

**STUDENTS' READING COMPREHENSION PROBLEM IN READING  
ANALYTICAL EXPOSITION TEXT IN SMAN 1 SOLOK**

**Thesis**



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2020**

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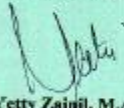
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## ABSTRAK

**Hutabarat. Yunita. 2020.** *Students' Reading Comprehension Problem in Analytical Exposition Text in SMAN 1 Solok.* Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui permasalahan kemampuan memahami teks analitikal eksposisi dan faktor-faktor yang mempengaruhinya. Penelitian ini dilakukan melalui pendekatan deskriptif kuantitatif. Sampel dari penelitian ini adalah 30 siswa dengan nilai Bahasa Inggris terendah diambil dari kelas dengan nilai ujian Bahasa Inggris terendah berdasarkan hasil *pre-liminary research*. Data penelitian didapat melalui tes pemahaman membaca dan pengisian angket. Hasil penelitian menunjukkan mayoritas sampel mengalami masalah dalam memahami teks analitikal eksposisi. Sementara faktor penyebabnya adalah pengetahuan dasar terhadap Bahasa Inggris (48,04%), ketertarikan siswa terhadap pelajaran Bahasa Inggris (47,32%), motivasi belajar (46,59%), persiapan belajar (49,07%), ketersediaan sumber belajar (32,15%), dan pengaruh lingkungan siswa (41,67%).

**Kata Kunci:** Pemahaman Membaca, Teks Analitikal Eksposisi

## ABSTRACT

**Hutabarat. Yunita. 2020.** *Students' Reading Comprehension Problem in Analytical Exposition Text in SMAN 1 Solok.* Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

This study is aimed to find out students' reading comprehension problems in reading analytical exposition text in SMAN 1 SOLOK. This study was conducted through a descriptive quantitative method. This study sample was 30 students taken from class who got the lowest score in English subject according to preliminary research and interview with the English teacher. Furthermore, the data were collected by using a reading comprehension test and questionnaire. The finding of this study indicates that the majority of students face difficulties in comprehending analytical exposition text. Then, factors affecting the difficulties are the general ability of English (48.04%), students' learning interest towards English (47.32%), learning motivation (46,59%), students preparation (49.07%), availability of sources (32.15%), and students environment (41.67%).

**Keywords:** Reading Comprehension, Analytical Exposition Text.

## ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty for all His blessings and guidance during the process of my thesis “Students Reading Comprehension Problem in Reading Analytical Exposition Text in SMAN 1 SOLOK”. Also, *sholawat and salam* is delivered to the greatest human being, Prophet Muhammad *Sallahu ‘Alaihi Wasallam*.

Furthermore, I would like to thank myself for being so strong and patient for the past two years. It was a hard time, but, finally, Yun, it is done. Everything has been done. You did it well. You passed it. Thank you for my own thesis journey, which gave me many lessons.

I gratefully acknowledge my honorable and lovable advisor, Dra. Yetty Zainil, M.A., P.hD for her patience, guidance, valuable advice, and ideas to the thesis I have been working on. An appreciation was also given to both of my examiners, Mrs. Fitrawati M.Pd and Mrs. Ratmanida, who have given their constructive feedback. Then, I thank you, Mrs. Dinnovia Fannil Kher, and Mr. Edi Trisno, for validating my research instruments and clarify my ideas. Last, i would like to express my greatest appreciation for all lecturers that have taught me for the last five years.

A bunch of thanks is also given to my parents for their love, kindness, attention, du’as, and financial support for me. May your kindness is counted and granted by Allah. For my brothers, Ilyas Hutabarat, and Fazri Hutabarat, for their senses of humour and prayers.

Last, a million thanks is given to people who are listed below:

1. Muhammad Fiqra Fuaddy, Muhammad Hamzah, Rahma Dini, and Risa Asrida for their willingness in helping me.
2. Ika Nur Islami, Yola Afriliamanda, Humaira Utami Putri, and Ade Mariani for the endless support and motivation.
3. Hemi Lavour Febrinandez, Memorizal for their full encouragement and priceless attention.
4. Headmasters and English teacher of SMAN 1 SOLOK, Mrs. Ismirah S.Pd for their companion in conducting the research.

