

AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY TO COMPREHEND ANALYTICAL EXPOSITION TEXT AT SMAN 1 KECAMATAN GUGUAK LIMA PULUH KOTA

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ABSTRACT

The purpose of this research is to describe the ability of second grade students to comprehend analytical exposition text at SMAN 1 Kecamatan Guguak Lima Puluh Kota. The design of this research was descriptive research. The population of this research was all second grade students of SMAN 1 Kec. Guguak Lima Puluh Kota. Stratified random sampling was used in this research, and the number of samples was 30 students. The data were collected by using a reading test, which consisted of 30 questions. The reliability index of the test was 0.93 (very high correlation). It means that the test was reliable. Then the test was valid in terms of content because it covered the material the students had learned. In general, this study revealed that the ability of the second grade students at SMAN 1 Kecamatan Guguak Lima Puluh Kota was high. It was proved by the fact that 17 students (57%) had a high ability to comprehend analytical exposition text. In detail, the students' ability to comprehend the thesis of the text was high. It was supported that 20 students (67%) had high ability. The students' ability to comprehend the arguments of text was low, and it was supported by the fact 14 students (47%) had low ability. The students' ability to comprehend the reiteration of the text was high. That supported the idea that 16 students (53%) had high ability.

Keywords: Ability, Comprehend, Analytical Exposition Text

INTRODUCTION

Reading is the activity of comprehending the text being read to obtain the information conveyed in the reading material. In line with this, Nurhadi (2008: 13) states that reading is a very complex process and involves many factors. For example, it involves the reader's own internal and external factors. Internal factors consist of interest, intelligence, talent, reading goals, and motivation, and meanwhile the reader's external factors are influenced by socio-economic background, reading facilities, and reading traditions.

From a different point of view, Zainil (2008: 10) says that reading is written communication between the reader and the author of the text. The two-way communication between the reader and the author of the text requires the reader to understand the message conveyed by the author. In this case, the readers do not only have to understand the text explicitly (reading the lines) and indirectly (reading

between the lines) but they must also be able to interpret (reading beyond the lines) the author's thought or message within and between the lines. Reading the lines means understanding what is written. Reading between the lines means understanding what is not written, such as references, and contextual meanings. Reading outside the line is an interpretation of the meaning of reading between the lines and reading between the lines.

Reading comprehension is the process of making meaning from text. Therefore, it is important to get a general understanding of what is described in the text rather than getting the meaning of individual words or phrases (Woolley, 2011: 15). Reading comprehension is the process of understanding a written text. However, this is not a passive one-way decoding process. Instead, it is an active, two-way process in which the reader and text interact. From a different point of view, Tarigan (2008) states that reading comprehension is type of reading that aims to

understand reading. Reading comprehension means studying reading material more carefully so that you can assess the situation, value, function, and effect of reading. Reading comprehension is the process of reading in order to build understanding (Tarchi, 2017).

According to Rosnariyanti (2010), there are many factors affecting reading comprehension. First level of Intelligence: reading itself is essentially a process of thinking and solving problems. Second language skills: when a person is exposed to readings in which the language is never heard, it can be difficult to understand the text being read. Third, attitudes and Interests: Attitudes are usually expressed with fun and enjoyment. Fourth, reading condition: difficulty levels, aspects of typographic layout or page design, letter size, and the like can also affect reading. Fifth, reading habits: the question of habits is whether a person has a reading tradition or not. Sixth reading ability: knowledge of, for example, finding the main idea quickly, quickly memorizing key words, and so on. Seventh, social, economic, and cultural background: It is difficult for someone to read the content of the reading if he reads the background reading culture. Eighth, emotions: emotional state in which changes affect the reading Knowledge and experience Previously owned: Reading daily capital accumulation is basically the next information to read.

One of the text types taught to students to increase their reading ability is analytical exposition text. It is divided into two kinds; they are analytical and hortatory exposition text. Wahid (2009) explained that an analytical exposition is text that develops the writer's understanding of the phenomena around us to convince the reader that something is true. Gerot and Wignell in Sari N., Winarsih D., & Sarwanti S (2018), then define analytical exposition as a text used to make the reader or listener believe that something is true.

Analytical exposition text is text that explains information and convinces the readers. Therefore, analytical exposition text contain information and invitations, as stated by Arsyidin (2019: 126), and the

characteristics of analytical exposition text are as follows: First, explaining information or knowledge about something. Second, inviting information style. Third, the presentation uses standard language and is delivered in a straightforward manner. Fourth, be neutral and impartial. Fifth, facts are used as a means of criticism and a means of contribution.

The function of analytical exposition text is as a text that provides information to the readers about something. In this case, Arsyidin (2019: 127) states the function of analytical exposition text as follows: First, providing information accompanied by data and facts regarding a problem. Second, raising a problem from a scientific perspective accompanied by supporting theories and scientific evidence. Third, explaining certain problems in detail so that readers can ensure a complete understanding. Fourth, describing the problem being discussed comprehensively. Fifth, conveying factual data related to certain problems. Sixth, expressing opinions objectively and responsibly because they are based on relevant facts and data.

The structure of an analytical exposition text consists of a thesis, arguments, and reiteration. (Arsyidin 2019: 128). States that "the structure of an analytical exposition text generally consists of three main parts, namely a thesis, arguments, and reiteration." According to Kosasih (2019: 75), a thesis is an introduction to an issue, problem, or the author's general views on the topic that will be discussed. Arguments are a collection of arguments that strengthen the general statement in the thesis. According to Kosasih (2019: 75), reiteration is a concise reformulation.

