and understand the meaning of a written text. Akyol (2013) defined reading as the process of establishing meaning in a proper context by utilizing adequate

information and relying on successful communication between the author and the reader in line with the intended purpose and technique.

Since reading is essential, Kusumawanti and Bharati (2018) stated that among English proficiency, reading has a necessary aspect of learners' learning success; starting with the reading activity, learners can develop others. For example, learners must read lots of written text before starting the writing activity. It is also happening in speaking. In the preparation session, learners need to read before sharing their knowledge. While students are not sure about the vocabulary or topic, reading can help them comprehend what the speaker said.

As Grabe (2002) stated, reading is an interaction between the readers and the written text in the previous paragraph. In reading, students need to require a background of knowledge and comprehend the written text. Razali and Razali (2013) stated that learners used their recent intelligence and their understanding or experience to compose the written text in the reading process. After that, they will elaborate the ideas to their knowledge or what they already know and understand to comprehend a reading text. Grabe and Stoller (2002) stated that reading comprehension is the ability to point out information in a text and interpret what is meant by the text. It can be concluded that reading comprehension is an ability to read, process, and point out what the text means and also elaborate on it. This ability is based on an individual's natural knowledge and skills.

Reading and comprehension are connected in one activity, and separating each other is impossible. Reading is an activity to get information from a written text, and comprehension is an ability to understand a context with knowledge. Reading comprehension involves words meaning and verbal reasoning. Without the two essential things, it would be no reading comprehension. Without reading comprehension, it could not be reading, and without reading, it would be no comprehension. Collins English Learner's Dictionary (2021) describes that reading comprehension can help students improve their reading skills. Besides that, it can also help learners acquire vocabulary and writing skills. Nuttal (1982), as cited in Hidayati (2018), describes five-point to process a comprehending text, such as determining the main idea, finding specific information, pointing out inference from a written text, understanding detailed information, and pointing out references.

These five aspects will be required in the reading comprehension test type and reading comprehension test type required in Computer-Assisted University Entrance Exam as known as *Ujian Tulis Berbasis Komputer-Seleksi Bersama Masuk Perguruan Tinggi (UTBK-SBMPTN)*. According to LTMPT (2021) Computer-Assisted University Entrance Exam is a computer based writing test that held by *Lembaga Tes Masuk Perguruan Tinggi (LTMPT)*. *Lembaga Tes Masuk Perguruan Tinggi (LTMPT)* is the only institution that administers standardized higher education tests in Indonesia. The implementation of UTBK by LTMPT has advantages because the test results are credible, standardized, and given individual

scores to participants. In 2021, UTBK can be followed by students graduating in 2019, 2020, and 2021 or other years with a maximum age of 25 years from secondary education (SMA/MA/SMK and equivalent) and Package C graduates in 2019, 2020, and 2021. Participation in the UTBK is the main requirement for the Joint Selection to Enter PTN, PTKIN, and State Polytechnics.

This test's purpose to predict prospective students who can complete their college studies well and on time; and to provide opportunities for prospective students to take the test flexibly, by choosing the location and time of the test. *Seleksi Bersama Masuk Perguruan Tinggi Negara (SBMPTN)*, the old name of UTBK, purpose to select prospective students who are predicted to be able to complete their studies in higher education well and on time based on the results of the UTBK and other criteria determined jointly by PTN, PTKIN, and State Polytechnic; provide opportunities for prospective students to choose PTN, PTKIN and State Polytechnic across regions; and help universities to obtain prospective students who are predicted to be able to complete their studies in higher education based on academic scores and or other achievements.

The test group in UTBK is divided into 3 (three) as follows; Science and Technology Exam Group (*Saintek*) with TPS and TKA Science (Scientific Mathematics, Physics, Chemistry, and Biology) exam materials. Social and Humanities Examination Group (*Soshum*) with TPS and TKA *Soshum* exam materials (Geography, History, Sociology, and Economics). Mixed Exam Group

(Science and Social) with TPS, Science and Technology TKA, and Soshum test materials. The TPS exam material aims to measure the participants' cognitive abilities. Meanwhile, the TKA material aims to measure more specific abilities in the academic field. *Tes Kompetensi Akademik* (TKA), the material to be tested is in accordance with the examination group, such as *Saintek*, *Soshum*, or Mixed. TKA *Soshum* exam materials, including History, Geography, Economics, and Sociology. Meanwhile, TKA Science and Technology (*Saintek* covers Biology, Physics, Chemistry, and Mathematics. In the Mixed test group, the TKA material that learners have to work on combines TKA *Soshum* and TKA *Saintek* materials.

The TKA test will measure the student or learner's knowledge of the material taught at school and required in the chosen study program. In the TKA exam material, the questions used include HOTS (Higher Order Thinking Skill) questions. So, not just memorization, but also understanding and analysis to answer them. The other exam materials is TPS (*Tes Potensi Skolastik*). *Tes Potensi Skolastik* or TPS at UTBKS SBMPTN is a test used to measure the potential in UTBK participants, such as cognitive potential, logic, and general understanding. In short, TPS can find out whether someone has the potential to enter a state university or not, apart from their academic ability. TPS is generally divided into 4 main materials, including: General Reasoning (*Penalaran Umum*), Quantitative Knowledge (*Pengetahuan Kuantitatif*), Reading and Writing Comprehension (*Pemahaman bacaan dan tulisan*), and General Knowledge and Understanding (*Pengetahuan dan*

pemahaman umum). Reading comprehension place in TPS Reading and Writing Comprehension (*Pemahaman bacaan dan tulisan*). It is required both in Indonesian Language text and English text. As stated before, in English, reading comprehension tests need several aspects: determining the main idea, finding specific information, pointing out inference from a written text, understanding detailed information, and pointing out references.

Reading comprehension skills are vital to obtaining knowledge successfully. According to Webster (2018), skill is the capacity to successfully and readily apply knowledge in execution or performance. Specific abilities come naturally to some people, while practice sessions must acquire others. Webster (2018) also defines skill as the ability to do an action competently: a developed aptitude or ability. Students must practice a new skill in order to acquire it.

On the other hand, Webster (2018) also defines strategy as the art of designing or executing plans or stratagems to accomplish an objective. The objective is for pupils to acquire and apply their knowledge. To receive the knowledge in the book, students must be taught ways to identify critical features of the text. Some readers are born with this ability, while others must exercise to acquire it. Teachers must teach reading comprehension strategies for students to use the skill in all subjects.

Hidayati (2018) researched this model under the title Students' Difficulties in Reading Comprehension at SMAN 1 Darussalam, and the results were published

in the journal educational research. Reading comprehension questions were the source of the learners' difficulty. The writer determined that the first-grade pupils of SMAN 1 Darussalam have difficulty answering reading comprehension tests after reviewing the data from the trial. Three of the five reading comprehension questions were challenging for learners to respond to; 74% of the students had difficulty answering the main idea questions, 56% had difficulty generating inferences, and just 12% had problems finding references (71 %). As a result, reading comprehension is the most challenging challenge for first-graders (74 %). Many students struggled to get a passing grade on their reading comprehension exams because of this.

Some alumni were interviewed for this study to understand the strategies and obstacles they have experienced following Computer-Assisted University Entrance Exam preparation. Some strategies were assisting students in working on challenges involving reading comprehension in English. Researchers took the effort to find out what strategies been used or learned by students, as well as the strategies that considered helpful in resolving reading comprehension question, and the applicability of the strategies at this time. The researcher expects that this research will be helpful to the teachers and students in broader sense.

B. Research Question

In line with the background of the topic and the reasons above, the research questions are as the following:

1. What strategies do students use to deal with reading comprehension in Computer-Assisted University Entrance Exam?
2. What strategies have been considered helpful in resolving reading comprehension questions?
3. Do the strategies which students had learned still applicable in this current time?

C. Research Aim

Dealing with the research questions above, the following are the objectives of the study:

1. To find out the strategies students used in dealing with reading comprehension in Computer-Assisted University Entrance Exam.
2. To find out the strategies that have been considered helpful in resolving reading comprehension.
3. To find out the applicability of the strategies students had learned in the current time.

D. The signification of The Study

This study will give the teachers a positive contribution to improve the strategies and innovation so that the next learners can be motivated and overcome their difficulties in Reading Comprehension. This study is also expected to give information for teachers and students in teaching and learning English. This research can also be used as a reference for learning reading comprehension skills at different times. At last, this thesis is relied upon to give data, models, or references to be

created for additional investigations; the scientist trusts that different analysts assess, overhaul, reproduce, or alter this investigation and compose further examinations with comparative points for different levels and goals.

E. Terminology

To avoid misunderstanding in this research, the researcher needs to describe some terms used. Some words are Strategies, dealing, and reading comprehension.

a. Students Strategies

According to Merriam-Webster (2022) students comes from Latin *studēre*. Students is a person who is very interested in a particular subject or a person who is studying at a university or college. Oxford Learners Dictionaries (2021), strategy is an action to reach goals. It can also be explained as a general direction or rules to achieve better results. Strategy comes from a detailed planning process. Strategy is a term that comes from the Greek “*strategia*” which means "generalship." The strategy often refers to maneuvering troops into position before the enemy is engaged in the military. In this sense, strategy refers to the deployment of soldiers. Once the enemy has been committed, attention shifts to tactics. They represent Plan, Pattern, Position, Perspective, and Ploy. These five parts permit an association to execute a more effective technique. A system is focused on the future, concerns the long haul, and includes various features of an association. In conclusion, students are people who study in an institution, in the learning process use strategies or observational steps that are useful for achieving learning goals.

b. Reading Comprehension

According to Oakley (2011), reading comprehension is the desired outcome of reading and can be described as the ability to integrate background information with the reading text. Reading comprehension is critical for lifelong learning. It is a two-way conversation between the reader and the text. According to Zimmerman S., and Hutchins, C. (2003), reading comprehension is the ability to read, process, and comprehend literature is known as reading comprehension. Word reading (the ability to decipher the symbols on the page) and language comprehension (the ability to understand what the words mean) are essential (being able to understand the meaning of the words and sentences).

c. Computer-Assisted University Entrance Exam

According to *Lembaga Tes Masuk Perguruan Tinggi* (LTMPT,2021), Computer-Assisted University Entrance Exam or *Ujian Tulis Berbasis Komputer-Seleksi Bersama Masuk Perguruan Tinggi Negeri* (UTBK-SBMPTN), a computer-based test which purpose is to screen selected students to continue their education to the university level. This test has two question types which use to measure the students academic ability and cognitive ability. In the end,the conclusion is Computer-Assisted University Entrance Exam is a computer based test which use to measure the students academic and cognitive ability whose held by LTMPT.

CHAPTER II

LITERATURE REVIEW

A. University Entrance Examination System in Indonesia

The institution that organizes higher education, research, and community service is higher education. The institution also develops educated individuals by preparing students to become community members with academic or professional skills who can use, develop, and enrich the scientific, technological, and artistic repertoire. In addition, the purpose of higher education is to cultivate, disseminate, and seek the application of knowledge in order to raise people's living standards and enrich national culture (Sudiyono, 2004). The university is a higher education institution that provides academic education and thus can provide vocational education in various science or technology areas, and professional education provided the conditions are met (Dikti, 2014). *Lembaga Tes Masuk Perguruan Tinggi* (LTMPT) is an entity under the Ministry of Education and Culture of the Republic of Indonesia that conducts higher education entrance exams for prospective new students.

According to LTMPT (2021), there are several processes of accepting new students at an institution or university. Using an examination or selection procedure, students are screened based on their intellectual and scholastic aptitudes. In 1976, SKALU as, known as *Sekretariat Kerja sama Antar Lima Universitas*, was established

to administer this admissions procedure. This selection was conducted concurrently by five universities, including Universitas Indonesia (UI), Institut Teknologi Bandung (ITB), Institut Pertanian Bogor (IPB), Universitas Airlangga (UNAIR), and Universitas Gadjah Mada (UGM). This naming and selection system continues to evolve in accordance with its development and government laws, such as *Sekretariat Kerja Sama Antar Sepuluh Universitas* (SKASU,1979), *Seleksi Penerimaan Mahasiswa Baru* (SIPENMARU) and *Penelusuran Minat dan Kemampuan* (PDMK,1983), *Ujian Masuk Perguruan Tinggi Negeri* (UMPTN,1989), *Seleksi Penerimaan Mahasiswa Baru* (SPMB,2002), *Seleksi Nasional Masuk Perguruan Tinggi Negeri* (SNMPTN,2008), *Seleksi Bersama Masuk Perguruan Tinggi Negeri* (SBMPTN,2013), and SNMPTN, SBMPTN, and peer-selection (2018-present).

The admissions process for new undergraduate students at PTN involves:

1. *Seleksi Nasional Masuk Perguruan Tinggi Negeri* (SNMPTN) Based solely on academic grades or other accomplishments (as judged by PTN); Quota: minimum 20 percent.
2. *Seleksi Bersama Masuk Perguruan Tinggi Negeri* (SBMPTN) is based on the *Ujian Tulis Berbasis Komputer* (UTBK) results and other criteria (which are jointly determined by the *Perguruan Tinggi Negeri* (PTN)). Quota: minimum 40 percent
3. Independent. Can use *Ujian Tulis Berbasis Komputer* (UTBK) result values. Quota: 30 percent maximum

As previously noted, prospective students have three options for entering the realm of lectures as of 2018: SNMPTN, SBMPTN or UTBK, and independent examinations.

1. Seleksi Nasional Masuk Perguruan Tinggi Negara (SNMPTN)

Through report cards and academic accomplishments, SNMPTN as *Seleksi Nasional Masuk Perguruan Tinggi* is one of the options to join higher education. Through the SNMPTN, students with persistent academic performance and other accomplishments have the possibility to enter state universities. The report card value utilized is the cumulative report card value from the first semester to the fifth semester throughout a 3-year SMA/SMK/MA or comparable study term. In the meantime, other academic accomplishments will benefit kids. The government entirely funds the SNMPTN selection procedure.

Each student can choose two study programs from one or two PTNs along this path. Students are permitted to select two study programs, one of which must be in a PTN in the same province as the initial *Sekolah Menengah Atas (SMA)/Mdrasah Aliyah (MA)/Sekolah Menengah Kejuruan (SMK)*. The ranking of students is determined by schools, which primarily consider the importance of the following disciplines. Mathematics, Indonesian, English, Chemistry, Physics, and Biology make up the Science Department. Mathematics, Indonesian, English, Sociology, Economics, and Geography make up the Social Studies Department. Mathematics, Indonesian, English, Indonesian Literature, Anthropology, and one of the Foreign

Languages comprise the Department of Languages. SMK: Skills in Mathematics, Indonesian, English, and Expertise. Schools may include additional academic accomplishment criteria in deciding student ranks if scores are the same. The school's accreditation requirements determine the number of pupils included in the ranking. A-accredited institutions have the best 40 percent quota, B-accredited schools have the best 25 percent, and C-accredited schools and others have the best 5 percent quota.

2. *Ujian Tulis Berbasis Komputer-Seleksi Bersama Masuk Perguruan Tinggi (UTBK-SBMPTN)*

Referring to the *Lembaga Tes Masuk Perguruan Tinggi (LTMPT,2021)*, the UTBK-SBMPTN is a computer-based written exam that aims to select prospective students who are predicted to be able to complete their studies in higher education well and on time based on the results of the UTBK and or other criteria jointly determined by the *Perguruan Tinggi Negeri (PTN)*, *Perguruan Tinggi Keagamaan Islam Negeri (PTKIN)* and the State Polytechnic; provide opportunities for prospective students to choose PTN, PTKIN and State Polytechnic across regions; and assist universities in acquiring prospective students.

