AN ANALYSIS OF THE THIRD YEAR STUDENTS' PROBLEMS IN PREVIEWING EXPOSITORY TEXT AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract
This study was aimed to describe about the the third year students' problems at English Department of Bung Hatta University in previewing expository text. The design of this research was descriptive in nature. The population of this research was the third year students of English Department at Bung Hatta University in academic 2012/ 2013. The data of this research were the students' scores on problems in previewing expository text. To collect the data, the writer used reading test in the form of multiple choice. The writer tried out the test first because the test was non standard test. The result of the try out test showed the coefficient correlation was 0.84. The result of analyzing the data showed that the third year students had problems in previewing expository text. There were 15 out of 24 students who had problems, and 9 out of 24 students who had no problems. Specifically, there were 17 students who had problem in previewing key sentences, 13 students who had problem in scanning names or numbers. Next, there were 14 students who had problem in previewing trigger words. Based on the finding, it could be concluded that the third year students at English Department of Bung Hatta University had problems in previewing expository text.
Key words: Previewing, Expository Text, Students' Problems

Introduction

Reading, as one of language skills, has an important role for someone who wants to master English well. Reading is one way for the reader to receive information from the writer in the form of text. By reading well, students are able to understand and comprehend the material which they are learning.

Basically, the purpose of conducting reading is to get the information from the text being read. But it is not easy to achieve this purpose because reading is a complex process and many factors might be involved, such as vocabulary, fluency, and background knowledge. Nunan (2003: 68) states that

reading is a process of combining information from a text and their background knowledge to build meaning. Moreover, Seyler (2004:3) states that reading is the process of obtaining or constructing from a word or cluster of words. It means that reading is the process through which the readers get the meaning from word that they have read.

Previewing a text means that you get an idea of what it is about without actually reading the main body of the text. There are several types of text that can be previewed, such as, expository, argumentative, explanation, report, narration, description, spoof, etc. From these kinds of text, expository text is a kind of text that has facts where you can read and learn new information. It is organized and has visual information that gives the reader more information. Previewing is a skill used to find out what the text about as quickly before really reading it (Rentz, 1992: 12). In addition, according to McNamara (2007: 475), previewing is surveying the text before reading that involves reading over key part of a text. It means we usually preview all of a new thing in our daily life. To preview material we should pick the main idea and important information before reading in details. Then, there are several purposes of previewing reading text (Mikulecky and Jeffries 2004: 17). They are: to find out what you are going to be reading before you actually read, to get an idea of what you will find in the text, and to pick up a great deal of information about the text you are going to read.

Previewing helps the reader understand more quickly what they read. For this reason, teachers should apply previewing strategy in teaching reading comprehension. Students' problems in previewing reading text found in the three major strategies in previewing. According to Ways (2013: 1), the three major of strategies in previewing are previewing key sentences, scan for name or numbers, and previewing trigger words.

Based on the problems above, the researcher analyzed the third year students' problems in previewing expository text at English Department of Bung Hatta University.

In general, the main purpose of this research was to describe the problems that the third year students have in previewing expository text. Specifically, the purposes of this research were to find out the third year students' problems in previewing key sentences, scanning name or numbers, previewing triggers words in reading expository text.

Research Method

In this research the researcher applied descriptive design to know the problems found by the students to preview expository text. Based on Gay (1987: 189) descriptive research is useful in investigating many kinds of educational problem. The population of this research was the third year students at English Department of Bung Hatta University registered in academic 2012/2013. The members of population were 112.

The researcher used cluster random sampling technique. According to Gay (1987: 110), cluster sampling is sampling technique in which the sample is in group and not individuals. It was used because the population was distributed into group or class. She used cluster random sampling technique because the population was homogeneous. The total of sample was 24 students (21 %).

The researcher collected the data using reading test. Before she gave a real test, she tried out the test to make sure the reliability of the test and do item analysis. To get reliability of the test, the researcher used Split- Half method and Pearson Product Moment Formula (Arikunto, 2010: 72) as follow;

$$r_{xy=} \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum_x 2 - (\sum x)^2][n \sum_y 2 - (\sum y)^2]}}$$

To find out the degree of coefficient correlation of the total test, the researcher analyzed it by using Spearman-Brown Formula (Arikunto, 2010: 93) as follows:

$$r_{II} = \frac{2r_{xy}}{(1 + r_{xy})}$$

The coefficient correlation of the test was 0.84.

