AN ANALYSIS ON THE ABILITY OF THESECOND YEAR STUDENTS OF SMAN 13 PADANG IN COMPREHENDING GENERIC STRUCTURE OF ANALYTICAL EXPOSITION TEXT.

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Abstract

The purpose of this research was to describe the second year students' ability of SMAN 13 Padang in comprehending generic structure of analytical exposition text. This research was limited to students' ability in comprehending thesis, arguments, and reiteration of analytical exposition text.The design of this research was descriptive method. In colleting the data, the researcher used reading test on news item text in form of multiple choice. The result of this research showed that in general the ability of the second year students of SMAN 13 Padang in comprehending generic structure of analytical exposition text was moderate. It was proved by the fact that (60.87%); had moderate ability. In detail, the students' ability in comprehending thesis was moderate. It was proved by the fact that (56.52%); had moderate ability. The students' ability in comprehending argument was moderate. It was proved by the fact that (50.72%); had moderate ability. Then, the students' ability in comprehending reiteration was moderate. It was proved by the fact that (46.37%); had moderate ability Based on the findings, it can be concluded that, the students' ability in comprehending generic structure of analytical exposition text was moderate.

Key word: Ability,Comprehension, Analytical Exposition Text.

Introduction

In learning English, there are four skills that should be mastered by students, namely: listening, speaking, reading, and writing. Among those skills, reading is still regarded important to learn because it develops our mind. As we know, we need exercises when we read something to understand the word. Understanding the written words is one of the ways which the mind grows up. According to Cziko *et al* (2002), reading is a complex process. It means that reading is not only to understand

what we read but it is also thingking process, for example when we read something like newspaper or novel, we can imagine and interpret based on the text. As it is stipulated in curriculum for senior high school, there are some kinds of the text that should be studied in reading section, and one of the reading text is analytical exposition text. Analytical exposition is one kind of reading texts taught to the second year students at semester one, so they have knowledge about analytical exposition text. Based on the researcher informal interview on February 26th 2013 with two English teachers at SMAN 13 Padang, she found that many students had confused in comprehending the generic structure of analytical exposition text. It is proved that when the teacher gave exercises to the students, they were still confused in comprehending thesis, argument, and reiteration.

Pardiyono (2007) states that analytical exposition text is the genre text that used to put forward a point of view or argument. Type of text consists of three components. They are social function, generic structure and language feature.

Analytical exposition text has function as communicative purpose that describe the argument to argue that something in the case. Generic structure refers to how a text is organized to help the readers follow and understand the information. According to Purwati and Yuliani (2005) states that generic structure of analytical exposition text is thesis, argument, and reiteration. The language feature of this text is usually use simple present tense, compound and complex sentence, emotive words and using words that link arguments.

In general, the purpose of this research is to describe the students' ability in comprehending the generic structure of analytical exposition text. The specific purposes of this research were to find out:

1. To describe the ability of the second year students of SMAN 13 Padang in comprehending thesis of analytical exposition text.

2. To describe the ability of the second year students of SMAN 13 Padang in comprehending argument of analytical exposition text

3. To describe the ability of the second year students of SMAN 13 Padang in comprehending reiteration of analytical exposition text

Reading comprehension is simply another word for "understanding' Durkin 1987:418). According to Shanahan (2006:28), reading comprehension is about

contruction of meaning more than about passive remembering. It means that comprehension exactly what goes on as someone comprehend.

To understand the text, the strategies of reading should be understood. According to Beare (2010), there are four strategies in reading that should be mastered by the students. They are skimming (reading strategies for getting main ideas of text.), scanning (strategy to find out specific information), intensive (reading strategy that focusing on the linguistic or semantic detail of passage.) and extensive reading (reading strategy to get the general understanding of the longer text).

To find out the meaning of the text, the students should be aware to the processes of reading they are Bottom- up(he lower level of reading process which the students begin with the fundamental basic of letter and sound recognition), Top- down (process of reading to look at the text as a whole and to connect and relate it to his existing knowledge base). Bottom-up and top-down is two models from three process of reading.

According to Halliday and Hasan (1985:10), text is a piece of language that is functional. There are some characteristics that should be involved in the text. They are the purpose of the text, rhetorical structure (generic structures), and the grammatical pattern (language features) of the text (Pardiyono,2007).

Martin (in Emmit and Poilock; 1992:109) state that devides text into two main kind.First, expressive or imaginative and second, factual. Expressive /imaginative types include narrative, recount, and factual types include procedure, descriptive, report, exposition and explanation.

Analytical exposition text is Pardiyono (2007) states that analytical exposition text is the genre text that used to put forward a point of view or argument.

Analytical exposition text has function as communicative purpose that describe the argument to argue that something in the case. Generic structure refers to how a text is organized to help the readers follow and understand the information. According to Purwati and Yuliani (2005) states that generic structure of analytical exposition text is thesis, argument, and reiteration. Thesis is write's statement of his or her position about certain topic or problem. Argument is description of fact to support his or her statement in the thesis and reiteration is a brief conclusion to his description to convince that what is stated

in the thesis is acceptable.The language feature of this text is usually use simple present tense, compound and complex sentence, emotive words and using words wordsthat link arguments.

Research Method

The design of this research was descriptive research. This research described the ability of the second year students of SMAN 13 Padang in comprehending generic structure of analytical exposition text.