The test group in UTBK is divided into 3 (three) as follows; Science and Technology Exam Group (*Saintek*) with *Tes Potensi Skolastik (TPS)* and *Tes Kemampuan Akademik (TKA)* Science (Scientific Mathematics, Physics, Chemistry, and Biology) exam materials. Social and Humanities Examination Group (*Soshum*)

with TPS and TKA *Soshum* exam materials (Geography, History, Sociology, and Economics). Mixed Exam Group (Science and Social) with TPS, Science and Technology TKA, and *Soshum* test materials. The TPS exam material aims to measure the participants' cognitive abilities. Meanwhile, the TKA material aims to measure more specific abilities in the academic field. *Tes Kompetensi Akademik* (TKA), the material to be tested is in accordance with the examination group, such as *Saintek*, *Soshum*, or Mixed. TKA *Soshum* exam materials, including History, Geography, Economics, and Sociology. Meanwhile, TKA Science and Technology (*Saintek*) covers Biology, Physics, Chemistry, and Mathematics. In the Mixed test group, the TKA material that learners have to work on combines TKA *Soshum* and TKA *Saintek* materials.

3. Peer-selection or Independent Selection

PTN Independent Selection is a new student admissions system administered independently by State Universities. The PTN itself administers governance and selection criteria. PTN Independent Selection examples include *Seleksi Masuk Universitas Indonesia* (SIMAK UI) and *Ujian Tulis Universitas Gadjah Mada* (UTUL UGM).

In contrast to the SNMPTN and SBMPTN, the independent path for each campus is not typically implemented concurrently across Indonesia. In contrast to SNMPTN, which uses report cards, and SBMPTN, which utilizes UTBK scores, the format of the selection examination is also distinct. Some campuses utilize a

particular test for self-selection. Nonetheless, some individuals utilize report cards, academic and non-academic accomplishments, and even UTBK ratings for the Independent track.

B. Reading Comprehension

Goodman (1996, as cited in Banditvilai, 2020) explains that reading is a process that the readers use to point out the meaning of a text. Readers need to use a strategy to help them understand a text in this process. Reading is a required skill that students need both in academic and social life. Reading is a primary language skill. Akyol (2013) defines reading as an established process to get meaning in a suitable landscape that needs appropriate information based on effective communication between the writer and the readers that should suit the goals and method. Russell (1969, as cited in Nizar, 2013) also characterizes reading as the ability to pronounce, grasp, and interpret signs, letters, and symbols by giving them meaning and getting thoughts and impressions from an author through the printed word. In addition, Hisyam Suleiman claims that reading is an "interactive" process between the reader and text, which leads to "automaticity" or "fluency" in the reading process (reading fluency).

From the explanation above, we can conclude that reading is essential in academic and social contexts. Reading demands a working knowledge of the language in order to comprehend what is being read. Reading is a critical ability that contributes significantly to language learning success. Reading can be regarded as a

process of extracting information from a text and forming an understanding. Reading's primary objective is comprehension. According to Heilman (2005), reading is an interaction with the language encoded in print. Comprehension should be the result of interaction with printed language.

Comprehension is a critical part of reading; reading for comprehension is the essence of the reading process. Without comprehending or interpreting what is read, it is not genuinely reading, as the success of pupils' reading is determined by their ability to comprehend the text's content. Cooper (1986, as cited in Nizar, 2013) asserts in this instance that comprehension is the process through which the reader constructs meaning through interaction with the text. A reader needs to know the reading passage to comprehend it. Therefore, the reader will gain much knowledge and information from the content read. According to Singer (1985), reading comprehension is the process of interpreting written symbols, comprehending meaning, absorbing concepts conveyed in writing and thinking while deciphering symbols. In conclusion, the author explains that reading comprehension is a dynamic process involving evaluating a printed message's content to obtain information.

When a reader engages with a book to comprehend a subject, the interaction is related to the text's pre-questioning of prior experiences of constructing meaning that can be found in the text. As a result, a reader should select the most effective strategy for making reading more enjoyable and meaningful. Comprehension is influenced by the reader's experiences, capabilities, motivation, and reading objectives. Kintsch

(2004) emphasizes that it entails understanding texts' essential concepts and drawing inferences from texts and prior knowledge.

We can understand that reading and comprehension are different things from this definition. Still, they are crucial and complete each other that needs improvement, especially in the education field. According to Oakley (2011), reading comprehension is the desired outcome of reading and can be described as the ability to integrate background information with the reading text. Reading comprehension is critical for lifelong learning. It is a two-way conversation between the reader and the text. Students require reading comprehension skills at all educational levels and subject areas. Mashuri (2015), reading comprehension comprises two terms: reading and comprehension. Reading comprehension is a sophisticated and involved dialogue process between the author and the reader to process the author's or reader's interpretation of written linguistic symbols.

The process of deriving meaning from a text is also called reading comprehension. Thus, the objective is to develop a broad knowledge of the subject matter described in the text rather than to derive meaning from single words or sentences. Students construct mental models, or representations of the meaning of the text ideas, as they read. According to Van Den Boek and Espin (2012), reading comprehension is a complex interaction of automatic and strategy-based cognitive processes that enables the reader to construct a mental image of the text.

In summary, reading for comprehension is at the epicenter of the reading process. The success of learners' reading relies upon their ability to comprehend the content of the reading text. Comprehension is influenced by the reader's prior experiences, capabilities, motivation, and reading goals. Reading comprehension is a dynamic process that entails assessing a printed message's content to glean information. Students at all educational levels and subject areas require reading comprehension skills. The phrase "reading comprehension" comprises two components: reading and comprehension. Students create mental models or representations of the text's ideas as they read. It is a two-way exchange between reader and text.

C. Reading Comprehension Component

Nuttal (1982), as cited in Hidayati (2018), explains that there are five components of reading comprehension that the learners need to master. Such as recognizing the main idea, locating references, drawing inferences, drawing particular information, and the last vocabulary. These components are seen as obstacles pupils face when attempting to comprehend the material.

a. Recognizing Main Idea

It is a statement that conveys the author's opinion on the subject matter. According to Longan (2002), finding a paragraph's or short selection's primary idea is critical to comprehension. The primary idea is usually found in a paragraph's first sentence, but it can also be found in the middle or at the end of a paragraph (Vener,

2002). As a result, discovering the primary point may be more challenging. The students may get tripped up trying to figure out the passage's central point and where it is positioned.

b. Locating References

A pronoun's reference comes before it. The pronoun refers to the word or phrase known as the "antecedent" (Sharpe, 2005). Students are expected to understand what the pronouns in the sentences are used for, such as pronouns that show individuals, places, or situations.

c. Drawing Inferences

Students are expected to comprehend the material to conclude the claims in the text and make an inference. Kopitski (2007) advised readers to practice combining clues from the text with their prior knowledge to make inferences. It indicates that the text's clues will assist pupils in developing their hypotheses and drawing conclusions. So that they can respond to the questions that are being asked. "What can we conclude from the passage?", "It can be inferred from the passage..." and "What is the meaning of the sentence above?" are some of the most common forms of these inquiries. Since the statement's meaning is not mentioned in the text, it can be difficult for pupils to identify the conclusion.

d. Drawing Particular Information

In reading comprehension tests, one of the types of questions is a "detailed" or "informational" question. Examine students' comprehension of material that is

explicitly stated in the text with this question. In the passage, “Who was fighting in the forest?”, "All of the following are true except", "A person, date or place is". The scanning strategy can be used by students in understanding and answering detailed questions. In addition, the reader can note or underline the question's keyword and then scan the passage for the word's synonym to find the answer to a detailed question.

e. Vocabulary

While reading a paragraph or a passage, the learner develops their vocabulary by researching new terms' meanings in the dictionary and guessing their meanings based on the context. Students benefit from the context in drawing generalizations about the meaning of a piece of writing Sharpe (2005). Students will be able to grasp a section without stopping and looking up every new word in a dictionary if they use context to make predictions. Readers often have difficulty comprehending material because they lack vocabulary.

D. Reading Comprehension Question Type In UTBK

UTBK-SBMPTN is one of the most significant events for students going to college. UTBK itself is known to have two types of tests that make participants have to study hard. There are two test materials included in the UTBK SBMPTN, the TPS and TKA, as previously stated. It is the goal of the TPS exam content to assess each candidate's ability to think logically. The TKA material, on the other hand, is designed to gauge students' abilities in the classroom.

Knowledge of content taught in school and required in one's chosen study program will be assessed by a TKA test. TPS is the other set of exam materials (*Tes Potensi Skolastik*). At UTBKS SBMPTN, the test *Tes Potensi Skolastik* or TPS measures the cognitive potential, logic, and general comprehension of UTBK participants. General Reasoning is one of four major components of the course. Test of Basic Skills (TPS), Test of Quantitative Knowledge (*Pengetahuan Kuantitatif*), Test of Reading and Writing Comprehension (*Pemahaman Berbasis*), and Test of General Knowledge and Understanding (TPS GKU) are all part of the TPS program (*Pengetahuan dan pemahaman umum*).

According to Budi Dharma (personal communication, July 29, 2021), one of the teachers at Bimbel Alumni Aceh, ten different types of questions are commonly asked in UTBK-SBMPTN. This refers to questions on reading comprehension from the years 2019 to 2021. The ten categories of questions are High Order Thinking Skill (HOTS) questions, which force students to think critically and analytically at a high level. The ten questions are as follows:

a. Main Idea and Topic Question Types

- a). What is the main idea of the passage?
- b). What is the main topic of the text?

b. Tittle Question Type

- a). The best title for the passage would be?
- b). Which of the following would be the best title for the passage?

c. Inferences / Conclusion Question Type

- a). What can be inferred from the passage?
- b). The author would agree that...

d. Prediction Question Type

- a). The Paragraph following the passages will likely contain information about..
- b). What is the Paragraph following the passage?

e. Synonym / Antonym Question Type

- a). In line “ _____ ”, “ _____ ” has a similar meaning with..
- b). The closest meaning for the underlined word is...

f. True / False Question Type

- a). The following statements are true, except...
- b). The following statements are false, except...

g. Word References Question Type

- a). The word in” _____ ” refers to..
- b). “ _____ ” in the six-line is alludes to...

h. Sentence / Paragraph Restatement Question Type

- a). By saying “ _____ ”, the author says that...
- b). Paragraph...., implies that...

i. Detailed Information Question Type (5W+ 1H)

- a). What is..
- b). Where is..

j. Purpose Question Type

a). What is the author's purpose in writing the passage?

b). By writing the sentences in Paragraph..., the author intends to tell the readers about

E. Reading Comprehension Challenges

Nation, K. and Norbury, C. F. (2005) explain that it is possible to have reading comprehension issues for a variety of reasons. As a result of a child's poor word comprehension, they may struggle with reading comprehension. Because of this problem, some children may be able to read well but struggle to comprehend what they are reading. When they are reading, students may face different challenges; Alderson (2000) pairs some of the difficulties in reading comprehension such as:

a. Language Proficiency

Language proficiency, known as knowledge of the language, is a primary or fundamental thing that students need to have; in understanding a text, they should have to know several words to point out the meaning of the text. Alderson (2000) stated that readers are always expected to understand their language before reading in another foreign language. Word knowledge is essential to reading comprehension because people cannot understand a sentence without knowing what each word means. A passage with unfamiliar words can cause difficulties in understanding or even comprehending a text.

b. Background Knowledge

Another fundamental thing is that the learners should have background knowledge. Background knowledge helps the learners make a deeper understanding and analysis when they comprehend a text. Melandita (2019) stated that if readers have inadequate prior knowledge when reading a book, they may struggle to follow and comprehend it since they will be unaware of the text's subject matter. In his book, Alderson (2000) also explained that readers employ prior knowledge to incorporate new information from a text into their existing knowledge. Additionally, an unfamiliar cultural context and disparities between content knowledge of culture and vocabulary knowledge contribute to reading incomprehension if readers do not fully understand other relevant cultures; additionally, an insufficient understanding of text type or text organization contributes to reading incomprehension. If readers are unaware of the genre of the text, such as newspapers, fairy tales, or business correspondence, they will be unable to follow and comprehend its content. Readers who are familiar with the text type can easily comprehend it.

c. Motivation

Motivation can cause students reading achievement. In addition, motivation can help the readers get their reading outcome. According to Alderson (2000), as cited in Melandita (2019), Poor readers in their first and second languages lack the drive to read or enhance their reading abilities; as a result, their lack of motivation becomes an impediment to reading comprehension. On the other hand, Krashen and

Terrel (1998) said that it is commonly accepted that if readers are genuinely invested in the topic, they are reading, this interest can significantly exceed other elements in reading. Indeed, interest in the subject matter or drive to read may be the most significant factor determining reading comprehension.

d. The Lack of Reading Skill

Another issue of reading difficulty is a lack of reading skills. Students with the capability in reading strategy or reading skills can deal with the text efficiently. Reading strategies show how people think about or understand a task, how they read, and what they do when they have trouble understanding what they read. Oxford & Crookall (1989) stated that learning approaches, behaviors, problem-solving, or study abilities enhance the effectiveness and efficiency of learning. It can be concluded that if readers lack reading methods or do not employ them effectively, they will be unable to overcome reading obstacles and achieve comprehension.

e. Reading Process

Reading is a process or activity between the readers and the text. Goodman (2007) stated that the reading process is psycholinguistic, readers do not need to know every single word to understand a piece of writing. Second language acquisition study has shown that readers may grasp a text that is beyond their syntactic competence, despite the difficulty of reading long sentences. They can disregard grammatical issues and draw meaning from other sources, such as vocabulary or context hints, and comprehend a paragraph.

F. Reading Comprehension Strategies

Reading can be difficult, much more so when the subject is unfamiliar, specialized, or sophisticated. Additionally, comprehension is a constant struggle for certain readers. They may comprehend each word independently, but connecting them into meaningful concepts frequently does not occur as it should. Readers are capable of decoding the words but lack the ability to comprehend the underlying, deeper meaning of the phrases, paragraphs, and full text. Comprehension is the capacity to see beyond the words and comprehend the concepts and links between concepts communicated in a text.

Reading techniques are deliberate methods for deciphering the author's message. They are thought to alter readers' reading behavior in response to text difficulty, task demands, and other environmental elements. Adams (2008) identified the following categories of reading strategies:

a. Skimming

Skimming is a reading method used to increase reading speed. Skimming aims to gain an overview of the text's arrangement and significant concepts from a passage in a book. The reader reads a passage rapidly and skims over the information to skim it. They begin each Paragraph with the first sentence. Each section typically begins with a topic phrase that summarizes the primary concept. McWhorter (1987) indicates that a topic phrase can take on various forms within a paragraph. A topic sentence is most frequently found in the first sentence of the first paragraph. The

second most common location for a topic sentence is in the previous paragraph's opening sentence.

b. Scanning

Scanning is a reading technique that enables the reader to access specific information swiftly. With scanning, readers already know what type of information they are looking for before they begin. Scanning is used to gather detailed information. Scanning is critical for increasing reading ability. When many pupils read, they attempt to read every word and read very slowly. Scanning can assist kids in learning to read and comprehend more quickly.

c. Making Prediction

Hutchinson (1987, as cited in Banditvilai (2020), describes prediction as "the process of utilizing prior knowledge of a pattern or system in order to forecast what is likely in a unique scenario." Numerous studies have demonstrated that proficient readers use their experiences and prior knowledge to create predictions and formulate thoughts as they read. Additionally, this technique encourages student participation, which raises students' interest and comprehension of the content. Making predictions is a technique in which readers utilize the image and title information to create inferences about the story. The title of a text can be used to operate text memory, allowing them to guess the content of a new text. Successful readers can form predictions about what will happen next or what viewpoints the writer will present to

support a topic as they are reading. Readers attempt to constantly assess these predictions and alter any not supported by the reading.

d. Questioning

Students benefit from questioning because it enables them to assess their comprehension and remain engaged and interested in their reading. Readers can use the pre-, during-, and post-reading questions. The inquiry process entails readers asking themselves questions to construct meaning, improve comprehension, find answers, solve problems, gather information, and discover new knowledge (Harvey & Goudvis, 2000). Students use this method to refer back to the text during the reading process to locate the answers to the questions. Students benefit from questioning to explain and comprehend what they are reading. By posing pertinent questions, successful readers can focus on the most critical information in a text. By including questions in the reading process, students can reflect on what they are reading, become active and autonomous readers, and reflect on their reading correctly.

