

THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 BENAI IN READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT

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Abstract: This descriptive research aimed to find out the ability of the second year students of SMAN 1 Benai in reading comprehension of analytical exposition text and to know the students' lowest and highest score of reading comprehension components. The problems to be discussed are: how is the ability of the second year students of SMAN 1 Benai in reading comprehension of analytical exposition and which component is the students' lowest and highest score in reading comprehension. The population of this research is all of the second year students of SMAN 1 Benai with the total is 170 students. The writer used Cluster Random Sampling technique to decide the research sample. This research used reading test as instrument which consisted of 40 multiple choice questions about 8 components of reading comprehension. After that, the instrument was tried out to make sure the validity and realibility of the test. From the data, it was found that the ability of the second year students of SMAN 1 Benai in reading comprehension of analytical exposition text is categorized into average level with the mean score 59,67. The findings also show that vocabulary component is the lowest score by the students with the mean score 51,86. On the other hand, social function component is the highest score by students the with the mean score 64,81. From the findings, further research can focus on the way to improve the students' vocabulary in reading comprehension.

Keywords: *Ability, Reading Comprehension, Analytical Exposition text*

PENELITIAN TERHADAP KEMAMPUAN SISWA KELAS 2 SMAN 1 BENAI DALAM PEMAHAMAN MEMBACA TEKS EKSPOSISI ANALITIS

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa kelas 2 SMAN 1 Benai dalam pemahaman membaca teks eksposisi analitis dan untuk mengetahui nilai terendah dan nilai tertinggi siswa dalam komponen-komponen pemahaman membaca. Masalah-masalah yang yang dibahas adalah : bagaimana kemampuan siswa kelas 2 SMAN 1 Benai dalam pemahaman membaca dan komponen mana yang mempunyai nilai terendah dan tertinggi bagi siswa dalam pemahaman membaca. Populasi dari penelitian ini adalah semua siswa kelas 2 SMAN 1 Benai dengan total 170 siswa. Penulis menggunakan teknik *Cluster Random Sampling* untuk menentukan sampel penelitian. Penelitian ini memnggunnakan test membaca sebagai instrument yang terdiri dari 40 pertanyaan pilihan ganda mengenai 8 delapan komponen dari pemahaman membaca. Setelah itu, instrument diujikan untuk mengetahui secara pasti validitas dan realibilitas dari tes. Dari data, ditemukan bahwa kemampuan siswa kelas 2 SMAN 1 Benai dalam pemahaman membaca teks eksposisi analitis dikategorikan pada level rata-rata dengan nilai rata-rata 59,67. Hasilnya juga menunjukan bahwa komponen kosa kata adalah nilai terendah bagi siswa dengan nilai rata-rata 51,86. Disisi lain, komponen fungsi social adalah nilai tertinggi bagi siswa dengan nilai rata-rata 64,81. Dari hasil-hasil yang diperoleh, research yang akan datang dapat fokus pada cara meningkatkan kosa-kata siswa dalam pemahaman membaca.

Kata kunci: Kemampuan, Pemahaman Membaca, Teks Eksposisi Analitis

INTRODUCTION

Reading is one of the important skills in English language learning process. This skill should be mastered by the students in their learning progress. It's because reading plays an important role for the success of foreign language learning. Reading is an activity to read the printed words in order to understand the content and gaining the message from its. Linse (2005) defines that reading is a set of skills that involves making sense and deriving meaning from the printed words.

Furthermore, reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. That's why students must master reading comprehension to help their progress in learning. Reading activity is very important because reading mostly influences and determines the students' progress in learning process. If they are poor in reading ability, they are extremely failure on their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. Murcia (2001) defines that reading is the most important academic language skill for a second or first language students and also provides the foundation for synthesis and critical evaluation skill as well as the primary means for independent learning, whether the goal is to perform better on academic tasks, to learn more about subject matter, or to improve language skill.