METHOD

In this research, the researcher used descriptive research. According to Refnita (2018:74), "population is the group of interest to the researcher, the group to which he or she would like the results of the study to be generalizable." The population of this research was second grade students at SMAN 1 Kecamatan Guguak Lima Puluh Kota. The number of population members of this study was 284 students,

and they were distributed into 8 classes and they were separated into 4 majors: M BIO, G SOS, E GEO, and E SOS. Because of that, the technique of choosing sample used was stratified random sampling.

In this research, the researcher used reading test in the form of multiple choices to collect the data. There are 40 items: 9 items for the thesis, 19 items for arguments, and 12 items for reiteration. The students were given 60 minutes to do the test. Before giving the real test, the researcher tried it out to analyze its reliability index and to do item analysis. Based on the data analysis it was found the reliability index of the test was 0.93. Then, based on the result of item analysis (item difficulty and item discrimination), it was found the number of accepted item was 30.

To collected the data the researcher gave score 1 for the correct answer and 0 for the wrong answer, and then she calculated the total score for each student. To analyze the data, she converted the students' scores by using the formula as follows:

$$\text{students' converted score} = \frac{\text{students' score}}{\text{maximum score}} \times 100$$

The researcher classified the students' ability based on the minimum completeness criteria at SMAN 1 Kecamatan Guguak Lima Puluh Kota (75). If a student had a score below 75, he or she was considered to have low ability, and if a student had a score similar to or more than 75, he or she was considered to have high ability. The researcher calculated the percentage of students who got high and low abilities.

FINDINGS AND DISCUSSIONS

Based on the result of data analysis, the researcher found the highest score obtained by students was 93 and the lowest one was 27 (see Appendix 12), while the mean or average score was 73. The students' ability to comprehend analytical exposition text at SMAN 1 Kecamatan Guguak Lima Puluh Kota was presented in Table 1:

Table 1:
Students' Ability in Comprehend Analytical Exposition Text

No	Classification of Students' Ability	Number of Students	Percentage
1	High Ability	17	57%
2	Low Ability	13	43%
	Total	30	100%

In comprehending the thesis of analytical exposition text, the researcher found the highest score obtained by students in comprehend thesis of analytical exposition text was 100 and the lowest one was 17 (see Appendix 14), while the mean or average score was 75. The students' ability to comprehend the thesis of analytical exposition text at SMAN 1 Kecamatan Guguak Lima Puluh Kota was presented in Table 2:

Table 2:
Students' Ability in Comprehend Thesis of Analytical Exposition Text

No	Classification of Students' Ability	Number of Students	Percentage
1	High Ability	20	67%
2	Low Ability	10	33%
	Total	30	100%

In comprehending the argument of analytical exposition text, the researcher found that the students' highest score was 100 and the lowest was 29 (see Appendix 16), while the mean or average score was 72. The students' ability to comprehend arguments of analytical exposition text at SMAN 1 Kecamatan Guguak Lima Puluh Kota was presented in Table 3:

Table 3:
Students' Ability in Comprehend Arguments of Analytical Exposition Text

No	Classification of Students' Ability	Number of Students	Percentage
1	High Ability	14	47%
2	Low Ability	16	53%
	Total	30	100%

After analyzing the data, the researcher found that the students' highest score was 100 and the lowest was 20 (see Appendix 18), while the mean or average score was 73. The students' ability to comprehend the reiteration of analytical exposition text at SMAN 1 Kecamatan Guguk Lima Puluh Kota was presented in Table 4:

Table 4:
Students' Ability to Comprehend Reiteration of Analytical Exposition Text

No	Classification of Students' Ability	Number of Students	Percentage
1	High Ability	16	53%
2	Low Ability	14	47%
	Total	30	100%

As already discussed previously, this study found the students had high ability to comprehend analytical exposition text. Especially in comprehending the thesis and reiteration of analytical exposition text students had high ability. It is not in line with the previous study, the first previous study by Adriani (2019) and Kurniawati (2021), who found students had low or poor ability in comprehending analytical exposition text.

As already this means that there are still many students who have problems in comprehending arguments of analytical exposition text. Susilowati (2023) also found that students have problems in comprehending analytical exposition text. They got difficulties in comprehending analytical exposition text, dealing with identifying the main idea, using context for vocabulary, scanning for detailed

information, making inferences, identifying exceptions, location references, and referring to the passage.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis that have been discussed in the previous chapter, the researcher drew conclusions about the second grade students' ability to comprehend analytical exposition text at SMAN 1 Kecamatan Guguk Lima Puluh Kota. In general, students in second grade at SMAN 1 Kecamatan Guguk Lima Puluh Kota had a high ability to comprehend analytical exposition text. According to the data, it was found that 17 (57%) students had a high ability and 13 (43%) had a low ability to comprehend analytical exposition text.

In accordanced with the conclusions above the researcher proposed suggestions, for the students should be more active in doing more exercises on understanding the arguments of analytical exposition text, for the teacher should be more active in providing more practices on understanding the arguments of analytical exposition text in various ways, such as group assignments, individual practices, and so on, for the future researchers can use this research findings as reference for obtaining information about why students' abilities in comprehending analytical exposition text was low.

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