Typically, the information on a reading comprehension test follows particular patterns and criteria. Consequently, a special method is required for the answer itself; nonetheless, Saifuddin (2012) gives numerous strategies for solving reading comprehension issues, including:

1. General Strategies

a) Enriching Reading Material

By reading a great deal of content, we also enrich our vocabulary. Read as much as possible, including newspapers, magazines, and other academic and non-academic reading materials. Readers can guess unknown words when reading by using other words in the phrase. In the reading process, make a list of new words. This vocabulary acquisition can be accomplished by the use of folded paper, vocabulary cards, or the creation of vocabulary diagrams.

b) Time Management

Timing is crucial for successfully answering questions and assessing reading comprehension. By establishing a time limit, reader can decide the most pressing questions. In reading comprehension questions, it is advised not to read the reading text and to immediately abandon questions that cannot be answered, returning to them later if time permits. It is also required to sharpen the ability to read a text, which can be honed by practicing rapid reading. In addition to its efficiency purpose , timing can also be used to influence the reader's mental or emotional state, as it is not uncommon for the reader's mental state to waver if the reading text does not correspond to the section they are proficient in.

2. Particular Strategies

a) Pay Attention To The Sentences

Typically, reading comprehension examination questions pertain to the core idea or topic. Each paragraph's topic sentence typically contains the primary concept. By understanding the text's fundamental idea, by reading first sentences of the paragraph, continue with reading the second sentences, and read the last sentences of the last paragraph, the reader can comprehend the author's message.

b) Understanding The Context

Typically, the reading context in a question assessing reading comprehension consists of vocabulary and grammar. This combination may result in a sentence, paragraph, or reading text. To comprehend the meaning of a word or phrase in a text, one is required to understand the context presented.

c) Fact and Data

Not everything in a reading text can be found openly; some elements are inferred and can only be seen if the reader comprehends the text adequately. Frequently, participants in reading examinations are required to draw blind inferences about specific information. Consequently, the reader must pay close attention to the textual data and facts that lead to informative conclusions.

G. Relevant Studies

The findings of the study conducted on this model by Hidayati (2018) and titled Students' Difficulties in Reading Comprehension at SMAN 1 Darussalam were

published in the academic journal educational research. Questions testing the students' reading comprehension were the source of the difficulties for the learners. After looking over the experiment results, the author concluded that the first-grade students of SMAN 1 Darussalam have trouble responding to to reading comprehension examinations. Learners may find it challenging to respond to three of the five reading comprehension questions. Seventy-four percent of the students struggled to answer the questions pertaining to the main idea, fifty-six percent struggled to generate inferences, and only twelve percent struggled to locate references (71 %). Consequently, first graders face the most difficulty with their comprehension of what they read (74 %). Because of this, a significant number of pupils had a hard time achieving a reading comprehension mark that was sufficient for passing.

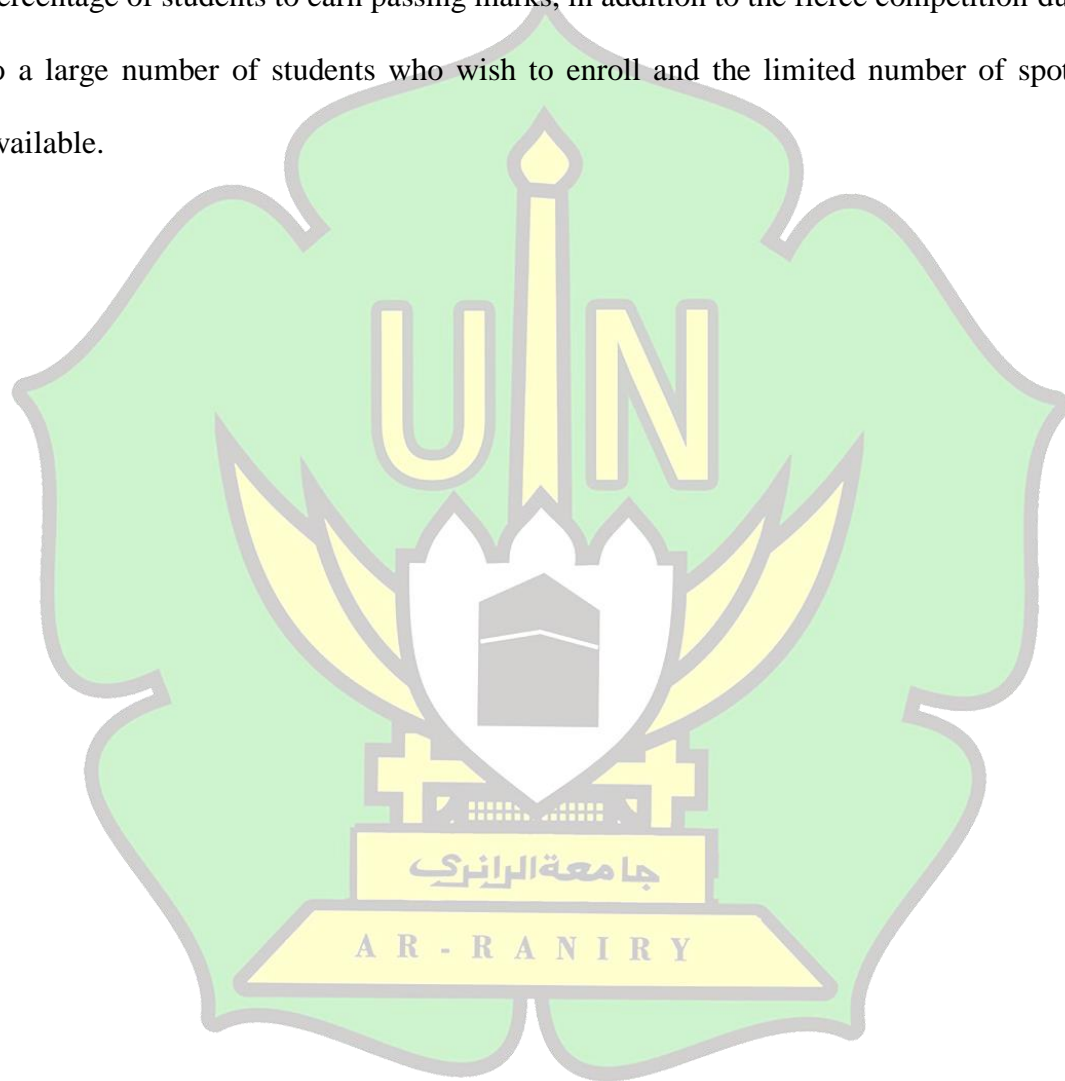
Another study is conducted by Al-Jarrah & Ismail "Reading Comprehension Difficulties Among EFL Learners at Higher Education Institutions" (2018). This study concludes that the reading comprehension challenges encountered by Arab EFL students in the selected institutions may impact their English language competency and academic achievement. English language teachers, instruction policymakers, public and private agencies responsible for educational policy learning and implementation, and EFL learners must collaborate to develop solutions to these challenges.

The study "Analysis on the Students' Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan" by Putrianti (2018) is another piece of research. This study concluded that children in the second grade at SMAS Islam Nur struggled with language problems in reading comprehension. These difficulties included vocabulary, structure, and spelling issues. According to the data shown above, it is recommended that students of languages work more diligently on their reading comprehension, particularly on vocabulary, sentence structure, and spelling.

Moreover, last, there is Satriani's article titled "Reading comprehension challenges encountered by English students of Universitas Islam Riau," which was published (2018). According to the findings that were derived from the researcher's analysis of the research data, the majority of students struggle with reading comprehension because they lack the drive to develop a habit of reading, and as a result, they read very little or not at all.

The focus of those researchers is on the various forms of reading comprehension, the amount of difficulty associated with each type, the challenges, and the percentage value of the difficulty associated with each type. Those research motivates the author to find out the strategies that can help the students deal with reading comprehension, especially for those who will join the Computer-Assisted University Entrance Exam. This research, which focuses on the usage of methods by students or potential students who would enter college, is not dissimilar in many respects to those studies. The focus here is on the type and strategies of reading

comprehension questions. The employment of strategies in the process of problem resolution is, of course, quite crucial because strategies can assist participants in the implementation process. Considering that certain majors require a relatively high percentage of students to earn passing marks, in addition to the fierce competition due to a large number of students who wish to enroll and the limited number of spots available.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses Qualitative Research. According to Bogdan and Taylor (Moleong, 2005), qualitative research is a research approach that generates descriptive data from people in the form of written or spoken words and observable behavior. Qualitative research has several characteristics, including the following: (1) data are collected directly, rather than through laboratory or controlled research; (2) data mining occurs naturally, specifically by visiting the subject's natural environments; and (3) in order to derive new meanings from the form of answer categories, research must develop a dialogical situation as well as a scientific situation.

B. Research Location

This research was conducted with the alumni of Madrasah Aliyah Negeri 1 Banda Aceh. The SMI and SMIA Foundation built this institution in 1957 with one key objective: religion. This school evolved into MAAIN (*Madrasah Aliyah Agama Islam Negeri*) in 1968 over time, and in 1978, the school changed its name to MAN (*Madrasah Aliyah Negeri*). Along with name changes, curriculum revisions are ongoing, increasing the subjects offered at each level. Initially, this school had just one major. However, after adding two classes, MAN 1 Banda Aceh currently offers six classes, including Science, Social Sciences, Language, Religion, Boarding, and

Olympics. Until now, the institution has expanded rapidly, with graduates spread around the country.

In 2021, MAN 1 Banda Aceh graduated 284 students from a total enrollment of less than 400 to state colleges. The remainder is dispersed among state-run schools or academies, private universities, *dayah*, and foreign universities. This information is taken from a speech presented by Mrs. Nursiah, S. Ag, M. Pd, principal of MAN 1 Banda Aceh, at the PPDB parent meeting on April 28, 2022, at the Kutaraja Polytechnic Hall. This is noteworthy, as nearly 71% of students attend public universities.

C. Research Participant

a. The Population

The population is the generalization area consisting of objects or subjects who have certain quantities and characteristics set by the researcher to be studied will then be concluded (Sugiyono, 2012). The entire number of units of analysis employed as study subjects is referred to as the population. The highlight of this study focus on students who graduates in 2021, which totals it has at least 284 students in the population of this study.

b. The Participant

Sugiyono (2012) defines a sample as a subset of the population's size and features. Sample measurement is a process that establishes the size of the sample that will be used to research an object. The sample size might be determined statistically

or through research estimates. Sampling must be conducted so that samples can operate or, in other words, they must be representative. Purposive sampling will be used because the researcher has established criteria for university admissions. Purposive sampling refers to the process by which the researcher selects data that meets the parameters of the study's research questions, objectives, and goals (Barada, 2013).

In this study, the criteria of the students who were selected: passed the Computer-Assisted University Entrance Exam in 2021, take part in an intense program from tutoring institutions or not, and emerge from pharmacy, informatics, urban and regional planning, nursery, and architecture. The sample was drawn from this major because of the large number of enthusiasts and, at the very least, the capacity obtained by each department, which results in a high passing grade value. The higher the passing grade for a major, the more selective and challenging the examination, prompting students interested in that major to study harder, plan strategically, and take additional steps to prepare for the computer-assisted university admission exam

D. Data Collection

An interview is a face-to-face exchange of questions and answers between two or more persons that is more direct Usman (2008). Interviews with the alumni of MAN 1 Banda Aceh were undertaken for this study. These students are now enrolled as college students. The goal of this interview was to find out what model or strategy

they utilized to answer the questions they had previously answered to understand them better.

In this research, the author uses the in-depth interview method, which is an approach that is open-ended and discovery-oriented for obtaining thorough knowledge about a subject. The Wallace Foundation (2007), in-depth interviews are a type of qualitative research that aims to elicit detailed information on a respondent's perspective, experiences, feelings, and perspectives. These types of interviews are frequently undertaken at the start of a more extensive research project when concerns about how to focus the research or what questions should be examined.

E. Data Analysis

During this step, the data is sequenced, organized, and put into categories so that they can be described Moleong, (2005). According to Moleong (2005), this technique requires procedures to analyze data that make it easier for researchers to manage the collected data. Researchers can also use it as a benchmark to ensure that they are on the right path and have a clear picture of how the data analysis is progressing.

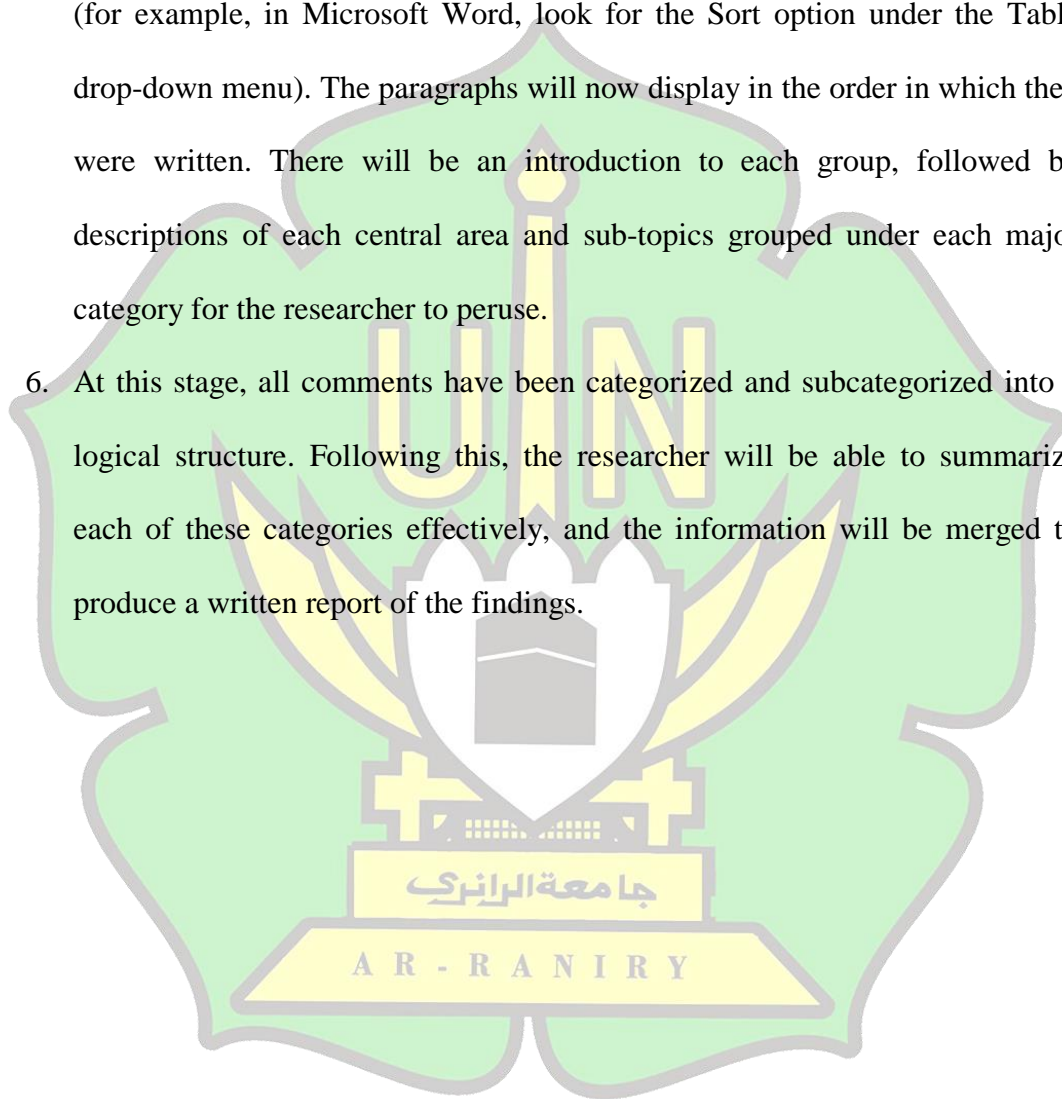
Since this research relies on in-depth interviews for data collection, assessing in-depth interviews entails examining interview transcripts and writing notes to keep track of developing findings. The researcher can apply this strategy by physically cutting, pasting, and grouping hardcopies of interviews or using a computerized word-processing tool (such as Microsoft Word, Word Perfect, or Open Office

Writer). The researcher chooses to employ a computerized system for the sake of this description. There are six steps that the researcher must consider (The Wallace Foundation, 2007):

1. The entire data set will be copied and pasted into a single document. The researcher will use this master document to sort and code the responders' comments.
2. Each interview will begin with a new paragraph and a marker to distinguish it from the previous one. In addition to (1) a distinguishing symbol, such as # or * that will not appear anywhere else in the interview text; and (2) a number identifying the interview, the marker will also include: Example: The first interview will begin with the letter * 01, the second interview will begin with the letter * 02, and so on. Include any other pertinent information regarding the interview in this section as well (the name of the respondent, his or her characteristics, the date of the interview).
3. The introduction of a new paragraph will introduce each new subject or topic. Then, each Paragraph will be classified according to the subject matter being addressed, and each Paragraph will be preceded by the previously determined sign.
4. In addition, the researcher adds codes to subcategories within a topic before creating a duplicate of the inquiry. After categorizing every comment received

from each respondent, the document will be saved, and a copy of it will be created under a different name.