In addition, the ability to read gives some useful benefits on the student's improvement in learning process. There are so many benefits that student get from the reading process. Students should be master the reading skills effectively in order to get information enlarge their knowledge, to improve their vocabulary, to get information, and to help them in speaking and writing progress. Actually, students not only get the new information but also know about new vocabulary, correct grammar, and correct punctuation. Hammer (1998) argues that reading texts provide opportunities to study language vocabulary, grammar, punctuation, and then the way to construct sentences, paragraphs and text. It proves that reading activity gives good contribution for another language skill, especially writing skill.

Basically, the purpose of reading ability is to comprehend what it has been read. Comprehension is the process to understand the messages or ideas from the printed words. Richard (1992) argues reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension. After that, Nunan (1999) and Murcia (2001) state that reading is an interactive process and readers required to understanding the symbols in reading and to interpret what they read. It can be said that reading is a complex process and also active process. Walker (2000) point out that reading is an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response.

Based on the 2013 Curriculum and English syllabus which are applied in the second year students of senior high school, the students should be able to master four language skill such as speaking skill, writing skill, listening skill, and reading skill. In reading skill, the curriculum focuses on some target of indicators which includes to teaching and learning process. The indicators are students must be able to understand what the text content, to identify the text organization, to identify the language component and to identify language feature of the text. In the second year level, students are offered to learn about some types of English text. They must learn four

types of text such as procedure text, report text, analytical exposition text, and descriptive text.

From the text mentioned, the writer decides to study about analytical exposition text because of some reasons. Firstly, the writer knows that analytical exposition is one of text types which are unfamiliar for the students. It is for the first time for the students to learn analytical exposition text in this grade of school. It means the students never learn about this text in the previous level of school before. Obviously, the students face something new in learning this text. Secondly, analytical exposition text is one of the text types which are mostly found in their real life. Unconsciously, the students will face with these types of text such as in the magazines, newspapers, tabloids, and news in their daily life. Coffin (2001) states that analytical exposition is the text which is used to put forward a point of view or an argument. In addition, Djuharia (2007) defines analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of a topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers. As we know, analytical exposition is a kind of text which presented the writer's ideas and arguments about a phenomenon in order to persuade the reader of writer's argument. By learning and understanding this text, students will help students familiar with these kinds of text. They will easily gain information and get involved in this issue appears nowadays.

SMAN 1 Benai is located on Benai district. This school is known as the oldest school which has general program school in that area. This school provides two majors of study such as Science and Social. It can be said that this school is located far from the city. It causes lack of the researchers want to conduct the research in that school. Moreover, in the recent years, there is no writer held this field of study in this school. The previous researchers are mostly focused on other types of text such as narrative text, descriptive text, recount text, and hortatory text. So, it makes the writer big curiosity to investigate about this field of study in this school.

In addition, based on the personal writer interview with a few students from this school, some of them said that learning analytical exposition is difficult because of the language features which are used in the text. It means that vocabulary which used in that text is rarely found in their learning process in every teaching learning process. Meanwhile, some of them said that learning analytical exposition is easy because it discussed about the newest phenomenon appears surrounding them. So, there is no accurate result about the students' ability in reading analytical exposition text in that school. Therefore, the writer is interested to investigate "the ability of the second year students of SMAN 1 Benai in reading comprehension of Analytical Exposition text".

This research answered the research questions are "How is the ability of the second year students of SMAN 1 Benai in reading comprehension of analytical exposition? and Which component is the students' lowest and highest score in reading comprehension?". So, the objectives of this research are: to find out the ability of the second years students of SMAN 1 Benai in reading comprehension of analytical exposition text and to know the students' lowest and highest score of reading comprehension component .

The result of this study is expected to give benefits and contributions for the writer, the English teachers, the students, and other researchers.

