

**STUDENTS' DIFFICULTIES IN COMPREHENDING  
ANALYTICAL EXPOSITION TEXT: A CASE AT GRADE  
XI A OF SCIENCE PROGRAM IN SMAN 3 SUNGAI PENUH**

**THESIS**



**BY**

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*This thesis is submitted to fulfill one of the requirements  
to obtain a degree in Master of Education*

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## **ABSTRAK**

**Efa Silfia. 2013. Kesulitan- Kesulitan Siswa dalam Memahami Bacaan Teks Analisis Eksposisi pada siswa XI A program IPA di SMAN 3 Sungai Penuh. Tesis. Program Pasca Sarjana Universitas Negeri Padang.**

Sebagian besar siswa kelas XI A program IPA di SMAN 3 Sungai Penuh mempunyai kesulitan dalam memahami teks analisis eksposisi. Ini penting untuk menemukan penyebab-penyebab dari kesulitan-kesulitan siswa dalam memahami teks analisis eksposisi. Penelitian ini bertujuan untuk menemukan kesulitan siswa dalam memahami bacaan teks analitikal eksposisi dan penyebab-penyebab dari kesulitan siswa dalam memahami bacaan teks analitikal eksposisi pada siswa XI A program IPA di SMAN 3 Sungai Penuh.

Penelitian ini menggunakan metoda deskriptif. Subjek penelitian ini adalah 27 siswa pada kelas XI A program IPA di SMAN 3 Sungai Penuh. Data di kumpulkan dengan menggunakan tes pada pemahaman membaca dan melakukan wawancara pada 6 siswa. Test sudah dilaksanakan untuk melihat keabsahan (validitas) dan reliabilitas dengan 40 butir soal dinamakan dengan uji try out. Data dianalisa dengan menggunakan data kuantitatif dan kualitatif.

Hasil penelitian ini menunjukkan bahwa siswa pada kelas XI A program IPA di SMAN 3 Sungai Penuh masih mempunyai kesulitan-kesulitan dalam memahami teks analisis ekposisi berdasarkan pada delapan indikator. Ini menunjukkan bahwa persentase masing-masing indikator dalam memahami teks analisis eksposisi. Peneliti menemukan bahwa sebagian besar siswa dapat mengidentifikasi topik, tujuan komunikasi, struktur teks dan penggunaan bahasa dalam teks analisis eksposisi; beberapa siswa dapat mengidentifikasikan ide pokok dan arti kata dalam konteks; dan sebagian kecil siswa dapat mengidentifikasikan acuan kata dan inferensi/kesimpulan. Ini menunjukkan bahwa siswa mempunyai kesulitan dalam beberapa aspect dari pemahaman membaca teks analisis eksposisi. Ini diimplikasikan bahwa semua indikator pemahaman membaca khususnya seharusnya dipersentasikan dalam bermacam teknik dan ditinjau kembali sesering mungkin agar siswa mampu mengidentifikasikannya.

## **ABSTRACT**

**Efa Silfia. 2013. Students' Difficulties in Comprehending the Analytical Exposition Texts at XI A grade of Science Program in SMAN 3 Sungai Penuh. Thesis. Graduated Program. State University of Padang.**

Most of the students at XI A grade of Science Program in SMAN 3 Sungai Penuh has difficulties in comprehending analytical exposition texts. It is necessary to find out the cause of the students' difficulties in comprehending analytical exposition texts. The aims of this research were to describe the students' difficulties in comprehending analytical exposition text at XI A grade of Science Program in SMAN 3 Sungai Penuh. and the causes of students' difficulties in comprehending the analytical exposition text at XI A grade of Science Program in SMAN 3 Sungai Penuh.

The method of this research was descriptive. The subjects of this research were 27 students at XI A grade of Science Program in SMAN 3 Sungai Penuh. The data were collected by using reading comprehension test and doing interview to six students. The data had been tested to see the validity and reliability of item numbers namely try out test. The data were analyzed by using quantitative and qualitative data.