5. The researcher opens the file and begins sorting the categorized paragraphs (for example, in Microsoft Word, look for the Sort option under the Table drop-down menu). The paragraphs will now display in the order in which they were written. There will be an introduction to each group, followed by descriptions of each central area and sub-topics grouped under each major category for the researcher to peruse.
6. At this stage, all comments have been categorized and subcategorized into a logical structure. Following this, the researcher will be able to summarize each of these categories effectively, and the information will be merged to produce a written report of the findings.



CHAPTER IV
FINDING AND DISCUSSION

This chapter aims to describe the results of the analysis of interviews about the strategies students used in dealing with reading comprehension in the Computer-Assisted University Entrance Exam, the strategies considered helpful in resolving reading comprehension, and the applicability of the strategies which students had learned in current time.

A. Research Finding

The results of this study are based on the results of interviews that have been conducted with alumni of MAN 1 Banda Aceh who meets the requirements attached in the previous chapter. The purpose of the interview is to learn more about how alumni of MAN 1 Banda Aceh approach reading comprehension in the Computer-Assisted University Entrance Exam. Five alumni are asked some questions about their experiences taking the Computer Assisted University Entrance Exam. To protect the respondents' anonymity, five are identified only by their initials.

Tabel 4.1

Participants' Information

Participants' Name	Age	Gender	Study
NH	19 y.o	Female	Nursery

OA	18 y.o	Female	Pharmacy
AA	19 y.o	Female	Architecture
ASH	18 y.o	Male	Urban and Regional Planning
FD	19 y.o	Male	Informatics

Each participant is allotted between 15 to 40 minutes to answer the questions and receive the same questions. The researcher uses an audio recorder to capture the interviewee's response during the interview session. Actually, there were several alumni who suitable the criteria of the researcher, but they refused to conduct interviews for certain reasons which could not be mentioned. Alumni are interviewed about the strategies they employ to address reading comprehension questions on the Computer-Assisted University Entrance Exam, the strategies they consider helpful for answering reading comprehension questions, and the applicability of the strategies they learned earlier. Using an open-coding analytic approach, the results are transcribed and coded. Following data analysis, the researcher gives the following points:

1. The Strategies Which Students Use To Deal With Reading Comprehension In Computer-Assisted University Entrance Exam

a. Recognizing Main Idea

The interviews revealed that the alumni had known about the Computer-Assisted University Entrance Exam or UTBK-SBMPTN since their junior years of high school. Three of the informants acquired about it from school seniors and others from siblings and social media. In addition, alumni have been socialized by the appropriate school about the Computer-Assisted University Entrance Exam or UTBK-SBMPTN, including the selection of universities, majors, the registration process, and the enrollment in the UTBK-SBMPTN. One of the participants took Tutoring Class out of school to prepare, however one person just learned about Reading Comprehension after taking the school's trial exam. According to their board, Tutoring Class provides a variety of Reading Comprehension problem-solving strategies. Nuttal (1982), as cited in Hidayati (2018), explains that there are five components of reading comprehension that the learners need to master. Such as recognizing the main idea, locating references, drawing inferences, drawing particular information, and the last vocabulary.

The first component is recognizing main idea. In this section, participants stated almost similiar strategy in dealing with this component. P3 stated that the difficulty with Recognizing Main Idea Reading Comprehension might be resolved by :

P3: “This model question has a straightforward answer. First, we read the first sentence of each paragraph, the second sentence as an explanation sentence, and the last sentence of the last paragraph and then in the second step, we analyze the text we read to hunt for keywords.”

P4, who is the informant for this interview, suggested a few possible strategies to solve questions in the manner of recognizing the main idea at a different meeting she said :

P4: “In general, for questions that are in the type of reading comprehension, it is preferable to read the entire question first so that we know what the question is, and then we will read the text. This is because it is easier to understand what the question is asking when we read the whole topic. When answering questions of the type Recognizing Main Idea or Title Question Type, we begin by reading the first sentence of the first paragraph. Next, we scan the text, look at the section-important part, and examine the frequently appearing words. Finally, we conclude that the answer that is closest to the available options is the correct one.”

Based on the findings with the informants, researcher may conclude that their approach to problem-solving involves recognizing the main idea. This type of question can be solved by reading the first sentence of each Paragraph. It can be added by reading the second sentence as an explanatory sentence and then reading the last sentence of the last Paragraph, scanning words that often appear, and concluding the most appropriate answer.

b. Locating References

Questions with the form Locating References are those that request the word "it" or the terms which connection is questioned. According to the results of

informant interviews, four out of five informants stated that this question must be answered because the answer's correctness is high.

P4 : “Questions in the form of locating references are not to be skipped because the solution must be in the text, and that questions in the form of seeking references simply require close attention to the relevant material.”

P4 also adds that the purpose of reading the question first and then reading the text is to ensure that we do not waste time by being able to look at the linked Paragraph instantly. Questions in the form of reading comprehension usually need to be in sequence with the next paragraph.

P1 however, stated nearly the same thing as the other sources :

P1 : “This question occasionally confuses the reader, especially if we panic, but try to remain calm and don't leave it unanswered; the level of truthfulness of the response is high; we just need to be mindful of the associated words. In this instance, we need only refer back to the passage in question.”

Based on the results of the interview, it reach the following conclusion : The answers to these questions are certain or accurate since they can be found in the reading material. By analysing the sections important to this subject, readers will get the answer they need.

c. Drawing Inferences

Questions of the type "Drawing inferences" are categorized as "HOTS" questions, which stands for "High Order Thinking Skills," because they involve a

more significant amount of understanding and reasoning. Questions that fall under the HOTS category demand a high level of analytical ability to answer.

P2: “We are asked to look for implied meanings or interpretations that are not written in the text, which means that we need to conduct an in-depth analysis of the text, understand carefully what is meant by the question, as well as understand the text, and then we just conclude anything at all. Well, inference questions are typically tricky questions.”

On the other hand, P5 states something different from P2. He said that we could use eliminate technique to find out the answer.

P5: “When trying to figure out how to answer questions posed in the form of inferences, we should begin by reading the entire Paragraph. Next, we should eliminate answer options that do not match the text or have ambiguous meanings. Finally, we should determine the answer from the options left and try to pick the one that is most appropriate or most connected with the text and the question.”

While on the other hand, P1 revealed a strategy similar to the second and fifth informants (P1 & P5), she said :

P1: “It is necessary for us to conduct in-depth analyz on both the text and the question before we can minimize the choices that do not correlate to the text.”

It can be concluded that drawing inferences questions are questions that require a high level of understanding and conclusion. In this section, the reader or participant is required to find the implied meaning in the reading text this can be done by using. Reading the entire Paragraph, if that is what the question asks for, or only

the Paragraph being asked about, is an approach for answering this question. When answering questions of this nature, the reader must have prior knowledge.

d. Drawing Particular Information

This type of question typically appears on reading tests and is a detail or information question. This question assesses students' ability to comprehend directly stated material from the book.

P1: “This is the type of question that, if at all possible, should not be skipped; the answer will undoubtedly be found in the text that is related to it; all you need to do is follow the order in which the paragraphs are presented, and after that, all you need to do is scan to find the information or the answer to the question.”

P5: “So it is just like a question in the form of locating references, this question is almost the same as that one but, the difference is the one ask the pronoun, if this one is asked about information, the answer must be in the paragraph, so try to make it, don't skip it, if it is too difficult to answer, just skip it first, then if you have more time, go back to the question, because usually, the answer will be accurate as long as we can read or scan the answer carefully.”

In this question, the same procedure is used as in the question about locating references, which needs us to read the text carefully or use a scanning strategy to determine what is being asked. Due to the large proportion of truth included in this type of query, the informants believed it was an opportunity that must not be missed.

e. Vocabulary

Based on the findings of interviews with five informants, we can infer that the Vocabulary inquiry type is one of the most challenging sorts of inquiries since we are required to find the most appropriate antonyms, synonyms, or pronouns for the word being questioned.

P3: “Therefore, in my opinion, this is the kind of question that is difficult to answer because we are asked for synonyms rather than antonyms, or even the most appropriate pronoun for the word being asked about. Why is this type of question difficult to answer? The first reason is that we are not familiar with the meaning of the word that is being asked about, such as "outstanding." Since we are not familiar with the word, we do not know which option is the best one to pick. The second reason is that we are running out of time, making us feel like we are under much pressure. This can still be solved by reading the sentence that came before the word being questioned about because, in most cases, the sentence that comes before the word is connected to the word being asked about.”

P4 as the informant, also said that the question of vocabulary form is a complicated type of question :

P4: “This question is challenging, but you can answer it by reading the sentence before it. This is because the sentence before it typically explains the word being asked, but if, for example, you are already feeling dizzy, you should avoid answering it. If you remain stuck there, the allotted time will pass without you being able to answer the question.”

According to the informants, the vocabulary question type is challenging because we have to adjust the vocabulary or find a similar meaning or even the opposite. The lack of understanding of the vocabulary became an obstacle for the participants. However, this type of question can be solved by reading the previous

sentence because the previous sentence is usually related to the vocabulary being asked.

2. The Strategies Have Considered Useful In Resolving Reading Comprehension

After completing the first interview session, the interviewer moved on to the following session. During the second session, the questions centered on strategies that were successfully applied, obstacles that occurred during the process, things that support the success of a strategy, and other strategies that were prepared by participants if the strategies taught could not be applied.

a. Strategies Which Can Be Implemented

They indicated that different techniques could be applied to solving a problem but also strategies that could not be applied. This information was gleaned from the findings of interviews with various informants.

P1: “The techniques that have been demonstrated to us by the tutor, when put into practice, tend to be confusing, but there are some of them that we can employ. Which strategies are available for use? For the rest of the cases, this is a strategy to answer the question of "Recognizing Main Idea," and if that is not possible, skimming and scanning will do the trick.”

In a different session, the second informant made similar statements to the first informant.

P2: “In general, each of the acquired strategies is put to use, but there are times when, due to a lack of comprehension, we are unsure of how to respond, and there may even be instances where we are unable to respond at all. The questions in which we are able to use strategies are those in which we are

asked to recognize the main idea, locate references, and draw certain information. The other questions involve vocabulary and inferences, which are typically challenging to answer, particularly if the given text is unfamiliar to the reader.”

In several sessions, the third and fourth informants provided information that was distinct from those provided by the earlier informants.

P3: “Fortunately, during the process of UTBK-SBMPTN, all of the strategies that have been studied have been used, and *Alhamdulillah* they are adaptable to all types of questions that are posed, but there are still obstacles in the path of the process.”

P4: “During the UTBK-SBMPTN that took place a year ago, it was risk-free, there were no impediments that prevented us from providing answers, and all of the strategies that were taught were utilized and apply to all questions.”

On the other hand, the fifth informant (P5) indicated the same thing as the first and second informants; specifically, the approach of working on recognizing core ideas and drawing particular information, while the other three types of inquiries cannot be utilized.

b. The Aspects That Contribute To The Success Of A Strategy And The Difficulties During The Implementation.

Indeed, there are aspects of the work process that contribute to the achievement of a strategy's goals, and there are also aspects of the work process that pose challenges to achieving those goals. The findings from the five interviews conclude that three factors contribute to the success of strategy application in reading

comprehension questions. These factors are focus, increased practice tests, and enriching vocabulary. In addition, to the elements that support the success, there is also an aspect that leads to the failed implementation of a strategy. According to discussions with informants, time restrictions significantly impact their performance.

a) Focus

According to the fifth respondent, maintaining one's concentration is one of the most significant factors that contributes to students' performance.

P5: "Focus, in my opinion, is the most important factor in performing well on the exam, particularly concerning the reading comprehension portion. Because if we pay attention to what we are doing, we will be able to complete all of our tasks without wasting any time. Here are some helpful hints for our friends: when we are working on questions that require reading comprehension, we should first read the questions, and then we should read the text; therefore, we should begin by working on one question at a time; do not look at the other questions first if the question you are reading has not been completed; on the other hand, if you feel that you are incapacitated, you can skip the question first, then move on to another question, so you do not waste time."

It can be concluded that focus is the most crucial factor in performing well on the exam. When we are working on questions requiring reading comprehension, we should read the questions and then read the text. If we feel that we are incapacitated, we can skip the question first, then move on to another question.

b) Increased Practice Tests

On the other hand, according to the first informant, the second informant, and the third informant, increasing the number of practice questions is a significant factor that supports the successful implementation of a strategy.

P1: “Because with frequent practice questions, we can be more concentrated and better able to select which questions are a priority to be answered, in my opinion, increasing the number of practice questions has a very significant influence on the performance that we have on the day of the exam.”

P2: “Because we have frequently practiced the questions, we can become more accustomed to applying the reading comprehension strategy. As a result, when we read the questions, we will know that "oh, this is how it is done," and we will be accustomed to it. This will ensure that we are not anxious on the exam day.”

P3: “In my opinion, the most supportive thing for me to be able to answer questions well on the day of the exam, especially the reading comprehension, is lots of practice questions, because with practice we are used to applying the strategy, then we will join in reading the new text, so our knowledge will be improved. We do not get trapped with other questions because in the UTBK-SBMPTN, numerous questions must be worked on.”

Frequent practice is beneficial for participants in managing questions. Participants can practice various strategies that have been learned to lead to the ability to choose priority questions that have great potential to be answered.

c) Enriching Vocabulary

Increasing vocabulary is one of the other elements that, along with concentration and the number of practice questions taken, contributes to an increased likelihood of success in solving reading comprehension questions. According to

interviews with key informants, expanding vocabulary in the runup to the test is an essential factor in preparing for the questions.

P5: “Another thing that we need to do to be prepared is to read more because increasing the amount that we read also means increasing the amount of vocabulary that we understand. We should focus on reading articles related to topics such as health, technology, and the environment. As a result of the questions that have been asked, there are many readings about those topics.”