RESEARCH METHODOLOGY

This research belongs to a descriptive research design. According to Gay (2000), a descriptive research involves collecting data to test hypothesis or to answer question concerning the status of the study. It means that the descriptive research is used to summarize the distribution of a variable or more but limited to sample data only, not to be generalized to population. Meanwhile, Williams (2007) states descriptive research is research design used to examine the situation involving identification of attributes of a particular phenomenon based on an observational basis. Shortly, it means that a descriptive research simply describes in detail a phenomenon. The population of this research is all of the second year students' of SMAN 1 Benai academic year 2015. The total number of population is 170 students. After that, the writer used the Cluster Random Sampling to decide the research sample. The data used in this investigation is quantitative research. Related to the research problems, the writer used reading test as an instrument. The writer provided 8 questions related to reading comprehension in every text title of analytical exposition text. Therefore, the total question of the test is 40 questions in the form of multiple choices. In this section, the writer asked the students to answer the test in the answer sheet. The writer provided 90 minutes to answer the questions.

Before the test will give to the students, the test material was tried out to the students who are included to try out class. The try out was conducted to find out the validity and reliability of the test. Heaton (1975) say that from the try out, it could be seen whether the index of difficulty of a particular item is easy or difficult. Heaton (1991) states that the test items are accepted if the score is between 0.30-0.70 and it is rejected if the degree of the difficulty is less than 0.30 (too difficult) and over 0.70 (too easy). After the students finished answering the questions the researcher collected the answer sheet one by one. Finally, the writer analyzed and calculated the data. The writer used procedures to analyze the result of the test as follows: 1) calculated each of students' score individually, 2) find out the mean score of the students in reading comprehension, 3) Classified the students' ability in reading comprehension into four level of mastery by Harris Scoring. 4) Calculated the percentage of the classification of the students' ability in reading comprehension.

RESEARCH FINDINGS

The Result of the Try Out

Before the test was conducted to the respondents, the writer did the try out to in order to know the validity and reliability of the test. In this research, the writer provided the try out consisted of 40 items. The writer tried out the test to the second year students of SMA N 1 Benai in XI Science 4 class. It consisted of 28 students. After that the writer calculated the difficulty level, the determination index, the mean score, the standard deviation, and the reliability of the test.

The Difficulty Level of Test Items

The items of the test are accepted if the difficulty level is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). After analyzing the data of the try out, the writer got 6 items that should be revised; they were items number 2, 13, 15, 19, 35, and 36. Item number 2 and 16 are categorized as easy because their index difficulty was above 0.7. Whereas, the test item number 13, 19, 35, and 36 are categorized as difficult because their index difficulty was below 0.3. Since the 6 items were rejected, the writer revised the items before using on the real test.

The Presentation of Research Finding

Individual Score

In order to find out the individual score of each student, the writer divided the number of the correct answers with the total number of items and then the multiplied by one hundred (100). The description of the students' scores and their level of ability can be seen in table below.

The Percentage of the Students Ability in Reading Comprehension

No	Range	Frequency	Percentage(%)	Ability	Mean
1	80-100	2	3.70	Excellent	
2	60-79	29	53.70	Good	
3	50-59	11	20.37	Average	59.07
4	0-49	12	22.22	Poor	
Total		54	100%		

To find out the mean score of the students' scores, the writer calculated by using the formula below:

$$M = \frac{\sum FX}{N} = \frac{3190}{54} = 59.07$$

(Adopted from Hatch and Farhady, 1982)

The table above shows that the students' scores and their level of ability are varied in reading comprehension. Most of the students are good in this level (53.70%). After that, the number of the students in the average and poor level is nearly similar

(20.37 % and 22.22%). Finally, there are only 2 students are in excellent level (3.70%). The mean score is obtained by the second year students of SMAN 1 Benai in reading comprehension of analytical exposition text is 59.67. Therefore, it can be stated that the students' scores in reading comprehension is Average level.