The result of this research showed that the students at XI A grade of Science Program in SMAN 3 Sungai Penuh still have difficulties in comprehending the analytical exposition texts based on eight indicators. It indicated the percencage of each indicator in comprehending the analytical exposition texts. The researcher found that most of the students can identify the topic, the communicative purpose, generic structure, and the language features of the analytical exposition text; some of students can identify the main idea and the meaning of vocabulary in the context; and a few students can identify the reference and inference. It showed that the students have difficulties in some aspects of reading comprehension in analytical exposition texts. It is implied that all of indicators especially for reading comprehension should be presented in various techniques and reviewed often in order that the students are able to identify them.

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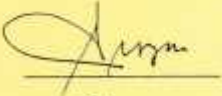

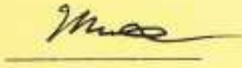


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## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **Students' Difficulties in Comprehending the Analytical Exposition Texts: A Case at XI A Grade of Science Program in SMAN 3 Sungai Penuh Academic Year 2012/2013** adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun diperguruan tinggi lainnya.
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Saya yang menyatakan,



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The Researcher

Efa Silfia



## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>PERSETUJUAN AKHIR TESIS.....</b>	<b>iii</b>
<b>PERSETUJUAN KOMISI UJIAN TESIS.....</b>	<b>iv</b>
<b>SURAT PERNYATAAN .....</b>	<b>v</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES. ....</b>	<b>x</b>
<b>LIST OF FIGURES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>

### CHAPTER I: INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	8
C. Limitation of the Problem.....	8
D. Formulation of the Problems .....	9
E. Research Questions.....	9
F. The Purpose of the Research .....	9
G. The Significance of the Research .....	10
H. The Definition of the Key terms .....	10

### CHAPTER II: REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories.....	12
1. The Concept of Reading Comprehension.....	12
2. Strategies of Reading Comprehension.....	16

3. Reading Difficulties .....	17
4. Analytical Exposition Text .....	20
B. Review of the Related Findings.....	24
C. Conceptual Framework.....	28

### **CHAPTER III: RESEARCH METHODOLOGY**

A. The Design of the Research .....	30
B. Subject of the Research.....	30
C. Research Instrument .....	31
1. Reading Comprehension Test.....	31
2. Interview.....	38
D. Techniques of Collecting the Data.....	38
E. Technique of Analyzing the Data .....	40

### **CHAPTER IV: FINDINGS, DISCUSSION AND LIMITATION OF THE RESEARCH**

A. Findings .....	45
B. Discussions.....	64
C. Limitation of the Research.....	71

### **CHAPTER V: CONCLUSIONS, IMPLICATION AND SUGGESTIONS**

A. Conclusions.....	72
B. Implications.....	74
C. Suggestions.....	75

<b>REFERENCE .....</b>	<b>76</b>
------------------------	-----------

<b>APPENDICES .....</b>	<b>81</b>
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## LIST OF TABLES

Tables	Pages
1. The Percentage of Students' Midterm of Reading Comprehension at XI A Grade of Science Program in SMAN 3 Sungai Penuh.....	6
2. The Indicators of Reading Comprehension of Analytical Exposition Texts.....	23
3. Specification of the Test Items.....	31
4. Category of Test Validity.....	33
5. Classification of Discrimination Index .....	36
6. Classification of Reliability .....	37
7. The Classification of the Students' Score .....	40
8. The Distribution of the Score Obtained from the Real Test .....	45
9. Result of the Students in Comprehending Analytical Exposition Text Based on the Indicators.....	47

## LIST OF FIGURES

Figures	Pages
1. Conceptual Framework.....	29
2. Percentage of Grade Level Based on the Students' Score in the Real Test .....	46