Frequent practice helps participants with managing questions, and it also allows participants to enrich their vocabulary. By practicing, we mean that we have read a new reading text so that we find new vocabulary, which maybe we have never gotten before.

d) Time Restrictions & Plan B

According to the interviews with resource persons, time restrictions significantly impact the process of working on reading comprehension questions.

P5: “If I am in a difficult situation like this one, I usually just go with my gut feeling, but that feeling has to be connected to the question somehow. Then, I evaluate the different assumptions to determine which one is the most credible. If one of the possibilities does not work, I eliminate it from the list of possibilities, and then I focus on the one that does.”

P5 decided to exclude the possibility at a critical time, which resulted in a reduction in the scope of the topic. On the other hand, P3, as the informant said ;

P3: “When I took the UTBK-SBMPTN when the time is critical, I do not quickly guess, but I attempt to grasp the reading text and understand the question.”

It can be concluded that, this is because the reading text is too long, so it takes more time to read it, which results in them frequently panicking. Because of this stress, sometimes they forget how to conduct the technique, so in order to avoid wasting time, they either guess the answer or pass questions that are too difficult to answer.

3. The Applicability Of The Strategies Which Students Had Learned In Current Time

This subtopic is necessary, because we know that knowledge will only be valuable if it can be continuously applied over the long term. As a result, we need to investigate the current application of reading comprehension strategies and the challenges that they encounter (if any) in putting those strategies into practice.

P3 : “I am able to apply the entire method, but there must be obstacles, for instance, if I am requested to take the UTBK-SBMPTN right now, the first obstacle that I will encounter is the reading text, and the second obstacle is the lack of preparation.”

P4 : “I will still be able to apply all of the strategies that are taught to me because, for the most part, they do not change. On the other hand, there are still challenges that I will have to overcome, such as the vocabulary, which is likely to be more up-to-date because the topics that are typically covered in UTBK-SBMPTN are issues that are extremely popular.”

P5 : “It is still possible if I really want to transfer it, but just because I haven't practiced in a long time, of course I am not prepared to answer questions, and of course I won't be as quick as I used to be, and it will take some time in understanding that reading the text , particularly because the reading text has never been published in earlier examinations”

The findings of the interviews that have been conducted with the five participants, all of them said that they were capable to deliver the reading comprehension strategies that they had acquired in the past. However, according to a number of sources, there are still problems that occur when putting it into practice in this current time.

B. Research Discussion

This study present three research questions. The first question aimed to find out the strategies students used in dealing with reading comprehension in Computer Assisted University Entrance Exam. Researchers find several strategies for each reading comprehension component like ; Recognizing Main Idea, Locating References, Drawing Inferences, Drawing Particular Information, and vocabulary.

The first result of the research indicates that the general strategy for answering reading comprehension questions here would be to read the questions with the intent of understanding what is being asked (Previewing), and then to read the reading text by skimming and scanning with the intention of capturing the relevant information contained in the text. In the meantime, to solve questions with the type of question recognizing the main idea, it must scan the first sentence of each Paragraph, which can be supplemented with a second sentence as an explanatory sentence, then focus on frequently occurring words, and read the final sentence of the last Paragraph. This method can be utilized not just for major idea questions encompassing the full text,

but also for each Paragraph's main idea questions, as well as title question types. This result similar with to study of Saifuddin (2012) who finds that readers must pay attention with the first, second, and the last sentences of a reading text.

The second finding from the interview with the resource person indicates that, in the case of questions of the type of locating references, as was discussed in the chapter before this one, the questions of this type seek to identify the pronoun that is mentioned in a sentence or Paragraph that is a pair of the pronoun itself. Based on what was discovered during the interview. The participants felt that questions of this type should not be missed because there was a decent possibility that they would give the correct answer. This question can be answered by scanning back over the relevant Paragraph that was discussed before that relates to the issue at hand. This findings relvant with the study of Adams (2008) which scanning technique enables the reader to access specific information swiftly. Scanning is used to gather detailed information

The third result of the interview in relation to the first research question shows that drawing inference questions require special attention and deep understanding. This is due to the fact that the reader is asked to understand the inferred meaning of a text, which necessitates a profound level of comprehension. Reading the complete Paragraph, if that's what the question asks for, or only the Paragraph that's being asked about can be a strategy for answering this question. When answering questions of this nature, it is important that the reader have the necessary prior knowledge.

Saifudding (2008) suggest that pay great attention to the fact and data in the reading text, enables reading to find out the inference meaning from a reading text.

Reading comprehension includes five different types of questions, the fourth of which is to drawing particular information from the text. In this inquiry, information that is specific to the text that is provided is being sought, such as the name of the character, the name of the setting, the date, and the event. In this question, the method that is employed is the same strategy that is used for the question about locating references, and also that strategy requires us to read the text very carefully or perform a scanning strategy in order to find out what is being asked. The informants were of the opinion that this particular type of question was too good of an opportunity to pass up due to the high percentage of truth included within it. This question type is the similar with the locating references question type which readers must enables scanning technique to find out the specific information in a paragraph (Adams, 2008)

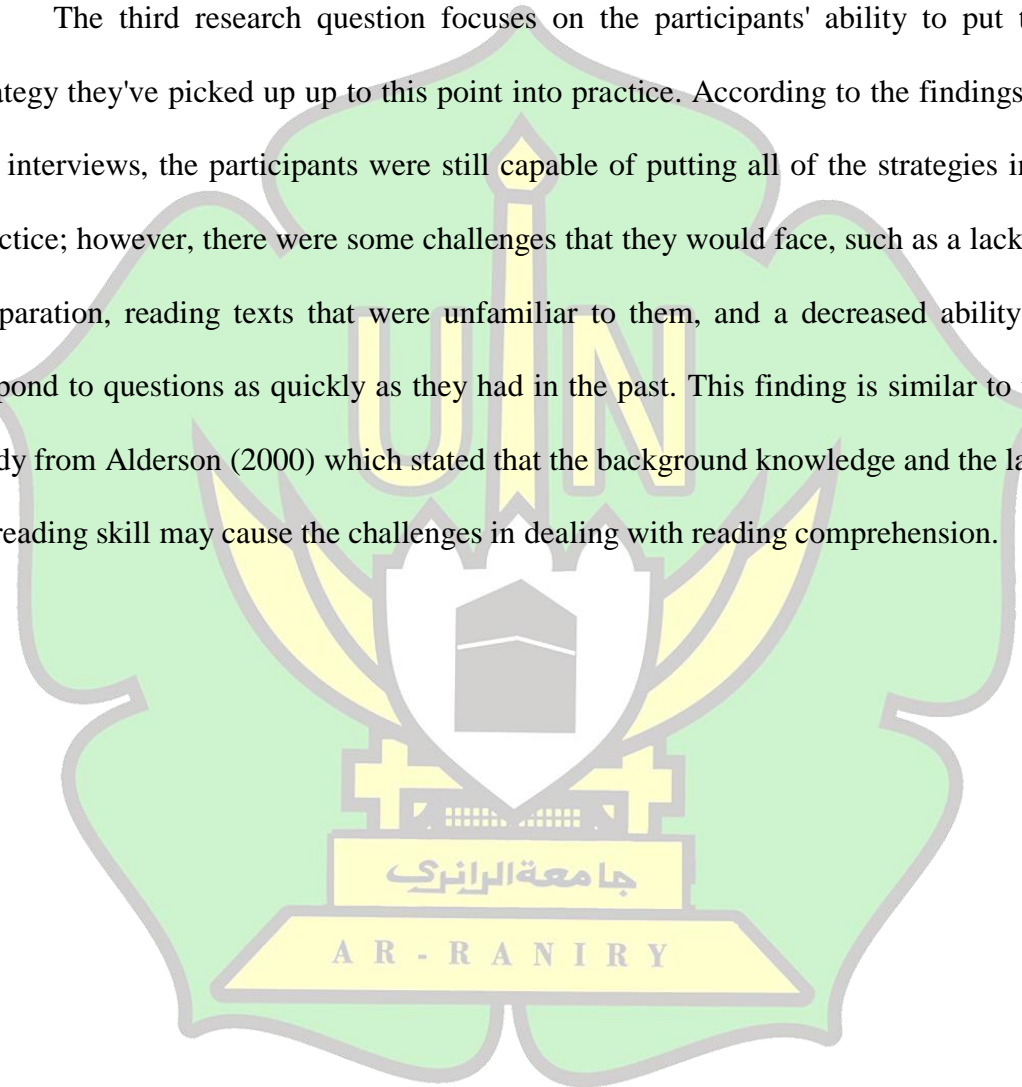
The final category of component in reading comprehension is the use of terminology (vocabulary). This question inquires into the antonymous (different word) or similar (same word) words or pronouns that correspond to the term that is being questioned. Two of the five participants who were interviewed stated that this particular form of question is one of the more challenging types because it requires us to have a large vocabulary. However, this is something that may be deceived by reading the sentence before the one being questioned about, as in most cases, the

sentence before the one being asked about connects to or explains the term that is being asked about. Saifuddin (2008) suggest this strategies in dealing with vocabulary question type. Understanding the context of the reading text, may enable readers to find out the correct answer, by reading the previous sentences.

The second study question aims to determine which methods have been successfully used to the various aspects of reading comprehension in the past. According to the findings that were derived from the interviews that were conducted with the informants, it was discovered that only two of the five participants were able to use all of the strategies that they had learned, whereas the other three could only apply two or three strategies. According to the sources, the factors that promote success in applying the technique so that participants can answer reading comprehension questions are maintaining focus, increasing the amount of test practice they do, and improving their vocabulary through reading. It is similar to the study of Saifuddin (2008) which promote that those technique may enable students or participant in dealing with reading comprehension both in the Computer-Assisted University Entrance Exam or TOEFL. On the other side, time is the primary factor that causes anxiety among the participants, and this is especially true when the assigned reading is too lengthy. The participants also mentioned that they had a backup strategy prepared in case the strategy that they learned could not be applied. This backup strategy took the form of continuing to understand the question, understanding the reading text, or omiing options that were not related to the

question. All of these strategies were utilized in the event that the learned strategy was unable to be applied. But if there is no way to answer the question, then they will go on to the next one because it will take too much time.

The third research question focuses on the participants' ability to put the strategy they've picked up up to this point into practice. According to the findings of the interviews, the participants were still capable of putting all of the strategies into practice; however, there were some challenges that they would face, such as a lack of preparation, reading texts that were unfamiliar to them, and a decreased ability to respond to questions as quickly as they had in the past. This finding is similar to the study from Alderson (2000) which stated that the background knowledge and the lack of reading skill may cause the challenges in dealing with reading comprehension.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and recommendation. The first part explain about conclusion or summary about the finding based on the interview with the participants. The second part the benefits of the research to the students, teachers, school, and future researcher. The interview conducted with the alumni of MAN 1 Banda Aceh to elaborate three research, the first question aims to find out find out the strategies students used in dealing with reading comprehension in Computer Assisted University Entrance Exam. The second research question aims to find out the strategies have considered useful in resolving reading comprehension. The third one aims to find out the applicability of the strategies which students had learned in current time.

A. Conclusion

This study shows that all of the participants have implement various strategy in dealing with reading comprehension in Computer-Asissted University Entrance Exam (UTBK-SBMPTN). The strategies aim to figure out the answer of reading comprehension components, those are : recognizing main idea, locating references, drawing inferences, drawing particular information, and vocabulary. The first research result indicates that the general strategy for answering reading comprehension questions here is to read the questions with the intent of

understanding what is being asked and then skim and scan the reading text to capture relevant information. To solve main idea questions, it must scan the first sentence of each Paragraph, which can be augmented with an explanation sentence, focus on frequently recurring words, and read the last Paragraph's concluding sentence. This strategy can be used for full-text, paragraph, and title questions type.

The second finding from the interview with participant suggests that inquiries of the type of locating references seek to identify the pronoun referenced in a sentence or Paragraph that is a pair of the pronoun itself. The participants felt that these questions should not be overlooked because they might be answered correctly. You can answer this question by reviewing the relevant Paragraph from previously. Third, drawing inferences requires special attention and thorough comprehension. This is because understanding a text's inferred meaning requires deep knowledge. Reading the entire Paragraph or only the asked Paragraph can help answer this question. The reader needs prior knowledge to answer these questions.

The Fourth of reading comprehension is drawing particular information from the text. This enquiry seeks text-specific information, such as the character, setting, date, and incident. In this question, we utilize the same strategy as in the reference question, which asks us to read the text attentively or scan it to determine what is being asked. Due to its high proportion of truth, the informants thought this question was too good to pass up. The final component is terminology (vocabulary). This question asks for antonymous or related terms or pronouns for the questioned term.

Two of the five interviewees said this type of question demands a big vocabulary. In most circumstances, the sentence before the one being questioned connects to or explains the term being questioned.

The second study question asks about the successful reading comprehension approaches. Only two of the five participants could employ all of the strategies they had learnt, while the other three could only apply two or three. According to the sources, maintaining focus, increasing test practice, and enhancing vocabulary through reading help people apply the strategy to reading comprehension questions. Time increases anxiety among participants, especially when the allotted reading is excessively long. The participants also have a backup approach if the one they learned couldn't be used. This backup strategy included understanding the query, the reading content, or removing irrelevant options. All of these strategies were used if the learned one failed. If the question can't be answered, they'll go on because it will take too long.

The final research question focuses on participants' capacity to implement their approach. According to the interviews, the participants could still use all of the strategies, but they would face problems such as a lack of preparation, reading unfamiliar texts, and a diminished capacity to reply to questions as rapidly as before.

B. Recommendation

During the Computer-Assisted University Entrance Exam, the purpose of this study is to investigate the strategies that students employed in order to improve their reading comprehension. Find out which approaches others have found helpful in fixing their reading comprehension issues. As well as investigate whether or not the strategies that the students had previously learnt can still be used in the present day. The researcher concludes that based on the findings, there are certain recommendations that should be made for students, teachers, and future researchers.

It is expected that the findings of this research will be able to assist students or graduates who will continue their education at the college level in accomplishing the goals they have set for themselves or majoring in the subjects they wanted to study. Each department within a university has its own passing grade. The purpose of this passing grade is to screen selected students who are expected to be able to compete. Generally, the higher the passing grade of a department, the more selective the selection. This is due to the fact that the number of students accepted is limited, while the number of applicants is very high. Therefore, it is necessary for any potential student to be able to prepare themselves by studying the material and engaging in relevant practice.

It is also expected that teachers will get benefit from this research in terms of their ability to teach reading comprehension strategies to their students. It is hoped that the findings of this research can be further improved and extended so that they

might be of assistance to students at a variety of educational levels, most notably high school students.

It is intended that this research will either be able to be improved upon in the future and used as a reference for future researchers. In the future, researchers will be able to do more in-depth research by trying this method directly on students. It is also believed that this research can be utilized in other fields or to students who are majoring in various subjects, as these students are required to come up with their own methods for resolving the issue.