In analyzing the data, the researcher used the procedure as follows:

1. The researcher presented the raw score
2. Calculating the Mean (M) of the score by using the formula suggested by Arikunto (2010: 264)

$$M = \frac{\sum x}{N}$$

3. Calculating Standard Deviation (SD) by using the following formula:

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

4. The researcher classified the students into two classifications:

a. Students have no problems

Students were classified as having no problems if their score in the classification of having no problems at all and having no problems.

b. Students have problems

Students were classified as having problems if their score in the classification of having small problems, having problems and having big problems

5. Calculating the percentage of the students who have problem and have no problem by using the formula:

$$P = \frac{F}{N} \text{ x 100 \%}$$

Findings and Discussion

The result of analyzing data gathered through reading test proved that the students had problems in previewing expository text. In fact, 9 out of 24 students (37.50 %) had no problems in previewing expository text and 15 out of 24 students (62.50 %) had problems in previewing expository text. To make clear, the frequency of students' problem in previewing expository text is shown in Table 4.1.

Table 4.1: The Frequencies of Students' Problems in Previewing Expository Text

No	Aspects	Having no Problem	
		Frequency	Percentage
1	Previewing Key Sentences	7	29.16 %
2	Scanning Name or Numbers	11	45.83 %
3	Previewing Trigger Words	10	41.66 %
No	Aspects	Having Problem	
		Frequency	Percentage
1	Previewing Key Sentences	1	70.83 %
2	Scanning Name or Numbers	2	54.16 %
3	Previewing Trigger Words	3	58.33 %

Students' Problems in Previewing Key Sentences

The research found that there were 7 students (29.16 %) had no problem and 17 students (70.83 %) had problem in previewing key sentences. This result revealed that most students still had problems in previewing key sentences in reading expository text.

Students Problems in Scanning Names or Numbers

The researcher also found that the number of students who had no problems

in scanning names or numbers was 11 students (45.83 %), and those who had problems in scanning names or numbers was 13 students (54.16 %). It means that more than half of the third year students had problems in scanning names or numbers in reading expository text.

Students' Problems in Previewing Trigger Words

The researcher also found that the number of students who had no problem in previewing trigger words was 10 students (41.66 %), and the number of students who had problems in previewing trigger words was 14 students (58.33 %). This result indicated that more than half students had problems in previewing trigger words in reading expository text.

Discussions

As already discussed previously, this research found that most of students had problem in previewing expository text. Actually there was a serious problem for the students in previewing key sentences, 17 out of 24 students (70.83 %) had problems in previewing key sentences, it means that there were only 7 students (29.16 %) had no problem in previewing key sentences. For example, they could not preview the key sentence "One of the problems is money", (the correct answer is A. "There are not enough police officers, cars, and guns to fight crime because cities do not have extra money).

In previewing other aspects more than half students still had problems. In scanning names or numbers there was 13 out of 24 students (54.16 %) had problem in scanning names or numbers. This result indicated that many students still got difficulties to catch specific information needed by the reader, students could not answer the question on the first country which uses only hydrogen.

Then, there were14 out of 24 students (58.33 %) had problem in previewing trigger words. Most of students could not find the information in trigger words "**waste reduction"**. The information from that trigger word is that waste and pollution are the necessary parts of production process. In fact, the readers were able to know more information about the content of a text by preview the trigger words.

Conclusions

Based on the findings and discussions in the previous chapter, the researcher concluded that the third year students at English Department of Bung Hatta University had problems in previewing expository text. The data described that there were 15 out of 24

students (62.50 %) who had problems in previewing expository text and 9 students (37.50 %) had no problems in previewing expository text. Another conclusion that can be drawn was that most of the third year students had problems in previewing key sentences. It was proved by the actual data that 17 students (70.83 %) could not answer the questions correctly in previewing key sentences. The next conclusion was that more than half of the third year students had problems in scanning names or numbers. It was proved by the fact that 13 out of 24 students (54.16 %) had the wrong answer in scanning names or numbers. The last conclusion that can be drawn was that most of the third year students had problems in previewing trigger words. Based on the research findings we can see that 14 students (58.33 %) had the wrong answer in previewing trigger words.

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