## LIST OF APPENDICES

Appendices	Page
1 Research Instrument (Reading Comprehension Test for Try Out) .....	81
2 The Distribution of the Students' Raw Scores of Each Item for the Try-Out Test.....	93
3 Result of Item Difficulties from Try Out .....	94
4 Result of Discrimination Index .....	96
5 Higher and Lower Group Discrimination Index .....	98
6 The Distribution of the Try out Score for the Highest Group and the Lowest Group.....	99
7 Validity of Item Numbers in Try Out.....	100
8 Recaptulation of Try Out.....	102
9 The Reliability of Test.....	104
10 The Result of Students' Reading Comprehension Test for Try Out ....	108
11 Research Instrument (Reading Comprehension Test).....	109
12 The Distribution of the Students' Raw Scores of Each Item and Their Score for the Real Test.....	120
13 The Distribution of the Scores Obtained from the Real Test.....	121
14 The Result of Students' Reading Comprehension Test for Real Test..	122
15 Interview List for the Students .....	123
16 The Result of Interview from the Students.....	125
17 The Result of Interview Students from the High, Middle and Low Score.....	139

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

One of the four skills in English language is reading. Reading becomes very important in the educational field because students can get more information widely and it can increase knowledge without going anywhere. Reading is also an essential skill for English students because they must have ability to understand and comprehend texts assigned to them by the teachers. By having the ability of reading, students will be easy to understand English texts and to get knowledge of what they read. Basically the purpose of learning to read is to comprehend what it has been read. Comprehension is the process of understanding ideas from text to the reader's mind or comprehension is how the students understand and get the messages from the printed words. Comprehension is also necessary in learning from the text books, literature, or simply follow direction in a book. Reading without comprehension is nonsense and useless. In the case, when students read a text, they review sounds, letters, vocabularies, memorize the spelling of words, the meaning of words and word combinations, and preview grammar.

Considering the reading comprehension, especially for grade XI of senior high school students, they have to be able to comprehend the texts and know the rhetorical steps or generic structure of the texts. There are some indicators of the reading comprehension to reach the purposes such as: 1) identifying the topic as the general subject of reading; it is also a general theme or message of the text from which the reader can identify the topic of what she/he is reading in the first

step toward understanding the texts, 2) identifying the main idea as the “key concept” being expressed, knowing what the author’s mean to help the students remember the content and what paragraph to develop, 3) detailing information to support, clarify, and explain the main idea. It may be words, phrases, or statements that explain or describe to support the main idea by telling how, what, when, where, why, how much, or how many, 4) guessing words and general information of the text as a mean of the reader to develop students’ guessing ability to the word which is not familiar to them by relating the close meaning of unfamiliar words to the text and topic of the text.

Related the explanation above, the researcher still finds that many students had difficulties in comprehending English texts especially for the second year students of SMAN 3 Sungai Penuh. Even though they have learned English for years, they could not comprehend English texts which could be influenced by many factors, such as grammar, vocabulary, background knowledge and technique. Then, students also still get difficulties in finding the topic of what is mainly discussed, main idea, detailed information and reference. It is because students could not activate their background knowledge to the topic discussed to dig the new ones from the text. They probably have lack of vocabulary, tend to find out the meaning of word by word from dictionary and translate them into Indonesian while reading the text. This situation makes them bored in reading and passive in the teaching learning process. Moreover, students also have lack of grammar mastery. As an example, most of them cannot differentiate whether the

meaning of sentence in active form or passive one, whether the event is in the past or at present or future.

Besides the student have these problems, students also still have difficulties in comprehending the text. One of reading text which should be learnt by students is to comprehend the meaning of short functional texts. Furthermore, in the curriculum 2006 competency standard of senior high school, there are many genres to comprehend, they are: analytical and hortatory exposition, report, discussion, explanation, procedure, review, spoof, etc. They are types of which have special characteristics of purpose. It means that they are not only expected to write a text in certain genre but they are required to be able understand some sort of texts.

However, one of genres that is taught at SMA level is analytical exposition text. Analytical exposition text is a written text that is intended to persuade the listeners or readers that something is the case. The researcher chose analytical exposition text for her research because it is one of genres stated in English curriculum for the second grade of SMA students in first semester. It is also one of the difficult genres that students learn in understanding text. It is caused that the students had difficulties in composing of analytical exposition text, i.e, in identifying thesis statement, arguments and reiteration (restatement) of this text. They still cannot understand what the text tells about, identify the topic and main ideas of this text, and identify generic structure and language feature of the analytical exposition text.