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جامعة الرانيري

A R - R A N I R Y

APPENDICIES

Appendix A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2246/UN.08/FTK/KP.07.6/02/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022


MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad Ar, M.Ed Sebagai Pembimbing Pertama
2. Dr. Nashriyah, M.A Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Siti Axylla Muharramy Rusli
NIM : 180203150
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students Strategies in Dealing With Reading Comprehension in Computer-Assisted University Entrance Exam

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

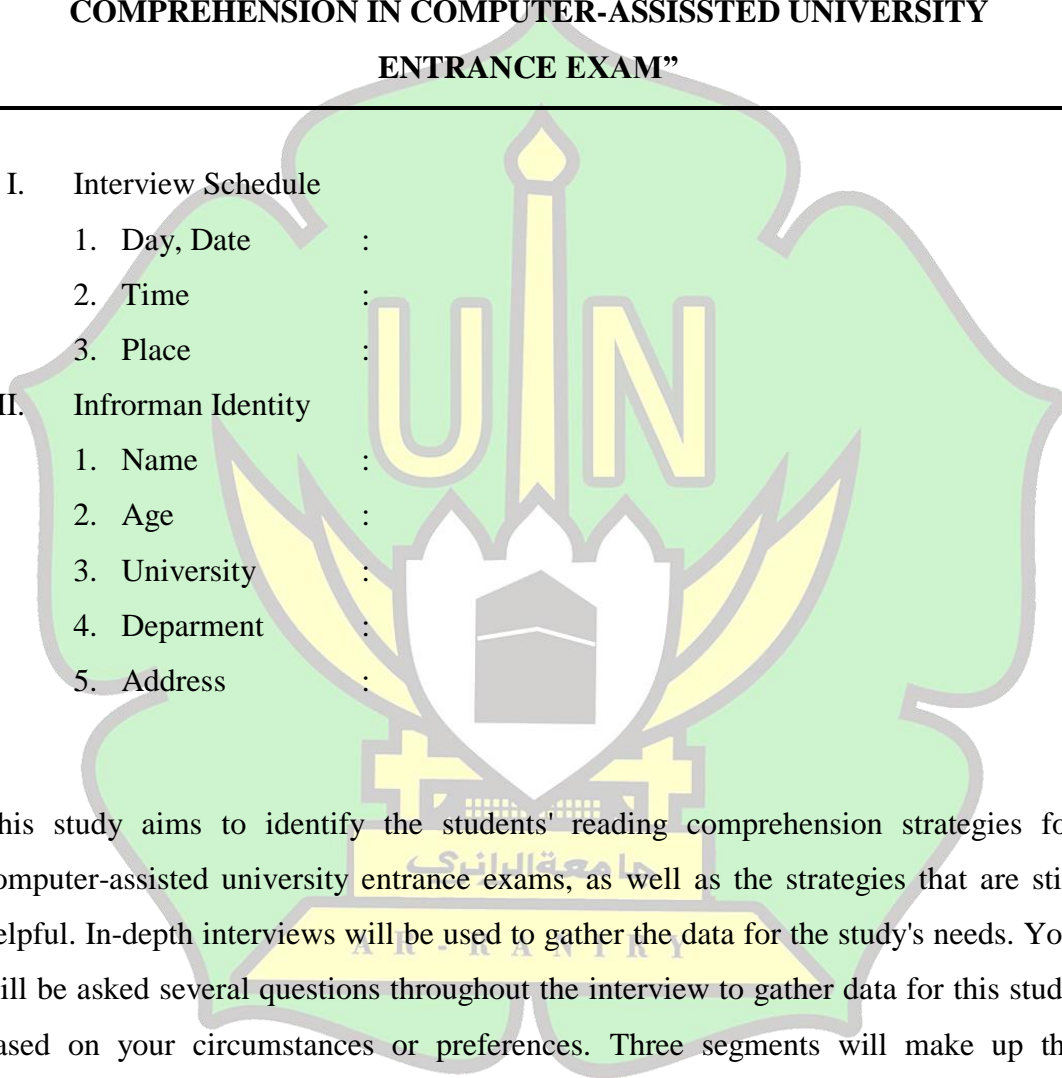
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Februari 2022
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);

Appendix B Research Interview Guidelines

**RESEARCH INTERVIEW GUIDELINES WITH TITLE
“STUDENTS’ STRATEGIES IN DEALING WITH READING
COMPREHENSION IN COMPUTER-ASSISTED UNIVERSITY
ENTRANCE EXAM”**

- 
- I. Interview Schedule
1. Day, Date :
 2. Time :
 3. Place :
- II. Informant Identity
1. Name :
 2. Age :
 3. University :
 4. Department :
 5. Address :

This study aims to identify the students' reading comprehension strategies for computer-assisted university entrance exams, as well as the strategies that are still helpful. In-depth interviews will be used to gather the data for the study's needs. You will be asked several questions throughout the interview to gather data for this study based on your circumstances or preferences. Three segments will make up the interview. The interviewer will ask questions about the students' reading comprehension strategies in the first section. The second part will ask questions about the strategy thought to be helpful. The third segment will be asked the question about the strategy's applicability.

Interview session for research question 1

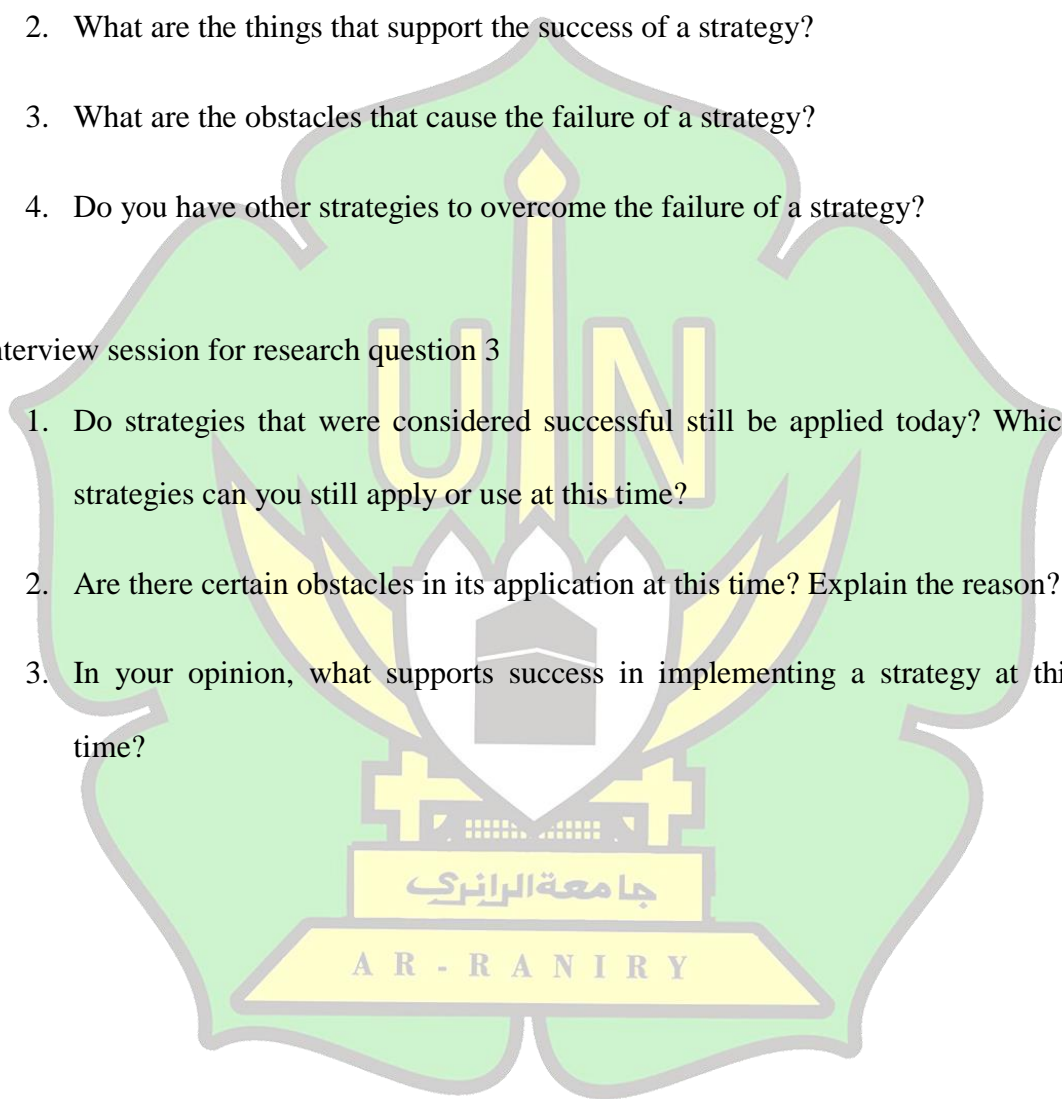
1. Have you ever heard of UTBK-SBMPTN before? Does your school socialize the UTBK-SBMPTN to its students?
2. Did you take any other course to prepare for UTBK-SBMPTN?
3. Did you know that there is a type of question in the form of reading comprehension in UTBK-SBMPTN?
4. Does your course teach specific strategies for solving reading comprehension questions?
5. Is there any particular strategy you have prepared to solve reading comprehension questions?
6. What strategies are used to solve problems with the recognizing main idea question type?
7. What strategies are used to solve problems with the locating reference question type?
8. What strategies are used to solve problems with the inference question type?
9. What strategies are used to solve problems with the drawing particular information question type?
10. What strategies are used to solve problems with the vocabulary question type?

Interview session for research question 2

1. Are the strategies taught or prepared by you can be applied? What strategies have been successfully applied? What strategies did not work?
2. What are the things that support the success of a strategy?
3. What are the obstacles that cause the failure of a strategy?
4. Do you have other strategies to overcome the failure of a strategy?

Interview session for research question 3

1. Do strategies that were considered successful still be applied today? Which strategies can you still apply or use at this time?
2. Are there certain obstacles in its application at this time? Explain the reason?
3. In your opinion, what supports success in implementing a strategy at this time?



Appendix C Letter of Agreement

Agreement Form for Research Interview Participant

Thank you for reading the study's informational page. Please complete and sign the following form if you are willing to participate. Please initial the following boxes to indicate your agreement with each statement:

I affirm that I have read and comprehended the information sheet (interview protocol) and have had the chance to ask questions.

I acknowledge that my participation is voluntary and that I am able to withdraw at any moment, without explanation and without incurring any consequences.

I am aware that my responses will be held in complete conviction. I am aware that my name will not be associated with any study materials and will not be identified in any report or publications resulting from the research.

I consent to the recording or notation of this interview by the author. The data will only be used for analysis, and interview excerpts, from which I will not be personally identifiable, may be used in any conference presentation, report, or journal article resulting from the research. I understand that the document will not be used for any other purpose without my written consent.

I consent to the retention of my anonymized data for future research purposes, such as the publication of findings relating to this study, following the completion of the study.

I consent to participate in this interview:

Participant's Name	Date	Signature
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Researcher's Name

Date

Signature



Appendix D Interview Transcripts

Participant 1

I. Interview Schedule

1. Day, Date : 28 May 2022
2. Time : 08.00 WIB
3. Place : Participant's house

II. Informant Identity

1. Name : AA
2. Age : 19 y.o
3. University : Syiah Kuala University
4. Department : Architecture
5. Address : Jl. Arakundo, No. 11, Geceu Komplek

Interview session for research question 1

Interviewer: Have you ever heard of UTBK-SBMPTN before? Does your school socialize the UTBK-SBMPTN to its students?

Participant: I ever heard of it from school seniors and also from social media. Besides that, the school also socializes on what is meant by the UTBK-SBMPTN. Then, in addition, several tutoring institutions enter the school to socialize about what is meant by the UTBK-SBMPTN; besides that, they also promote their tutoring institution.

Interviewer: Did you take any other course to prepare for UTBK-SBMPTN?

Participant: I joined tutoring at school, but I also take tutoring outside like Ganesha Operation. Take tutoring outside because I am afraid

that the learning will not be sufficient in school, so it can be supported or assisted with learning from outside tutoring.

Interviewer: Did you know that there is a type of question in the form of reading comprehension in UTBK-SBMPTN?

Participant: Well, I know that from the previous question in the UTBK-SBMPTN, there are questions about the type of reading comprehension. From that question, I started to learn to find out what the question meant.

Interviewer: Does your course teach specific strategies for solving reading comprehension questions?

Participant: Oh, of course, in the tutoring, we are also taught how to solve the reading comprehension question, but apart from that, we are also taught time management, how to divide our time between one question and another. Work on reading comprehension questions. Not only that, but also other types of questions, because at UTBK-BMPTN, it is not just one question that is asked, but quite a lot.

Interviewer: Is there any particular strategy you have prepared to solve reading comprehension questions?

Participant: It's not at all what the teachers have taught me in the tutoring or at school that I apply to this reading comprehension question.

Interviewer: What strategies are used to solve problems with the recognizing main idea question type?

Participant: So for questions that are in the form of recognizing the main idea, I was taught to read the beginning of the paragraph and

also the end of the paragraph. From there, we can conclude what the main idea is or what the question is asking.

Interviewer: What strategies are used to solve problems with the locating reference question type?

Participant: The question in the form of locating references here is usually asked about the word "it" in the question, then we need to find out the relation; therefore, we need accuracy to find out which this question belongs to. This question occasionally confuses the reader, especially if we panic, but try to remain calm and don't leave it unanswered; the level of truthfulness of the response is high; we just need to be mindful of the associated words. In this instance, we need only refer back to the passage in question.

Interviewer: What strategies are used to solve problems with the inference question type?

Participant: It is necessary for us to conduct in-depth research on both the text and the question before we can minimize the choices that do not correlate to the text.

Interviewer: What strategies are used to solve problems with the drawing particular information question type?

Participant: This is the type of question that, if at all possible, should not be skipped; the answer will undoubtedly be found in the text that is related to it; all you need to do is follow the order in which the paragraphs are presented, and after that, all you need to do is scan to find the information or the answer to the question.

Interviewer: What strategies are used to solve problems with the vocabulary question type?

Participant: This is a type of question that is difficult for me, so for me personally, for example, if I do not know the similar meaning or antonym from that word, I choose to skip this question rather than wasting my time.

Interview session for research question 2

Interviewer: Are the strategies taught or prepared by you can be applied? What strategies have been successfully applied? What strategies did not work?

Participant: The techniques that have been demonstrated to us by the tutor, when put into practice, tend to be confusing, but there are some of them that we can employ. Which strategies are available for use? For the rest of the cases, this is a strategy to answer the question of "Recognizing Main Idea," and if that is not possible, skimming and scanning will do the trick.

Interviewer: What are the things that support the success of a strategy?

Participant: I practice a lot, so for me, this practice really infects me so I can answer questions on the day. Because with frequent practice questions, we can be more concentrated and better able to select which questions are a priority to be answered, in my opinion, increasing the number of practice questions has a very significant influence on the performance that we have on the day of the exam.

Interviewer: What are the obstacles that cause the failure of a strategy?

Participant: So the things that become obstacles when I want to answer this question are first because it takes too long, so it makes me feel confused, I feel dizzy to work on it; then the problem is the vocabulary because sometimes there is vocabulary that we have learned, but we do not know how to answer.

Interviewer: Do you have other strategies to overcome the failure of a strategy?

Participant: I do not have a particular strategy that I have prepared. So if, for example, I still have time, I will just read it from the beginning, and then I will answer the question. Well, if I am baffled, I will just guess the answer.

Interview session for research question 3

Interviewer: Do strategies that were considered successful still be applied today? Which strategies can you still apply or use at this time?

Participant: *Insya Allah*, it is still possible. So if, for example, later I was given this, I was told to answer the questions in the form of reading comprehension, I can still answer, but what left the most impression on me was skimming and scanning reading techniques, which were the most memorable.

Interviewer: Are there certain obstacles in its application at this time? Explain the reason?

Participant: Not at all, so later, if you are asked to answer a reading comprehension question, I will just answer it.

Interviewer: In your opinion, what supports success in implementing a strategy at this time?

Participant:

Well, I do not think we should throw away the knowledge that we have learned. It is better if we keep learning it, even occasionally, right? Even though we are in college, we still have English lessons, so the previous materials were taught by the tutor, taught by the teacher, we can apply this when we go to college.



Participant 2

Interview Schedule

1. Day, Date : 28 May 2022
2. Time : 12.00 WIB
3. Place : Kemenpera's Dormitory
- I. Informant Identity
4. Name : NH
5. Age : 19 y.o
6. University : Syiah Kuala University
7. Department : Nursery
8. Address : Jl. Rawa Sakti Barat, No. 7, Jeulingke

Interview session for research question 1

Interviewer: Have you ever heard of UTBK-SBMPTN before? Does your school socialize the UTBK-SBMPTN to its students?