Padang

2020

The Writer

## Table of Content

Abstract .....	i
Acknowledgment .....	ii
Table of Content .....	iii
List of Tables .....	iv
List of Figures .....	v
List of Appendices .....	vi

### CHAPTER I

#### Introduction

a. Background of the Problem .....	1
b. Identification of the Problem .....	6
c. Limitation of the Problem .....	6
d. Formulation of the Problem .....	6
e. Research Question.....	7
f. Purpose of the Research .....	7
g. Significance of the Research.....	7
h. Definition of Key Terms .....	8

### CHAPTER II

#### Review of Related Literature

A. Reading Comprehension	
a. Definition of Reading Comprehension .....	9
b. Elements of Reading Comprehension .....	10
c. Levels of Reading Comprehension .....	11
d. Reading Comprehension Problem .....	11
e. Factors Affecting Reading Comprehension Problem .....	14
B. Text Type .....	15
C. Review of Related Finding.....	17
D. Conceptual Framework .....	19

### CHAPTER III

#### Research Methodology

A. Research Design.....	20
B. Population and Sample	
a. Population .....	21
b. Sample.....	21
C. Research instrumentation	
a. Reading Test.....	22
b. Questionnaire .....	23
c. Validity.....	25
d. Reliability.....	26
D. Research Procedure.....	27
E. Technique of Data Collection .....	28
F. Technique of Data Analysis.....	28

**CHAPTER IV**

**Findings and Discussions**

<b>A. Data Analysis and Findings</b>	
<b>a. Reading Comprehension Test</b> .....	32
<b>b. Questionnaire</b> .....	49
<b>B. Discussion</b> .....	69

**CHAPTER V**

<b>A. Conclusion</b>	
<b>a. Students' Reading Comprehension Problem</b> .....	73
<b>b. Factors Affecting Reading Comprehension Problem</b> .....	74
<b>B. Suggestions</b> .....	75

## LIST OF TABLES

<b>Table 3.1</b> Population of the Research .....	21
<b>Table 3.2</b> Specification of Reading Test .....	23
<b>Table 3.3</b> Specification of Questionnaire .....	24
<b>Table 3.4</b> Reliability Scale .....	27
<b>Table 3.5</b> Specification of Reading Test Score .....	28
<b>Table 3.6</b> Students' Score .....	29
<b>Table 4.1</b> Results of Students' Reading Comprehension Test .....	32
<b>Table 4.2</b> Questions with the most Correct Answer .....	34
<b>Table 4.3</b> Percentage of Students' Preparation .....	51
<b>Table 4.4</b> Percentage of Students' General Ability of English .....	54
<b>Table 4.5</b> Percentage of Learning Interest .....	58
<b>Table 4.6</b> Percentage of Students' Learning Motivation .....	61
<b>Table 4.7</b> Percentage of Availability of Sources .....	65
<b>Table 4.8</b> Percentage of Students Environment .....	67

## LIST OF FIGURES

<b>Figure 4.1</b> Students' Problem in Comprehending Analytical Exposition Text....	34
<b>Figure 4.2</b> Internal Factors that Affect Students' Problem in Comprehending Analytical Exposition Text.....	50
<b>Figure 4.3</b> External Factors that Affect Students Problem in Comprehend Analytical Exposition Text.....	50

## **LIST OF APPENDICES**

- Appendix 1** Reading Comprehension Test before validation
- Appendix 2** Validity
- Appendix 3** Reliability
- Appendix 4** Reading Comprehension Test after Validation
- Appendix 5** Questionnaire
- Appendix 6** Students Reading Test Answer Distribution
- Appendix 7** Students Questionnaire Responses Distribution
- Appendix 8** Students Questionnaire Responses Analysis
- Appendix 9** Surat izin Penelitian Dinas Pendidikan Provinsi Sumatera Barat
- Appendix 10** Surat izin Penelitian DPMPTSP Provinsi Sumatera Barat
- Appendix 11** Surat izin Penelitian DPMPTSP Kota Solok
- Appendix 12** Surat Tanda Selesai Melakukan Penelitian
- Appendix 13** Surat Validasi instrumen Penelitian