Based on Purba's study (2009), she focuses on the genres in National Examination (UN) and University Entrance Examination (SNMPTN) in discovering of analytical exposition text. It is found about 15% of the National Examination, 71,4% of the University Entrance Examination, and the other texts are about 10% in National Examination. It can be seen that exposition (analytical expository) genre is dominantly occurred in the examination and it is very important to master by students. Therefore, it is better to know what difficulties and causes they face in comprehending the text of analytical exposition text.

Having these phenomena, the researcher chooses students' difficulties in comprehending the analytical exposition text to be analyzed in this research. Although she finds some difficulties that students face in comprehending the text especially for analytical exposition text. For example, the students get difficulties in identifying topic sentence and main idea of the text, meaning of vocabulary, reference and inference. In the other hand, they have difficulties in students' knowledge for comprehending the texts especially in identifying communicative purpose, generic structure and language features of analytical exposition text. The students get difficulties to identify the generic structure because they have lack ideas to express and explore in argument of this text. Also the teacher gives less practice for students in comprehending the text. Next, they have no the possible new information to transform when they read the text and answer the question given by the teacher. As the result, they are found to behave difficulties to identify what the text tells about, explore the arguments and find the solution in the end of

the text. Besides, the students also have problems in identifying the language features of analytical exposition text. The students should pay attention to control word meaning, phrases, and sentences to get appropriate meaning from the texts. It is related to what language the text uses such as using simple present tense, general noun, modals, adverbs, connective conjunction, etc. In fact, most of the students still don't know tense about simple present tense so that they could not differ whether it is simple present or the other tenses. And they also don't know modals, general nouns, adverbs, and conjunction used in the text because they could not understand about them. When the teacher explain to the students, they cannot memorize and differ such as modals and adverbs. All of these facts, it shows that the students still get difficulties to comprehend the text especially in analytical exposition text.

Based on the researcher's informal interview with the English teacher of SMAN 3 Sungai Penuh, it was found that most of the students get low score in learning English especially reading, it seems difficult for them to comprehend the text, find the topic, main ideas, etc. Based on the result on midterm of reading comprehension given by the teachers, the students' marks are still under the minimum standard of KKM. The minimal KKM for English at XI A Grade Students of IA Program in SMAN 3 Sungai Penuh is 70. Ideally, 75% of the students should achieve the KKM. In fact, only 63,61% of the students could be incomplete the midterm of reading comprehension and 36,39% of the students are complete. These facts in reading comprehension can be seen from the result of students' reading comprehension midterm. It could be seen from the average of

the students midterm of reading result at XI A Grade Students of IA Program in SMAN 3 Sungai Penuh. (See Figure 1)

**Table 1. The Percentage of Students' Midterm Score at XI A Grade of Science Program in SMAN 3 Sungai Penuh**

N O	Class	Average Score of the class	Amount of students	Completeness			
				Complete	(%)	In complete	(%)
1.	XI A	73,25	30	14	46,66	16	53,34
2.	XI B	72,21	31	10	32,25	21	67,75
3.	XI C	70,55	30	13	43,33	17	56,67
4.	XI D	71,09	30	7	23,33	23	76,67
<b>Total</b>					36,39		63,61

(Source: Midterm Score of English)

In other facts, most of the students still had problems in finding main ideas and got information detail in the text. In addition, in the senior high school level, learning reading was focused on the students' ability in comprehending some types of text such as descriptive, narrative, procedure, news items, recount, exposition (analytical and hortatory), etc. Related to facts above, the students might have difficulties to comprehend analytical exposition texts in determining thesis statement, arguments and reiteration of analytical exposition text. The difficulties can be caused by the text difficulties, component of the texts, and generic structure. Then, in analytical exposition text, the students got difficulties to identify such as: (1) communicative purpose as to persuade the reader that something is the case, (2) generic structure of analytical exposition text as thesis (introduce a topic and indicate the writer's position), arguments (restate main arguments outlined in a preview, develop and support each point), and reiteration/conclusion (restate writer's position), and (3) language features of

analytical exposition text focuses on generic human and non-human participants; the use of abstract noun, modal verbs, simple present tense, evaluative language, connective conjunction.