The population of this research was all of the first year students at SMAN 13Padang. The population was distributed into 5 classes.

Because of the large number of population in this research, the researcher used sample. Sample is a group of individual that is considered representative of the larger group of population (Gay, 2009: 124). Researcher used cluster random sampling to select the sample of this research. Cluster random sampling was used because the population was distributed in groups or classes and they were homogeneous. Reading test was used as the instrument to collect the data of this research. The test was constructed in form of multiple-choice. It covered the generic structures of analytical exposition

text consisting of thesis, argument, and reiteration.

The researcher gathered data through multiple-choice. The procedures as follows:

a. The researcher checked the students answer sheets.
b. The researcher gave 1 for correct answer and 0 for wrong answer. Therefore, the highest score of the test was 30.

To define the student's ability in comprehending generic structures of analytical exposition text, the researcher used the following steps to analyze the data:

a. The researcher calculated mean (M) and Standard Deviation (SD), by using the following formulas (Arikunto, 2012: 229)

$$\bar{x} = \frac{\sum x,}{N}$$

$$SD = \sqrt{\frac{\sum X^2}{N} - (\frac{\sum X}{N})^2}$$

b. The researcher classified the students' ability into high, moderate, and low ability, by using the formula suggested by Arikunto, (2009: 264):

$> M + 1$ SDHigh ability
Between (M - 1 SD) until (M + 1 SD) Moderate ability
$< M - 1$SDLow ability

c. The researcher calculates the

percentage of the students who get high, moderate and low ability. The researcher used this formula

$$P = \frac{R}{T} \times 100\ \%$$

Findings and Discussions

Findings

The Students' Ability in ComprehendingGeneric Structure of Analytical Exposition Text

It was found that the lowest score was 11 and the highest score was 23 with mean 17.92 and standard deviation 3.27. After that, the researcher calculated the percentage of students who were included into high, moderate and low group. Students' ability was categorized as high if their scores were higher than 21.19. It was categorized as moderate if their scores were in the range of 14.65 to 21.19 and it was categorized as low if their scores were lower than 14.65. It was indicated by the majority of students whose ability was included in moderate category 60.87%.

The Students' Ability in Comprehending thesis of Analytical Exposition Text

In calculating the students' ability in comprehending thesis of analytical exposition text the researcher counted the students' score. It was found that the lowest score was 2 and the highest score was 5 with mean 3.50 and standard deviation

1.08. After that, the researcher calculated the percentage of students who were included into high, moderate and low group.

The students' ability in comprehending the thesis of analytical exposition text was moderate. It was proved by 14 students (20.29%) had high ability, 39 students (56.52%) had moderate category, and 16 students (23.19%) had low category.

The Students' Ability in Comprehending Argument of Analytical Exposition Text

By calculating the students' ability in comprehending argument of analytical exposition.It was found that the lowest score was 7 and the highest score was 15 with mean 11.43 and standard deviation 2.27. After that, the researcher calculated the percentage of students who were included into high, moderate and low group.

The students' ability incomprehending argument of analytical expositiont was moderate. It was proved by the 16 students (23.19%) had high ability, 35 students (50.72%) had moderate ability, and 18 students (26.09%) had low ability.

The Students' Ability in Comprehending Reiteration of Analytical Exposition Text

By calculating the students' ability in comprehending reiteration of analytical exposition. It was found that the lowest score was 1 and the highest score was 4 with mean 2.98 and standard deviation 0.82. After that, the researcher calculated the percentage of students who were included into high, moderate and low group.

The students' ability in comprehending argument of analytical exposition was moderate. It was proved by the 19 students (27.54%) had high ability, 32 students (46.37%) had moderate ability, and 18 students (26.09%) had low ability.

Discussions

The Students' Ability in Comprehending Thesis of Analytical Exposition Text.

Based on the result of data analysis as already discussed previously above, 14 students (20.29%) with score higher than 4.58 had high ability, 39 students (56.52%) with score between 2.42.- 4.58 had moderate ability and 16 students (23.19%) with the score lower then 2.42 had low ability in comprehending thesis of analytical exposition. It means that the students still confused in comprehending

thesis of analytical exposition. The researcher assumed that, many students did not have enough knowledge on the concept of thesis of analytical exposition.

The Students' Ability in Comprehending Argument of Analytical Exposition Text.

Based on the result of data analysis as already discussed previously above, 16 students (23.19 %) with score higher than 13.7 had high ability, 35 students (50.72%) with score between 9.16–13.7 had moderate ability and 18 students (26.09%) with the score lower then 9.16 had low ability in comprehending argument of analytical exposition. It means that the students still confused in comprehending argument of analytical exposition text. The researcher assumed that, many students still confused in comprehending argument of text that lead the reader to reach conclusion about subject being issued.

The Students' Ability in Comprehending Reiteration of Analytical Exposition Text.

Based on the result of data analysis as already discussed previously above, 19 students (27.54 %) with score higher than 3.8 had high ability, 32 students (46.37%) with score between 2.16 − 3.8 had moderate ability and 18 students (26.09%)

with the score lower then2.16 had low ability in comprehending reiteration of analytical exposition text. It means that the students still confused in comprehending reiteration of analytical exposition. The researcher assumed that, many students still confused in comprehending reiteration given by the writer.

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