Participant: I know it, first time on social media, so many courses are promoted on TV or in Youtube ads; from there, I just found out that if you want to enter campus, there will be a test called the UTBK-SBMPTN. Of course, the school constantly socializes about this, starting first, with SNMPTN and then continuing with UTBK-SBMPTN, so we have preparations when we want to enter campus, and we have to study earlier.

Interviewer: Did you take any other course to prepare for UTBK-SBMPTN?

Participant: I do not take tutoring outside anymore, so I will study it in school tutoring; that's all. However, in addition, I also often

repeat at home and often practice together with friends at school if I have free time.

Interviewer: Did you know that there is a type of question in the form of reading comprehension in UTBK-SBMPTN?

Participant: So, I only found out about the UTBK and SBMPTN through social media and also the socialization carried out by the school. I never knew that there was a type of question called reading comprehension in English.

Interviewer: Does your course teach specific strategies for solving reading comprehension questions?

Participant: Not joining any other courses.

Interviewer: Is there any particular strategy you have prepared to solve reading comprehension questions?

Participant: Personally, I do not have a particular strategy, but I learn from what the teachers at school have taught me. That is when I found out that, for example, when we want to read about reading comprehension, it is better if we read the questions first and then read the reading text.

Interviewer: What strategies are used to solve problems with the recognizing main idea question type?

Participant: So the strategy, in general, is that we can read the question first and then read the reading text. However, to recognize the main idea, we have to read the first sentence of the first paragraph and then read the second sentence as an explanatory sentence or read the last sentence of the last paragraph. So from there,

usually, we can conclude what the question is asking the main idea or title.

Interviewer: What strategies are used to solve problems with the locating reference question type?

Participant: I see, this is a suitable type of question, actually, because we only need to look for the word that is related to it in the reading text, so try not to skip this question because usually, the accuracy of the answer is almost 100%.

Interviewer: What strategies are used to solve problems with the inference question type?

Participant: We are asked to look for implied meanings or interpretations that are not written in the text, which means that we need to conduct an in-depth analysis of the text, understand carefully what is meant by the question, as well as understand the text, and then we just conclude anything at all. Well, inference questions are typically tricky questions.

Interviewer: What strategies are used to solve problems with the drawing particular information question type?

Participant: This question type is the same as the locating references, so we need to look back at the reading text about what is being asked. Therefore we have to be smart in scanning every important information contained in the reading text and also the questions.

Interviewer: What strategies are used to solve problems with the vocabulary question type?

Participant: So, this is a difficult question, but that does not mean we cannot answer. We can still answer it by reading the previous sentence from the question or vocabulary being asked. However, do not be too long, do not get stuck on that question because we have to work on other questions, and it will waste too much time.

Interview session for research question 2

Interviewer: Are the strategies taught or prepared by you can be applied? What strategies have been successfully applied? What strategies did not work?

Participant: In general, each of the acquired strategies is put to use, but there are times when, due to a lack of comprehension, we are unsure of how to respond, and there may even be instances where we are unable to respond at all. The questions in which we are able to use strategies are those in which we are asked to recognize the main idea, locate references, and draw certain information. The other questions involve vocabulary and inferences, which are typically challenging to answer, particularly if the given text is unfamiliar to the reader.

Interviewer: What are the things that support the success of a strategy?

Participant: The things that support the success of a strategy, first of all, we practice often. So if we practice often, we will read more reading texts. Therefore, it will help us to enrich our vocabulary. Because we have frequently practiced the questions, we can become more accustomed to applying the reading comprehension strategy. As a result, when we read the questions, we will know that "oh, this is how it is done," and

we will be accustomed to it. This will ensure that we are not anxious on the exam day.

Interviewer: What are the obstacles that cause the failure of a strategy?

Participant: So there are things that become obstacles when we want to answer the reading comprehension questions for the SBMPTN, one of which is vocabulary; of course, in a reading text, there is vocabulary. There must be ambiguous vocabulary so that we will be confused. The second one is the situation around the school, even though we take the exam at school, people are walking on the streets, so there must be much noise because we are running short of time, so we panic. "What should we answer?" That is why we need to practice often, but I personally who often practiced also panicked on that day.

Interviewer: Do you have other strategies to overcome the failure of a strategy?

Participant: I don't have a special strategy, just if there's still time, just read it again.

Interview session for research question 3

Interviewer: Do strategies that were considered successful still be applied today? Which strategies can you still apply or use at this time?

Participant: Personally, I can still answer the problem. But, if I am asked, there will be problems. For example, we are already unfamiliar with the text and rarely practice. Now that will be a significant obstacle when we want to answer a reading comprehension question. The strategies that can still be used are strategies to answer the question of the main idea, locating references, and

drawing particular information that will definitely be used continuously.

Interviewer: Are there certain obstacles in its application at this time? Explain the reason?

Participant: Not at all, so later, if you are asked to answer a reading comprehension question, I will just answer it.

Interviewer: In your opinion, what supports success in implementing a strategy at this time?

Participant: My own opinion is that our diligence in reading is the first-factor supporting success in adopting a strategy at this time. Because the English topics covered in the lectures are typically connected to the TOEFL questions, even if we attend college, we will continue to study English. As a result, if we are attentive to repeating *Insha Allah*, we will not feel overwhelmed when we encounter these themes. In addition, we must practice questions consistently even though we are not required to utilize them anymore because our performance will differ from the UTBK-SBMPTN.

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Participant 3

Interview Schedule

1. Day, Date : 28 May 2022
2. Time : 16.00 WIB
3. Place : Fatun Qarib Mosque

I. Informant Identity

1. Name : ASH
2. Age : 18 y.o
3. University : Syiah Kuala University
4. Department : Urban and Regional Planning
5. Address : Tungkop, Aceh Besar

Interview session for research question 1

Interviewer : Have you ever heard of UTBK-SBMPTN before? Does your school socialize the UTBK-SBMPTN to its students?

Participant: I found out about it from my sister. When my sister was in high school, she was studying to take the exam. That is where I just found out about the test. From there, I also know that if the UTBK is like this, I would be quite surprised, but okay, I try to make it normal. Our schools also facilitated the socialization of the UTBK-SBMPTN when we were in third grade. The school starts with the socialization of SNMPTN. What is meant by SNMPTN and continues with the SBMPTN and also the Independent Examination. In addition, there are also tutoring institutions or courses that come to school for promotion. Besides promotion, they also socialize the UTBK-SBMPTN,

Interviewer: Did you take any other course to prepare for UTBK-SBMPTN?

Participant: I do not take any courses outside, but at school, we are facilitated by tutoring from morning to evening and tryouts or pre-examinations are also made to measure our abilities. Besides that, I am also diligent in repeating or studying with friends at school.

Interviewer: Did you know that there is a type of question in the form of reading comprehension in UTBK-SBMPTN?

Participant: I know that the SBMPTN has questions in the form of reading comprehension; that is when the tutoring teacher teaches it. From there, I learned how to manage time and strategy to deal with the problem. What if we do not speak English but can still answer the questions in the form.

Interviewer: Does your course teach specific strategies for solving reading comprehension questions?

Participant: Not joining any other courses.

Interviewer: Is there any particular strategy you have prepared to solve reading comprehension questions?

Participant: Not at all

Interviewer: What strategies are used to solve problems with the recognizing main idea question type?

Participant: This model question has a straightforward answer. First, we read the first sentence of each paragraph, the second sentence as an explanation sentence, and the last sentence of the last

paragraph and then in the second step, we analyze the text we read to hunt for keywords.

Interviewer: What strategies are used to solve problems with the locating reference question type?

Participant: When it comes to reading comprehension, usually, the readings are sequential. So if number one is usually in paragraph 1 or a paragraph, that is not too far from it. Now for locating references here, so we do not waste too much time, we can immediately look at the related paragraph. Usually, we can find the answer, try to answer this question, why? Because this question has a high success rate or a high level of truth. but we have to be smart in choosing and sorting because usually this type of question like trapping the reader.

Interviewer: What strategies are used to solve problems with the inference question type?

Participant: We are asked to look for implied meanings or interpretations that are not written in the text, which means that we need to conduct an in-depth analysis of the text, understand carefully what is meant by the question, as well as understand the text, and then we just conclude anything at all. Well, inference questions are typically tricky questions.

Interviewer: What strategies are used to solve problems with the drawing particular information question type?

Participant: The form of this question is almost the same as the previous question. If the previous question was asked of "it", we need to find out who this "it" belongs. At the same time, this one is asked about the place's name, who, events, or other things. So

the answer is the same; you need to look back at the reading text to scan the answer.

Interviewer: What strategies are used to solve problems with the vocabulary question type?

Participant: Therefore, in my opinion, this is the kind of question that is difficult to answer because we are asked for synonyms rather than antonyms, or even the most appropriate pronoun for the word being asked about. Why is this type of question difficult to answer? The first reason is that we are not familiar with the meaning of the word that is being asked about, such as "outstanding." Since we are not familiar with the word, we do not know which option is the best one to pick. The second reason is that we are running out of time, making us feel like we are under much pressure. This can still be solved by reading the sentence that came before the word being questioned about because, in most cases, the sentence that comes before the word is connected to the word being asked about.

Interview session for research question 2

Interviewer: Are the strategies taught or prepared by you can be applied? What strategies have been successfully applied? What strategies did not work?

Participant: Fortunately, during the process of UTBK-SBMPTN, all of the strategies that have been studied have been used, and *Alhamdulillah* they are adaptable to all types of questions that are posed, but there are still obstacles in the path of the process.

Interviewer: What are the things that support the success of a strategy?

Participant: In my opinion, the most supportive thing for me to be able to answer questions well on the day of the exam, especially the reading comprehension, is lots of practice questions, because with practice we are used to applying the strategy, then we will join in reading the new text, so our knowledge will be improved. We do not get trapped with other questions because in the UTBK-SBMPTN, numerous questions must be worked on.

Interviewer: What are the obstacles that cause the failure of a strategy?

Participant: One thing that becomes an obstacle is that the reading text is too long. When we just saw it, we would say, "wow, this text is too long". It will be quite stressful for me from the outside, but if we are sure to do it, we will do it. Besides that, if I am personally, the comfort of the room is very influential, so the room must be cool, clean, and tidy, I do not care if it is noisy as long as the room is comfortable, so if there is a storm, tsunami and others, as long as it does not disturb the comfort of the room, I will continue the test.

Interviewer: Do you have other strategies to overcome the failure of a strategy?

Participant: There is no specially prepared strategy. However, if there is still enough time, I will re-read the question; reading the text, we understand the intent and purpose. but if I am in a hurry, I will just guess.

Interview session for research question 3

Interviewer: Do strategies that were considered successful still be applied today? Which strategies can you still apply or use at this time?

Participant: All strategies can still be applied. Recently, there was an English lesson in the college, and all the strategies learned were helpful. So, of course, all strategies can still be used.

Interviewer: Are there certain obstacles in its application at this time? Explain the reason?

Participant: I am able to apply the entire method, but there must be obstacles, for instance, if I am requested to take the UTBK-SBMPTN right now, the first obstacle that I will encounter is the reading text, and the second obstacle is the lack of preparation.

Interviewer: In your opinion, what supports success in implementing a strategy at this time?

Participant: I often update the types of questions asked. Usually, there are types of reading texts that most often come out in the UTBK-SBMPTN are about health, global, social-life, and technology, so yes, often read texts that look like that. Keep practicing the questions. So, for those who take part in the UTBK-SBMPTN next year, read many of the text types mentioned earlier.

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Participant 4

Interview Schedule

1. Day, Date : 01 June 2022
2. Time : 12.25 WIB
3. Place : Babuttaqwa Mosque

I. Informant Identity

1. Name : OA
2. Age : 18 y.o
3. University : Syiah Kuala University
4. Department : Pharmacy
5. Address : Lamseupeung

Interview session for research question 1

Interviewer: Have you ever heard of UTBK-SBMPTN before? Does your school socialize the UTBK-SBMPTN to its students?

Participant: I found out it was from social media. So, for example, if we watch a lot of YouTube, advertisements come out from Zenius, *Ruang Guru*, so from there, I know what is called UTBK-SBMPTN. Previously, I only knew that if I wanted to enter the campus, there would be an exam. Socialization about UTBK-SBMPTN from the school was in grade 3. So the school started to socialize from SNMPTN, which is the entrance to campus through report cards, and then there is SBMPTN which is the entrance through big exams.

Interviewer: Did you take any other course to prepare for UTBK-SBMPTN?

Participant: I only attend tutoring at school.

Interviewer: Did you know that there is a type of question in the form of reading comprehension in UTBK-SBMPTN?

Participant: I do not know at all if there is a question about this type of reading comprehension. I started to know that these types of questions were when I studied at school.

Interviewer: Does your course teach specific strategies for solving reading comprehension questions?

Participant: Not joining any other courses.

Interviewer: Is there any particular strategy you have prepared to solve reading comprehension questions?

Participant: It is not a special strategy, but what has been taught at school is often repeated.

Interviewer: What strategies are used to solve problems with the recognizing main idea question type?

Participant: In general, for questions that are in the type of reading comprehension, it is preferable to read the entire question first so that we know what the question is, and then we will read the text. This is because it is easier to understand what the question is asking when we read the whole topic. When answering questions of the type Recognizing Main Idea or Title Question Type, we begin by reading the first sentence of the first paragraph. Next, we scan the text, look at the section-important part, and examine the frequently appearing words. Finally, we conclude that the answer that is closest to the available options is the correct one.

Interviewer: What strategies are used to solve problems with the locating reference question type?

Participant: Questions in the form of locating references are not to be skipped because the solution must be in the text, and that questions in the form of seeking references simply require close attention to the relevant material. Usually, the questions asked are related to the reading text provided, so we have to remember which paragraph this keyword is in so we do not waste time.

Interviewer: What strategies are used to solve problems with the inference question type?

Participant: This type of question is asked about the implied meaning of a reading text, so we try to find out the similar meaning of the text, read the text carefully, and then we match the answer options.

Interviewer: What strategies are used to solve problems with the drawing particular information question type?

Participant: It is the same as locating references; the only difference is that this form asks for specific information, so we need to scan the reading text.

Interviewer: What strategies are used to solve problems with the vocabulary question type?

Participant: This question is challenging, but you can answer it by reading the sentence before it. This is because the sentence before it typically explains the word being asked, but if, for example, you are already feeling dizzy, you should avoid answering it. If

you remain stuck there, the allotted time will pass without you being able to answer the question.

Interview session for research question 2

Interviewer: Are the strategies taught or prepared by you can be applied? What strategies have been successfully applied? What strategies did not work?

Participant: During the UTBK-SBMPTN that took place a year ago, it was risk-free, there were no impediments that prevented us from providing answers, and all of the strategies that were taught were utilized and apply to all questions.

Interviewer: What are the things that support the success of a strategy?

Participant: Increasing practice questions is a good first step in questions in the form of reading comprehension and all types of questions that are tested.

Interviewer: What are the obstacles that cause the failure of a strategy?

Participant: The main thing that becomes an obstacle that causes the failure of a strategy is the lack of vocabulary. If our vocabulary is lacking, we will be confused when answering questions. Another thing that becomes an obstacle is the limited time that makes us have to manage our time well because if we focus too much on one topic, other topics may be left behind.

Interviewer: Do you have other strategies to overcome the failure of a strategy?

Participant: Not at all. I just guess the answer

Interview session for research question 3

Interviewer: Do strategies that were considered successful still be applied today? Which strategies can you still apply or use at this time?