To support this research, there have been some previous researches that have been inspired by some other researches. For detail, it can be seen in related findings completely (page 24). Here, Bustamam (2009) has investigated the students' problems in comprehending descriptive text. On the way of improving the students' writing ability, the investigation has been conducted by Cenrikawaty (2008) who used analytical exposition text through contextual teaching and learning (CTL). Next, Closs (2000) has also conducted the research about Teaching Reading Comprehension to Struggling and At-Risk Readers: Strategies That Work at Second Grade in the L'Anse Creuse School District, Harrison Township, Michigan.

Then, Robertson (2008) did the research entitled "Increasing ELL Student Reading Comprehension with Non-fiction Text." Moreover, Fitrawati (2009) has also done her research in Increasing Students' Reading Interest and Reading Comprehension Achievement Through English User Manuals: A collaborative Classroom Action Research At State Vocational High School 1 Sekayu. Other study was held by Almita (2008) who has done a research entitled Improving Writing Skill in Analytical Exposition Texts through Genre-based Approach. Last, Santri (2012) has done her research about improving Students' Reading Comprehension by Using Buzz Group Technique. She found that there was

improvement of students' reading comprehension on narrative texts by using semantic mapping.

Although some researches have been conducted on improving the students' ability in reading comprehension, but we still need information about students' difficulties especially in comprehending reading of analytical exposition text. In other words, many studies have been done in the previous researches on comprehending reading, but less researches investigating about the students' difficulties in reading comprehension of analytical exposition text, especially to investigate what difficulties students face in comprehending the reading on material of analytical exposition text.

### **B. Identification of the Problem**

As discussed previously, there are some problems identified in this research. It is found that the students still have difficulties in identifying the topic, the main idea, finding the meaning of vocabulary, reference and inference. All of them are included students' reading comprehension. While, students also have problem in their knowledge about various texts especially for analytical exposition text. They still get difficulties in identifying type of text/communicative purpose, generic structure and language feature of analytical exposition text.

### **C. Limitation of the Problem**

In order to focus the analysis, the researcher focuses on the students' difficulties in comprehending analytical exposition text and the causes of students' difficulties in comprehending reading of analytical exposition text.

Then, this research is conducted at XI A grade of Science Program in SMAN 3 Sungai Penuh.

#### **D. Formulation of the Problem**

This researcher formulated the problem as follow : What are students' difficulties in comprehending the analytical exposition texts at XI A grade of Science Program in SMAN 3 Sungai Penuh?

#### **E. Research Questions**

1. What are the students' difficulties in comprehending analytical exposition text at XI A grade of Science Program in SMAN 3 Sungai Penuh?
2. What are the causes of students' difficulties in comprehending the analytical exposition text at XI A grade of Science Program in SMAN 3 Sungai Penuh?

#### **F. The Purpose of the Research**

This research is aimed to find out:

1. Students' difficulties in comprehending analytical exposition text at XI A grade of Science Program in SMAN 3 Sungai Penuh.
2. The causes of students' difficulties in comprehending the analytical exposition text at XI A grade of Science Program in SMAN 3 Sungai Penuh.

## **G. The Significance of the Research**

This research findings are expected to give contribution to the students' problem in comprehending the text. First, theoretically, this research findings are expected to give the contribution to develop teacher's inspiration especially in teaching reading. Besides, it is as a reference for the other researchers who plan to do a research about students' difficulties in comprehending the analytical exposition text.

Second, practically, the findings of this research can add the English teachers' knowledge about how to avoid students' difficulties in reading comprehension and the causes of the students' difficulties. Then, this research findings become significant input for the Dinas and Headmaster to supply the source books, media and send the new English teachers to follow the training.

## **H. The Definition of the Key Terms**

### **1. Reading Comprehension**

Reading comprehension decodes the writer's words and using background knowledge to construct an approximate understanding of the writer's message as the process of comprehending. It refers to students' comprehension in analytical exposition text.

### **2. Analytical exposition text is factual genres that expands the writer's ideas about the phenomena surrounding us or text that states the introduction of a topic indicating the writer's position in persuading the readers or listeners that something the case. It is also**

written text that is conducted in reading comprehension to know the students' difficulties and the causes of their difficulties.