The Mean Score of the Students' Ability in Reading Comprehension

The students' mean score in reading comprehension aspects is showed in the table below:

The Classification of the Students' Score in Reading Comprehension

No	Topics	Mean Score	Level
1	Finding Main Idea	52.96	Average
2	Finding Factual Information	61.48	Good
3	Finding Meaning of Vocabulary Word	51.86	Average
4	Finding Reference	60.74	Good
5	Finding Inference	60.37	Good
6	Finding Social Function	64.41	Good
7	Finding Generic Structure	62.22	Good
8	Finding Language Feature	63.33	Good
Total		477.37/ 8	59.67

The table above, it can be seen that the students' means score in each components of reading comprehension of analytical exposition text. The mean score in finding main idea is 52.96 is categorized into average level, the mean score in finding factual information is 61.48 is categorized as good level, the mean score in finding meaning of vocabulary word is 51.86 is categorized as average level, the mean score in finding reference is 60.74 is categorized as good level, the mean score in finding inference is 60.37 is categorized as good level, the mean score in finding social function is 64.41 is categorized as good level, the mean score in finding generic structure is 62.22 is categorized as good level, and the mean score in finding language feature is 63.33 is categorized as good level. After that, the mean score of the students ability in comprehending analytical exposition overall is 59.67. It can be said that the students' ability is categorized into average level. It means the students still have to learn more seriously in reading comprehension.

The table above also shows that finding vocabulary word is the lowest score of reading comprehension aspect by the students. It is proved by the data which shows that the students' mean score are 51.86. On the other hand, finding social function is the highest score of reading comprehension aspect by students. It is proved by the data which shows the students' mean score is 64.81.

The Interpretation of the Research Finding

Based on the research finding in comprehending analytical exposition text, there are 2 students who get excellent level. It means that they already comprehend the text very well. After that, there are 29 students are categorized into good level. It means they already have good ability in understand and comprehend the text. Then, there are 21 students are categorized into average level, and there are 12 students are categorized into poor level. It means that the students should learn more to improve their comprehension in reading comprehension.

From the data, it was found that the ability of the second year students of SMAN 1 Benai in reading comprehension of analytical exposition text is categorized into average level with the mean score 59,67. After that, the table also shows that vocabulary word component is the lowest score of reading comprehension by the students with mean score is 51, 86. On the other hand, finding social function is the highest score of reading comprehension by the students with mean score is 64, 44.

Finally, the findings of this research answered the research questions about the ability of the students in comprehending analytical exposition text and what is the lowest and the highest aspect of reading comprehension.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The writer has examined the ability of the second year students of SMAN 1 Benai in reading comprehension. The results of this research show that the students' scores and their level of ability are varied in reading comprehension. Most of the students are good in this level (53.70%). After that, the number of the students in the average and poor level is nearly similar (20.37 % and 22.22%). Finally, there are only 2 students are in excellent level (3.70%). The mean score is obtained by the second year students of SMAN 1 Benai in reading comprehension of analytical exposition text is 59.67.

In detail, there are 29 students are categorized into good level. It means they already have good ability in comprehending the text. After that, there are 21 students are categorized into average level, and there are 12 students are categorized into poor level. It means that the students should learn more to improve their comprehension in reading comprehension. Finally, there are 2 students who get excellent level. It means that they already comprehend the text very well.

The ability of the second year students of SMAN 1 Benai in comprehending analytical exposition text is categorized as average level. After that, the table above also shows that finding vocabulary word is lowest score of reading comprehension aspect comprehended by the students. It is proved by the data which shows that the students' mean score is 51.86. On the other hand, finding social function is the highest score of reading comprehension aspect by students. It is proved by the data which shows the students' mean score is 64.44.

Recommendations

Based on the research results above, the writer has some recommendations as follow:

1. After knowing the result of the test, the students should learn and practice more seriously in reading comprehension to improve their ability in reading text.
2. The teacher should pay attention about the students' understanding in reading text. Considering the results of the students' ability, it is suggested that the students are need to focus more on finding meaning vocabulary and finding main idea since those aspects are quite difficult for them in reading comprehension.
3. Further research can continue this field of study by focusing on the way improving the students' ability in finding meaning of vocabulary and finding main idea.

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