

**ANALYSIS OF PROBLEMS FACED BY THE STUDENTS IN
COMPREHENDING ENGLISH EXPOSITION TEXTS AT SMA
PGRI OF TEMBILAHAN – RIAU**

THESIS



By

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ABSTRAK

Nurma Dhona Handayani. 2013. Analisa Masalah-masalah yang Dihadapi Siswa dalam Memahami Teks Eksposisi Berbahasa Inggris di SMA PGRI Tembilahan, Riau. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Tesis ini bertujuan untuk mengetahui kemampuan siswa memahami bacaan dan masalah yang dihadapi oleh siswa dalam memahami teks eksposisi berbahasa Inggris. Penelitian ini merupakan penelitian deskriptif. Subjek dalam penelitian ini adalah para siswa kelas tiga SMA PGRI Tembilahan, RIAU. Subyek penelitian diambil secara acak, sebanyak 30 siswa. Instrumen penelitian ini berupa tes memahami bacaan, dan wawancara. Data dianalisis dengan menggunakan kriteria yang diadaptasi dari beberapa ahli dan hal tersebut dinilai berdasarkan lima skala penilaian.

Berdasarkan analisis, ditemukan bahwa siswa kelas tiga SMA PGRI Tembilahan-Riau memiliki kemampuan yang sangat rendah dan memiliki masalah dalam memahami teks eksposisi berbahasa Inggris. Jumlah yang lebih besar dari siswa yang mengalami masalah adalah dalam memahami bacaan yang berhubungan dengan keahlian memahami bacaan teks eksposisi, para siswa juga memiliki masalah dalam menentukan tujuan teks eksposisi, dan susunan teks eksposisi. Untuk itu, dapat disimpulkan bahwa siswa memiliki masalah pada semua indikator dalam penelitian ini. Sebagian besar dari siswa masih bingung dalam memahami bacaan, mereka tidak bisa membedakan antara teks *analytical exposition* dan teks *hortatory exposition*.






ABSTRACT

Nurma Dhona Handayani. 2013. Analysis of Problems Faced by The Students In Comprehending English Exposition Texts at SMA PGRI of Tembilahan – Riau. Thesis. Graduate Program. State University of Padang.

This thesis is aimed at finding the students' reading comprehension skill and problems faced by the students in comprehending English exposition Text. This thesis was a descriptive research. The subject was the third year students of SMA PGRI Tembilahan, RIAU. The subject of this research was taken randomly, as many as 30 students. The instrument of this research was reading test, and interview. The data were analyzed by using the criteria adapted from some experts and it was scored based on five scale conversions.

Based on the analysis, it was found that the third year students of SMA PGRI Tembilahan-Riau had very low ability and problems in comprehending English exposition text. Great number of students who had problem in reading comprehension was related to the reading comprehension skills of the exposition texts, the students also had problem in determining the purpose and the generic structure of exposition texts. Therefore, it can be concluded that the students had problem in all indicators of this research. Most of them still confuse in comprehending the text, they cannot make a distinction between analytical exposition and hortatory exposition.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a foreign language in Indonesia. It is one of the subjects that students have to learn at school. Learning the language means learning how to communicate or to express our feeling through language in the language we learn. In order to help the students to express their feeling through language, the students have to be provided with some language skills in order to be able to use English naturally for communication.

In English, there are four skills that should be mastered by the students, they are: listening, speaking, reading, and writing. The reading skill is very important in the education field, because the students need to be exercised in order to have a good skill in reading. Beside that, reading is one of the language skills that used to communicate with the text. While reading the text, the readers want to communicate with ideas proposed by the writers. It shows that reading is the process of communication between the readers and the writer. Therefore, to comprehend the ideas of the text, the readers need good reading ability and it is very important to have by the readers. Moreover, reading ability is also one of the requirements to be successful not only in academic life but also in occupation because most of important information and references are written in English.

Likewise, the students are expected to be able to enrich their understanding of the texts they read as well as to improve their knowledge. As Grellet (1990: 07)

states, reading as a constant process of guessing and what one brings to the text is often more important than what one finds in it. That is why, from the very beginning, the students should be taught to use what they know to understand unknown elements or part of information, whether these are ideas or simple sentence. Beside that, many people agree that reading is one of the most important academic language skills for the students to start their lesson in academic life; they should make reading as a routine activity in their daily academic life.