3. Difficulty relates visual processing disorders in language development especially for reading comprehension. Moreover, students have the difficulty related to content in which the students get confused in comprehending the component of analytical exposition text, misunderstanding of text organization, vocabulary deficiency, and the component of reading comprehension.



## CHAPTER V

### CONCLUSIONS, IMPLICATION AND SUGGESTIONS

#### A. Conclusions

Based on findings, it can be concluded that:

1. Based on the result of the test, it is indicated that students' comprehension is categorized good based on the mean of the students' result in comprehending reading of analytical exposition text. And it indicated that students' difficulties in comprehending analytical exposition text still become at XI A grade of Science Program in SMAN 3 Sungai Penuh. These were some aspects caused the students' difficulties. In identifying the topic and identifying language features, the students were categorized *excellent*; in identifying the the main idea, identifying the social function and identifying generic structure, the students were categorized *good*; in finding the meaning of vocabulary, the students were categorized *fair*; in identifying the reference, the students were categorized *poor*; and in identifying inference, the students were categorized *very poor*.
2. The causes of the students' difficulties in comprehending analytical exposition texts at XI A grade of Science Program in SMAN 3 Sungai Penuh based on indicators of reading comprehension, as follow:
  - a. Identifying the Topic

To decide the topic of the text is difficult for some students. In this research, a few students who did not succeed in identifying the topic.

It might be caused that the student must comprehend the text as a whole to get the topic of the text. Another thing that they do not have enough vocabulary, because vocabulary mastery is also a skill that the students should have to support their reading process in order to comprehend the text well. Finally, they do not know how to identify the topic of the text and determine the topic such as looking at repeated words. Then, the students did not have specific in identifying topic.

b. Identifying the Main Idea

Half of the students have difficulties to get the main idea of the text. Sometimes, the main idea is not stated in the text. It means that the reader should infer the implied meaning of the text to get the main idea of the text. And some of them were not able to find it in the text.

c. Finding the Meaning of Vocabulary

Student still did not master some vocabulary and answer the question about difficult words based on the analytical exposition text. Thus, they needed to improve their vocabulary.

d. Identifying Reference

Most of the students always make mistakes in answering the questions especially in identifying the reference from the text. It was caused the students still confused in choosing the correct answer. It was found the students' comprehension in identifying reference was fair.

e. Identifying Inference

Identifying inference was still problems for most of the students. They had no sufficient vocabulary to understand the meaning of the text and make conclusion about the text. It is caused by the fact that the students were still confused in choosing the correct answer.

f. Identifying Social function of Analytical Exposition Text

A few students had difficulties in identifying the social function of the text. It was due to the lack of vocabulary about the purpose of the text. And the students have lack of knowledge about what social function is.

g. Identifying Generic Structure of Analytical Exposition Text

The students' comprehension in understanding the generic structure of the text was good. Most of the students have sufficient knowledge about it. Knowing the generic structure of the text would help them comprehend the text well.

h. Identifying Language Feature of Analytical Exposition Text

Almost of the student did not have problems in identifying the language use or language features. They have excellent categorized in understanding it. But a few students still make mistake when they answered the question in language feature.

## **B. Implication**

- a. Reading skill like identifying the topic, identifying main idea, finding the meaning of vocabulary, identifying reference and inference, identifying

social function, generic structure and language features of analytical exposition text should be presented in various techniques, so that the students will be able to apply them in reading.

- b. The text type, its generic structure, and language feature should be presented and reviewed often in order they are able to identify them. By having this ability, it will facilitate them in comprehending the text. well.

### **C. Suggestions**

Based on the findings and conclusion of this research, the researcher would like to give some suggestion as follows:

1. In order to comprehend the analytical exposition text well, it is suggested for the students and teachers to discuss all aspects of text before coming to reading analytical exposition texts.
2. It is suggested for next researchers to find out the causes of the problems and other factors that can influence the students in comprehending analytical exposition text.
3. It is suggested that the teachers should guide their students how to comprehend English analytical exposition texts by using alternative medium in teaching especially analytical exposition texts. By using this medium the students not only get knowledge but also much information to improve their reading interest.

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