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Among the four main skills of English, reading is one of the skills which is essential to be mastered by the students. Reading skills is necessary for students in acquiring knowledge and new information. As mentioned by Brown (2004:185), reading is the essential skill in the educational context as it can be the assessment for students' general language ability. Furthermore, Harrison (2004:3) argued that reading is important for student's development either in knowledge or their thinking capability. The capability will be the basic development of emotional, moral, and verbal intelligence. Therefore, the developments determine what kind of person people will be. To be concluded, reading is important for students, as it will also affect the development of their emotional, moral, and verbal intelligence.

The objective of mastering reading skills is not only to be able to read text fluently but also be able to understand the substance of the reading text. This ability is mainly known as reading comprehension. Reading comprehension relates to the reader's understanding of the printed words (Given, 2008:89). Having good reading comprehension is crucial. For students, good reading comprehension will increase the effectiveness of reading and increases the enjoyment of reading itself.

In Indonesia, where English is a foreign language, teachers have to make sure that the students fully acquire four skills of English— reading is one of them. Despite the importance of reading in helping students to learn and improve their knowledge, reading the text aloud and comprehending English text in Indonesia is another level of difficulty. In a country which English as a foreign language, the students are not familiar with the sounds, the words, and the vocabularies of English. These unfamiliarities lead to poor comprehension of reading. This is in contrast with one of the objectives of teaching reading in schools. The aim of teaching reading of foreign language is to focus on student comprehension (Yulianti, 2014:2). By reading, students are expected to be able to construct meaning from written text and connect it with their background knowledge.

The unfamiliarity with English often leads students to some linguistic problems, including reading comprehension. According to Nuttal (1983: 78), there are five common problems faced by students when they are not reading in their first language. The problems are the code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, the problem beyond plain sense, and the concepts. In Indonesia, the reading comprehension problem is mainly caused by students' lack of vocabulary mastery, students' lack of ability to recognize the grammar or structure, and students' passive response toward reading( Nuttal, 1983: 78).

Besides, newer research conducted by Ganie, Deliana, and Rangkuti in 2019 found three major comprehension problems faced by high school

students. The first problem comes from the students themselves related to their general ability of English, motivation in learning English, and their attraction towards the English subject. The second problem comes from the teacher that can be seen from their method of teaching. Last, the external problem that is divided into material and the students' environment.

After knowing the importance of reading comprehension and common problems faced by students in comprehending English reading text, it is important to look for the factors causing the comprehension difficulties. Actually, problems in comprehending reading text can be viewed both from a student's perspective and teacher's perspective. From the students' perspective, the factors can be divided from external and internal factors. The external factors come from the student's problem in understanding grammar and their lack of vocabulary, do not understand the learning instruction, and background knowledge from a related topic (Fitrawati, Saun, Italia, 2018:24). Nevertheless, the internal factors may come from students learning interests and motivation.

Meanwhile, from the teacher's perspectives, the ability of teaching materials, teaching methods and strategies, and teacher readiness can affect the learning process and cause the students difficulties in understanding a topic (Apsari& Yana: 2015; Jayanti: 2016). The limited teaching materials make the teacher cannot provide many types of reading text to familiarize students in comprehending text. Then, teaching methods and strategies also

play a role. According to Li-Juan in Apsari and Yana (2015:224), the teacher's presentation mainly focus on vocabulary.

On the other hand, teaching reading in high school should not be particularly focused only on vocabulary. Li- Juan (2007: 19) mentioned that teachers tend to rigidly follow the natural arrangement of text and exercises with their perception instead of using it as a tool to teach students to read effectively. Last, the teacher's readiness to teach influences the effectiveness of teaching reading. Some teachers have little idea about lesson planning. Apsari and Yana (2015:224) found that teachers often come to class, sit, and go through all text to be taught, and looking up for word meanings in the dictionary.

