

**AN ANALYSIS OF STUDENTS' READING COMPREHENSION OF
ANALYTICAL EXPOSITION TEXT IN SMA NEGERI 2
BATUSANGKAR**

Thesis

*Submitted as Partial Fulfilment of the Requirement to Obtain
Bachelor of Education (B.Ed) in English Language Education Program*



FebrinaFitri

15018028/2015

Advisor

Prof. Dra. Yenni Rozimela, M.Ed, Ph.D.

NIP: 19620919 198703 2 002

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF PADANG**

2020

HALAMAN PERSETUJUAN SKRIPSI

Judul : *An Analysis of Students' Reading Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar*

Nama : Febrina Fitri

NIM : 15018028

Program Studi : Pendidikan Bahasa Inggris


Jurusan : Bahasa dan Sastra Inggris

Fakultas : Fakultas Bahasa dan Seni

Padang, 28 Mei 2020

Disetujui oleh,

Pembimbing



Prof. Dra. Yenni Rozimela, M.Ed, Ph.D.
NIP. 19620919 198703 2 002

Mengetahui

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S, M.Hum, Ph.D.
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program
Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris Fakultas
Bahasa dan Seni Universitas Negeri Padang dengan judul

An Analysis of Students' Reading Comprehension of Analytical Exposition Text
in SMA Negeri 2 Batusangkar

Nama : Febrina Fitri
NIM : 15018028
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Fakultas Bahasa dan Seni

Padang, 28 Mei 2020

Tim Penguji

Tanda Tangan

1. Ketua : Dr. Ratmanida, M.Ed, TEFL.

2. Sekretaris : Delvi Wahyuni, S.S., M.A.

3. Anggota : Prof. Dra. Yenni Rozimela, M.Ed, Ph.D.





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belihai, Air Tawar Barat, Kampus Selatan FBS UNP, Padang Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Febrina Fitri
NIM/TM : 15018028/2015
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *An Analysis of Students' Reading Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum, Ph.D.
NIP. 19710525 199802 2 002

Saya yang menyatakan,

Febrina Fitri
15018028/2015

ACKNOWLEDGEMENTS



In the name of Allah, the Most Gracious and the Most Merciful

All praises are due to Allah SWT., the Lord of the Universe, who has remarkably guided me through His abundant blessing and ‘a drop’ of knowledge in the process of accomplishing this thesis entitled “**An Analysis of Students’ Reading Comprehension of Analytical Exposition Text in SMA Negeri 2 Batusangkar**” as a partial fulfillment of the requirements to obtain Strata One (S1) degree at the English Department, Faculty of Languages and Arts, Universitas Negeri Padang. Also, *Salawat* and *Salam* are addressed to the noble prophet Muhammad SAW.

I would like to address the deepest gratitude to the honorable advisor Prof. Dra. Yenni Rozimela, M.Ed, Ph.D. for the valuable advices, endless support and motivation, as well as durable understanding during the whole process of completing this thesis. It is also a pleasure to express my sincere thanks to the reviewers of the thesis proposal in the seminar as well as the examiners of the thesis: Dr. Ratmanida, M.Ed. and Delvi Wahyuni, S.S., M.A. I am very thankful for the beneficial contribution of ideas, suggestions, positive criticism and correction for the betterment of this thesis. Further, thanks to Dr.Yuli Tiarina, M.Pd. as my validator who has given ideas, assistance, and guidance in validating the instruments. Also, thanks for my beloved parents Warman and Dahlinar and my beloved family members who always give their countless love, send their powerful prayers, and give both mentally and financially support. Lastly, for all of my friends that always giving me supports and spirit as well when I am bored and tired.