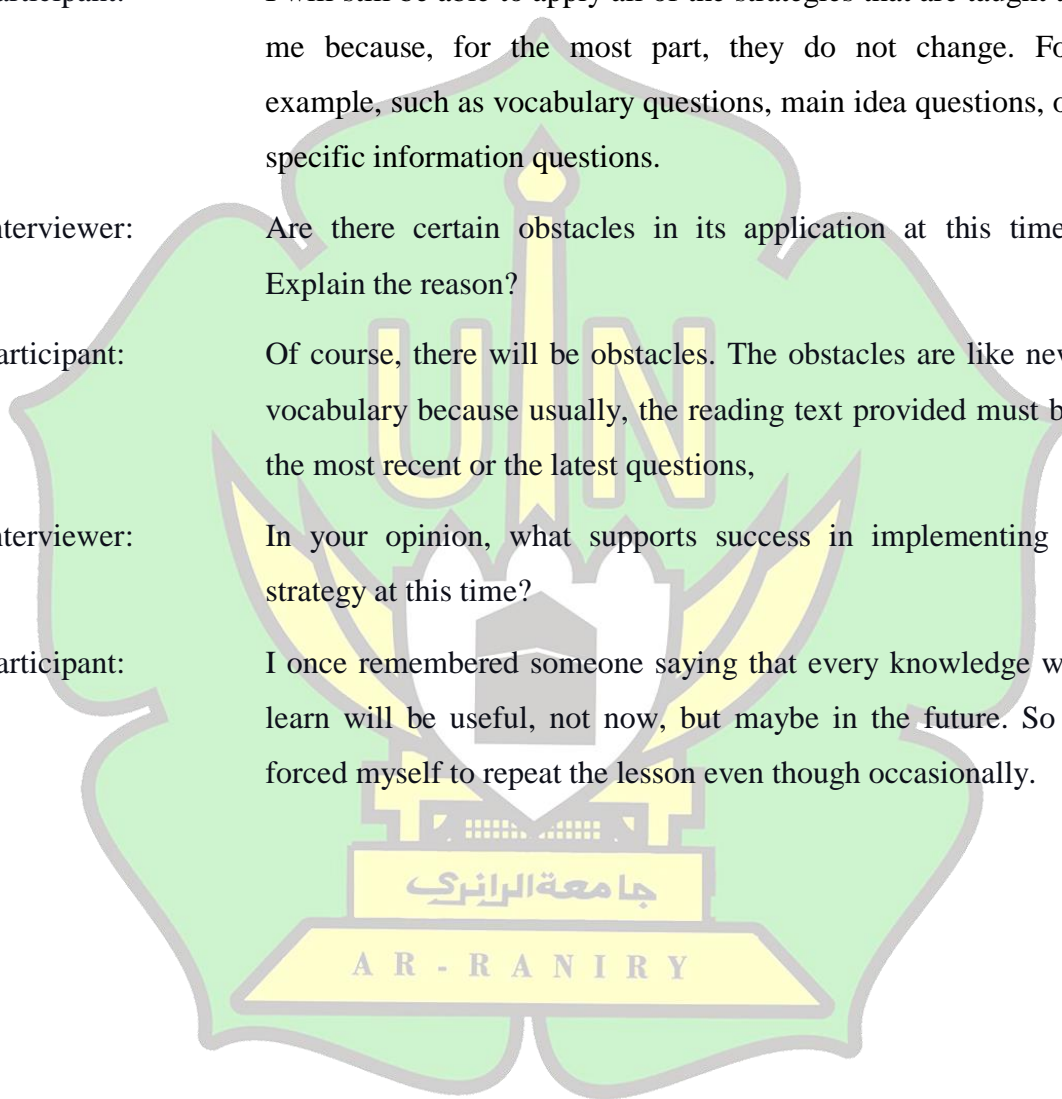
Participant: I will still be able to apply all of the strategies that are taught to me because, for the most part, they do not change. For example, such as vocabulary questions, main idea questions, or specific information questions.

Interviewer: Are there certain obstacles in its application at this time? Explain the reason?

Participant: Of course, there will be obstacles. The obstacles are like new vocabulary because usually, the reading text provided must be the most recent or the latest questions,

Interviewer: In your opinion, what supports success in implementing a strategy at this time?

Participant: I once remembered someone saying that every knowledge we learn will be useful, not now, but maybe in the future. So I forced myself to repeat the lesson even though occasionally.



Participant 5

Interview Schedule

1. Day, Date : 01 June 2022
2. Time : 15.05 WIB
3. Place : Fatun Qarib Mosque

I. Informant Identity

1. Name : FD
2. Age : 19 y.o
3. University : Syiah Kuala University
4. Department : Informatic
5. Address : Tanjung Selamat

Interview session for research question 1

Interviewer : Have you ever heard of UTBK-SBMPTN before? Does your school socialize the UTBK-SBMPTN to its students?

Participant: So the first time I knew that UTBK-SBMPTN was in the dormitory, I was curious about why my seniors studied every day, repeating the lesson. Because of this phenomenon, I found out that the seniors were studying to prepare for UTBK. It was one of the exams to enter campus. Apart from this phenomenon, I also learned about it from the socialization held by the school and from the tutoring program or courses promoted to schools.

Interviewer: Did you take any other course to prepare for UTBK-SBMPTN?

Participant: I only attend tutoring at school.

- Interviewer: Did you know that there is a type of question in the form of reading comprehension in UTBK-SBMPTN?
- Participant: I know that in the UTBK, there are questions about the type of reading comprehension. I know that from my seniors.
- Interviewer: Does your course teach specific strategies for solving reading comprehension questions?
- Participant: Not tutoring but teachers at school. So they introduce reading comprehension, and there are several different strategies. One of the common strategies is that they suggest that we read the questions first and then continue reading the text. When we read the questions and the wall of text provided, we may not necessarily be able to get the answer right away, but we can be more focused on answering which question is the priority and which we can leave for temporarily.
- Interviewer: Is there any particular strategy you have prepared to solve reading comprehension questions?
- Participant: Not at all.
- Interviewer: What strategies are used to solve problems with the recognizing main idea question type?
- Participant: In general, we can read the question first, then continue by reading the text provided, and then we can start by reading the first sentence of each paragraph and also the last sentence of the last paragraph. That is where we can find the essence or main idea of a text.
- Interviewer: What strategies are used to solve problems with the locating reference question type?

Participant: Scanning, of course, we need scanning techniques or scanning strategies to answer questions in the form of locating references. We need to know to whom it belongs.

Interviewer: What strategies are used to solve problems with the inference question type?

Participant: When trying to figure out how to answer questions posed in the form of inferences, we should begin by reading the entire Paragraph. Next, we should eliminate answer options that do not match the text or have ambiguous meanings. Finally, we should determine the answer from the options left and try to pick the one that is most appropriate or most connected with the text and the question.

Interviewer: What strategies are used to solve problems with the drawing particular information question type?

Participant: So it is just like a question in the form of locating references, this question is almost the same as that one but, the difference is the one ask the pronoun, if this one is asked about information, the answer must be in the paragraph, so try to make it, don't skip it, if it is too difficult to answer, just skip it first, then if you have more time, go back to the question, because usually, the answer will be accurate as long as we can read or scan the answer carefully.

Interviewer: What strategies are used to solve problems with the vocabulary question type?

Participant: For questions that are in the form of vocabulary questions, we can solve them by using the first top or guessing, but it is better if we read the previous sentence before the vocabulary being

asked to clarify or strengthen our opinion about the question asked.

Interview session for research question 2

Interviewer: Are the strategies taught or prepared by you can be applied? What strategies have been successfully applied? What strategies did not work?

Participant: I think only some of the strategies taught can be applied, such as the main idea, drawing particular information, and locating references. Apart from the three strategies I mentioned earlier, they are very difficult to apply.

Interviewer: What are the things that support the success of a strategy?

Participant: Focus, in my opinion, is the most important factor in performing well on the exam, particularly concerning the reading comprehension portion. Because if we pay attention to what we are doing, we will be able to complete all of our tasks without wasting any time. Here are some helpful hints for our friends: when we are working on questions that require reading comprehension, we should first read the questions, and then we should read the text; therefore, we should begin by working on one question at a time; do not look at the other questions first if the question you are reading has not been completed; on the other hand, if you feel that you are incapacitated, you can skip the question first, then move on to another question, so you do not waste time. Another thing that we need to do to be prepared is to read more because increasing the amount that we read also means increasing the amount of vocabulary that we understand. We should focus on reading articles related to

topics such as health, technology, and the environment. As a result of the questions that have been asked, there are many readings about those topics.

Interviewer: What are the obstacles that cause the failure of a strategy?

Participant: Time constraints is the main obstacle.

Interviewer: Do you have other strategies to overcome the failure of a strategy?

Participant: If I am in a difficult situation like this one, I usually just go with my gut feeling, but that feeling has to be connected to the question somehow. Then, I evaluate the different assumptions to determine which one is the most credible. If one of the possibilities does not work, I eliminate it from the list of possibilities, and then I focus on the one that does.

Interview session for research question 3

Interviewer: Do strategies that were considered successful still be applied today? Which strategies can you still apply or use at this time?

Participant: It is still possible if I really want to transfer it, but just because I haven't practiced in a long time, of course I am not prepared to answer questions, and of course I won't be as quick as I used to be, and it will take some time in understanding the reading the text , particularly because the reading text has never been published in earlier examinations.

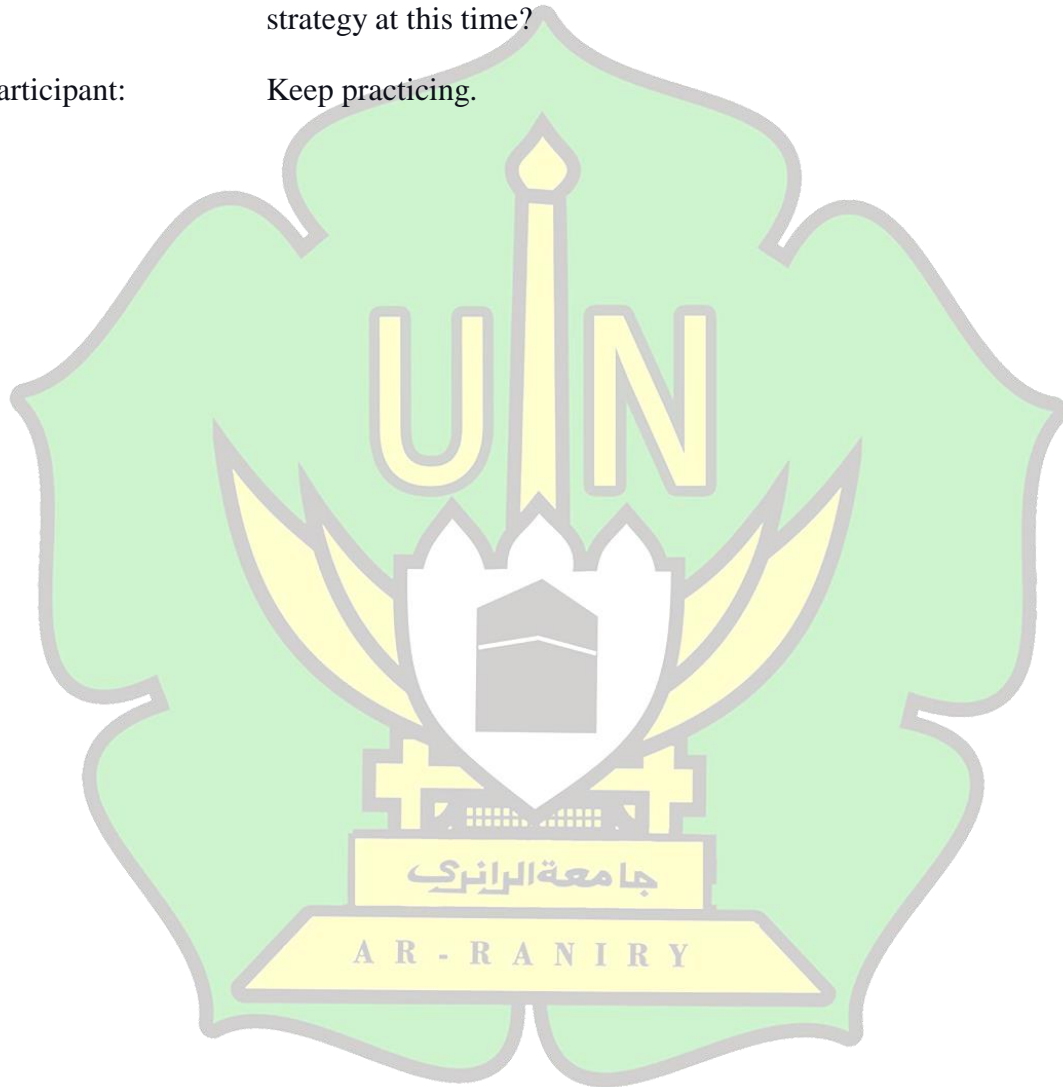
Interviewer: Are there certain obstacles in its application at this time? Explain the reason?

Participant: Of course, there will be obstacles. I am not prepared to answer questions, and of course I won't be as quick as I used to be, and

it will take some time in understanding the reading the text , particularly because the reading text has never been published in earlier examinations.

Interviewer: In your opinion, what supports success in implementing a strategy at this time?

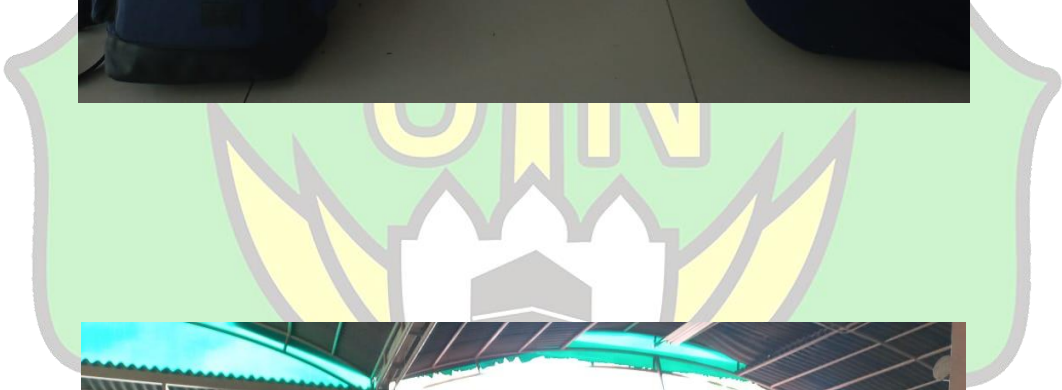
Participant: Keep practicing.



Appendix E Documentaions of Research











Appendix F Autobiography

Name : Siti Asyifa Muharramy Rusli

Student Number : 180203150

Place/Date of Birth : Banda Aceh, 09 April 2000

Nationality/Ethnic : Indonesia/Aceh

Religion : Islam

Sex : Woman

Marital Status : Not Married

Occupation : Student

Address : Seibun Ketapang, No. 55, Lhoknga, Aceh Besar, 23353

Email : 180203150@student.ar-raniry.ac.id / syifamrr@gmail.com

Phone : +6288210473934

Motto : *Man Jadda Wa Jadda, La Tahzan Innallaha Ma'ana*

Educational Background

1. Elementary School : SDN 67 Percontohan Banda Aceh
2. Junior High School : SMPN 19 Percontohan Banda Aceh
3. Senior High School : MAN 1 Banda Aceh
4. University : Ar-Ranirry State Islamic University

Organizational History

1. Teacher (Bimbel Alumni Aceh, 2019-2022)
2. Teacher (SMPS Muhammadiyah 1 Banda Aceh, 2021-2022)

Parents' Bio

Father's Name : Rusli Hakim

Occupation : Businessman

Mother's Name : Saudah Mhd. Daud

Occupation : Housewife

Address : Seubun Ketapang, No. 55, Lhoknga, Aceh Besar, 23353