Based on an informal discussion with an English teacher at SMA PGRI of Tembilahan, almost 80 % of the students still face difficulties in comprehending reading texts and their score under 7 as the standard of achievement. In this case, the students failed on reading comprehension test probably because there were many words and phrases that they did not understand or because of other reasons. Beside that, more than 50 % of the students followed remedial tests, because their grades were low in every test that the teacher gave. Nevertheless, specifically for final examination that provides some different texts, the students have to be familiar with kind of texts and are able to comprehend the texts. But the fact was different, the case has been shown by the result of final examination as students' English achievement that relatively unsatisfied. In another side, the teacher never evaluates the cause of students' low achievement and there was no feed back or discussion about students' understanding with the materials.

Based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or the school-based curriculum, English has four standards of competencies such as; listening, speaking, reading, and writing. Each of the standard competencies is to respond

the meaning and rhetorical organization of written text correctly and accepted in daily context to take knowledge or information from the texts. Beside that, it requires students to be able to read any kind of texts such as narrative, procedure, spoof, recount, report, news items, descriptive, exposition, explanation, discussion, and review. Moreover each text has indicators, they are identifying main idea in a paragraph, the meaning of the words and sentences in the text that had been read, the characters of the story, the order of events, case on the text, the argument on the text, suggestion on the text, rhetorical organization of the text, the social function of the text.

According to *Depdiknas* (2006), teaching and learning English in senior high school is focused on comprehending and producing several kinds of text. To comprehend those texts, the students need to understand the purpose, the generic structure, and language features of the texts. The ability to comprehend the text will lead the students to the ability of producing them. It means that before the students produce all of the text types, they need to have a good reading ability in order to have good comprehension. But the fact show the students still have weaknesses to recognize kinds of text.

In relation with the explanation above, exposition is a kind of text taught at senior high school. Exposition text is learned because it can be used to express their ideas or to give their argument about current issues. In addition, exposition text can be divided into two kinds of text; the texts are analytical and hortatory exposition. Even though both of them are categorized into argumentative text, they have different characteristics. Therefore, the students should know the

characteristics of each kind of text, such as the purpose, the organization, and the language features of analytical and hortatory exposition. In fact, the students were still confused about the differences between analytical and hortatory exposition.

Many efforts have been made to improve the students understanding in English teaching in the classroom, such as giving more examples of the text, using suitable media related to the topic, and asking the students to do assignment. Based on the pre observation, most of the students could not recognize the kind of texts. It can be proved when the teacher gave the students some tasks related to reading exposition texts, they were still confused to identify between analytical and hortatory exposition.

Thus, the researcher assumed that the problem may be sourced from many aspects. The first was that the students did not understand the form of exposition texts well. The second was rare opportunity to express their ideas in giving arguments in English texts. It happened because of the status of English as a foreign language, not as the main means of daily communication. The third was the students did not have enough practice in reading English texts. So they made mistakes like the students did not know the generic structure, text organization, and the purpose of exposition texts and unable to recognize the idea and information of the text, etc. As the matter of the case, there was no solution to the students' problems in comprehending exposition text. It was not yet investigated which aspects become problem for students in reading comprehension and why the students did not understand the differences between analytical exposition and hortatory exposition texts.

Based on the explanation above, it can be drawn that reading comprehension is one of important language skills taught at schools and also one of two skill sections tested in English National Final Examination for SMA level. All high school graduates need to be able to comprehend complex texts, but comprehension was not improved. Moreover, in this section students got some weaknesses related to reading comprehension. Beside that, they also had difficulties to recognize the texts, especially exposition texts. Even though they have studied about kinds of text, their scores were still far from the expectation. Their strengths and weaknesses in comprehending text were not observed yet. Because of that, the researcher conducted a research in order to know the problems faced by the students in comprehending English texts as the cause of the students' achievement that were still far from the expectation significantly and scientifically. For those reasons, the researcher was interested in doing a research entitle **“Analysis of Problems Faced by the Students in Comprehending English Exposition Texts at SMA PGRI of Tembilahan – Riau”**.