Since reading comprehension is really important for both students and teachers, the difficulties in comprehending English reading text should be known and solved. If the students find difficulties in comprehending the text, it will affect their study. Oberholzer (2005:10) stated that “difficulty with reading can have an increasingly negative effect on the students’ schoolwork and tertiary education, as reading requirements become greater and more extensive”. Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student and teacher may have different difficulties in comprehending English reading text. This research will focus on students’ perspectives. By knowing the student's difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in reading.

This research was conducted in SMAN 1 Solok, which was located in Jalan Kihajar Dewantoro No. 1, Kota Solok. SMAN 1 Solok was chosen because this school was commonly known for its smart students. Even so, due to preliminary research that has been done before, the English teacher said that it was difficult for some students to comprehend English reading text.

The researcher studied students problem in comprehending analytical exposition as this text was one of ten types of texts which were learned in eleventh-grade students. The analytical exposition text was one of the genres stated in the English curriculum for the second grade of SMA students in the first semester. In comparison with another text which has been taught in the same semester, the analytical exposition was much more difficult because of its generic structure, language features, and social function. Therefore, this type of text was also more complex rather than another type of text studied by eleventh-grade students.

The population of this research was eleventh-grade students in SMAN 1 Solok. It was because the eleventh-grade students were accustomed to working with longer texts because they already learned with reading text since they were in tenth-grade. According to the syllabus, an eleventh-grade class is a class that studies most types of text. Last, analytical exposition text is only studied in eleventh-grade.

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

Based on the background revealed above, the identification of the problem can be seen as follows:

First, it is difficult for the students to comprehend English text due to the lack of knowledge of vocabulary and grammar. Besides, the students are non-native of English, so they are unfamiliar with English text.

Second, the students' difficulties can also be influenced by internal factors such as learning motivation and learning interest. Third, teachers tend to use traditional ways of teaching reading to students. It leads the student to feel bored during the learning process. Also, the sources of learning material play a role.

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

Based on the background above, the researcher limits this research to the students' difficulties in comprehending English reading text, especially analytical exposition text. Therefore, the researcher limits the problem only to the eleventh-grade students of SMAN 1 Solok.

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

Based on the limitation of the problem above, the problem is formulated into:

“What are the students' problems in comprehending analytical exposition texts?”

### **E. Research Question**

The problem of the research is elaborated into these questions below:

1. What are the problems faced by second-grade students of SMAN 1 Solok in comprehending analytical exposition text?
2. What are the factors causing the students' problems in comprehending analytical exposition text?

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

The purpose of this research is as follows:

1. To find out the problems faced by second-grade students of SMAN 1 Solok in comprehending analytical exposition text.
2. To find out the factors causing the students' problem in comprehending analytical exposition text.

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

The finding of this research is expected to be beneficial for the teachers as a reference to know problems and difficulties which commonly commit by the students in reading text. Furthermore, it is also expected that this research will give the teacher a reference to choose the suitable teaching method in teaching reading based on student's common problems.

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

1. Reading Comprehension

Reading comprehension is a complex process to construct meaning from written text and pre-existed knowledge.

## 2. Analytical Exposition Text

Analytical Exposition text is a type of text that elaborates on a writer's idea about a phenomenon surrounding it.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents a conclusion about research that has been conducted and gives suggestions. The conclusion is drawn based on data analysis and findings.

#### **A. Conclusion**

From data analysis and findings above, it can be concluded that students in SMAN 1 Solok had problems in every aspect of the analytical exposition text being tested. Students' problems mainly came from their low ability to make an inference. In addition, the most impactful factors affecting the problems came from students' internal factors.

#### **B. Suggestion**

Below are some suggestions given by the researcher about reading comprehension problems in reading analytical exposition text faced by students.

##### **a. For Students**

Students are suggested to read many articles related to analytical exposition text, so they become accustomed to elements of analytical exposition text such as the dictions used, generic structure, language features, social function, inference, etc. Then, it is also suggested for the students to join any extracurricular activity that makes them have to work with English text because it will help them to increase their vocabulary knowledge.

a. For Teacher

Teachers are suggested to accompany students in their process to improve their reading skills. It is also suggested to give various reading material which can enhance students vocabulary.

b. For Further Researcher

Other researchers can develop this research to find students' difficulties in reading or in analytical exposition text.

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