B. Identification of the Problem

Based on the background of the problems above, it could be identified that teaching reading skill through genre was important to support students' comprehension in English reading texts. Nevertheless, mastering knowledge about genre or know kind of texts was not easy to do by the students. Therefore the students had difficulties as problems when reading a text. Beside that, it was assumed that the problems faced by the students were that they do not really

comprehend the characteristics of kinds of texts. It was not easy for them to find out specific and general information of English reading texts. Lack of knowledge about vocabulary, structure, background knowledge, type of texts, reading interest, reading materials, reading strategy and techniques were the problems for the students. For those reasons, this research was conducted to identify the real problems faced by the students in comprehending English reading texts.

C. Limitation of the Problem

It was explained previously that there were several difficulties as problems in comprehending reading texts. They might come from the students and the teachers. Even though there were some factors that established the students' comprehension in reading English texts, the researcher focused on the aspects of students' problems in comprehending exposition texts. In this case, the researcher was interested to analyze problems in comprehending analytical and hortatory exposition texts. Because the students' problem in understanding and identifying the differences between analytical and hortatory exposition text needs to be investigated.

D. Formulation of the Problems

The researcher formulated the problem into the following question: ''What are the problems faced by the third grade students of SMA PGRI Tembilahan in comprehending English exposition texts?''

E. Research Questions

There were two research questions of this research, as they were mentioned as follows:

1. How is the students' reading comprehension skill of exposition text?
2. What are the students' problems in comprehending exposition texts?

F. Purpose of the Research

The purposes of this research were:

1. to find out the students' reading comprehension skill in exposition text of third grade students of SMA PGRI Tembilahan,
2. to find out the problems in comprehending exposition texts faced by third grade students of SMA PGRI Tembilahan.

G. Significance of the Research

The research was supposed to have theoretical and practical significance. Theoretically, the result of this research can be as useful input to the English teachers especially in teaching reading. Practically, it became a source of information for the teachers about the description of the problems faced by the students in comprehending the English text at senior high school and helped them to evaluate the problems. For the reader, it gave contribution in evolving knowledge and skill about how to analyze unrealized problems faced by the students and the teacher in comprehending reading English texts. Beside that, it was one of the useful sources for conducting further research.

H. Definition of the Key Terms

1. Reading comprehension is the process of knowing and understanding, involving cognitive and mental process
2. Students' problems are the difficulties faced by the students, in this case difficulties in comprehending English texts and those need to be resolved.
3. Exposition text is a kind of text that has the purpose to persuade, inform, describe, explain, or define the author's subject to the reader
4. Analysis is a process of studying the nature of something or of determining its essential features and their relations.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. CONCLUSIONS

Based on the findings of this research which have been already discussed previously, the writer would like to draw some conclusions. They can be seen as follow:

1. The finding of this research show that the students' reading comprehension skill of English exposition text is very low.
2. The finding also shows that the students have problem in comprehending English exposition text, such as problem in reading comprehension skills, problem in determining the communicative purpose and the generic stucture of exposition texts. Almost all of the students do not understand and still confuse about exposition text. They also could not recognize the characteristic of exposition text. Furthermore, they seem unfamiliar with the reading comprehension skills even they have learned before. Therefore, it can be concluded that the teacher do not finish in teaching reading comprehension skills and understanding the exposition text to the students. Because there are many students who do not comprehend the text, and they still could not differentiate the types of text.

IMPLICATION

Based on the finding and conclusion of this research, it can be said that reading comprehension skills and characteristic of texts should be taught in various techniques and strategies so that the students are able to understand and apply them in reading or when they have a reading test. Besides that, giving feedback and discussing together with the students can help the students to evaluate and remind the lesson.

B. SUGGESTIONS

In line with conclusions above, the writer would like to propose some suggestions as follows:

1. Due to the result of this research that students had very low ability in comprehending exposition texts. The students should motivate themselves in reading English texts to improve their understanding about the concept reading a text, and to do more exercises of reading comprehension. The students should pay more attention dealing purpose of the text, the generic structure of the text, and all of questions that related to the contents of the text. Besides that, they should study hard to increase their knowledge in comprehending English reading texts.
2. In order to solve the problems in reading comprehension, it is suggested for the students and teacher to discuss all aspects of text before coming to reading exposition text. Moreover, it will be better for the teachers to guide their students how to comprehend English exposition texts by using various

techniques when teaching and learning take a place to improve students' reading interest. It is suggested for the next researcher to find out or to analyze the cause of the problems and other factors that can be influence the students in comprehending exposition text deeply.

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