Padang, April 7th 2020

Febrina Fitri

ABSTRAK

Fitri, Febrina. 2020. “An Analysis of Students’ Reading Comprehension of Analytical Exposition Text in Sma Negeri 2 Batusangkar”. Thesis: Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dan persepsi mereka terhadap kesulitan-kesulitan dalam memahami teks ekposisi analitikal dalam bentuk pertanyaan-pertanyaan dengan level berbeda yang berdasarkan taksonomi Barret dalam pemahamam *reading*. Penelitian ini dilaksanakan di SMA Negeri 2 Batusangkar. Populasi dari penelitian ini adalah semua siswa kelas sebelas pada tahun akademik 2019/2020 dengan jumlah total 244 siswa. Berdasarkan populasi, sampel dari penelitian ini berjumlah 37 siswa yang dipilih menggunakan *simple random sampling*. Penelitian ini adalah penelitian deskriptif kuantitatif dan menggunakan tes dan angket sebagai instrumen. Dari penelitian ini ditemukan bahwa kemampuan siswa dalam memahami teks ekposisi analitikal dalam bentuk pertanyaan-pertanyaan dengan level berbeda adalah cukup karena skor rata-rata siswa adalah 51.24. Siswa mempunyai kemampuan yang baik dalam memahami pertanyaan-pertanyaan teks ekposisi dalam bentuk *evaluation level*. Penelitian ini juga menemukan bahwa siswa cenderung memiliki kesulitan dalam memahami teks ekposisi analitikal dalam bentuk *inference level*.

Kata Kunci: Teks Ekposisi Analitikal, Kemampuan Siswa, Kesulitan Siswa

ABSTRACT

Fitri, Febrina. 2020. “An Analysis of Students’ Reading Comprehension of Analytical Exposition Text in Sma Negeri 2 Batusangkar”. Thesis: Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This research is aimed to know the students’ ability and their perceptions toward the difficulties in comprehending analytical exposition text in different levels of questions which based on Barret’s taxonomy of reading comprehension. This research was conducted at SMA Negeri 2 Batusangkar. The population of this research are all second year students in academic year 2019/2020 with the total number 244 students. Based on the population, the sample of this research is 37 students selected using simple random sampling. This research is descriptive quantitative research and used test and questionnaire as the instruments. This research found that the students’ ability in comprehending different level of questions in analytical exposition text was fair because the average score of students was 51,24. The students have good ability in comprehending analytical exposition questions in form of evaluation level. This research also found that students tend to have difficulties in comprehending analytical exposition text in form of inference level.

Key words: *Analytical Exposition Text, Students’ Ability, Students’Difficulties*

TABLE OF CONTENTS

ACKNOWLEDMENT.....	i
ABSTRACT	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vii
LIST OF FIGURE	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Research Questions	7
F. Objectives of the Study	7
G. Significance of the Study	7
H. Definition of the Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Reading Comprehension	9
1. Definition of Reading Comprehension	9
2. The Importance and Process of Reading Comprehension	10
3. Reading Comprehension Aspects	12
4. Level of Reading Comprehension.....	15
5. Teaching Reading Comprehension in Senior High School	26
B. Analytical Exposition Text	30

1. What is Analytical Exposition Text	30
2. The Generic Structure of Analytical Exposition.....	31
3. Lexico Grammatical Features in Analytical Exposition	32
C. Previous Research Findings	34
D. Conceptual Framework	37

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	38
B. Population and Sample.....	39
1. Population	39
2. Sample.....	40
C. Instrumentations	40
1. Reading Test.....	41
2. Questionnaire	42
3. Validity.....	43
4. Reability	44
D. Technique of Data Collection	46
E. Technique of Data Analysis	46

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Data Description.....	50
B. Data Analysis and Finding	52
1. Test	52
a. Literal Level	52
b. Reorganization Level	56
c. Inference Level.....	59
d. Evaluation Level	62
2. Questionnaire	64
a. Difficulties in comprehending social function of analytical exposition	65

b. Difficulties in comprehending generic structure of analytical exposition	65
c. Difficulties in comprehending language features of analytical exposition	67
d. Difficulties in comprehending literal level	68
e. Difficulties in comprehending reorganization level.....	69
f. Difficulties in comprehending inference level	70
g. Difficulties in comprehending evaluation level	71
C. Discussion	72
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	76
B. Suggestion	77
 REFERENCES	78
 APPENDICES	84

LIST OF TABLES

Table 1	Table Specification of Content Reading Comprehension of Analytical Exposition Text Test.....	33
Table 2	Research Population.....	38
Table 3	The Indicators of Reading Comprehension in Analytical Exposition Text.....	40
Table 4	The result of reability test of questionnaire	44
Table 5	The clasification of students' score.....	46
Table 6	The classification of ability's percentage	47
Table 7	The Result of Students' Reading Comprehension of Analytical Exposition for Test.....	49
Table 8	The Distribution of the Scores in Literal Level	52
Table 9	The Distribution of the Scores in Reorganization Level.....	56
Table 10	The Distribution of the Scores in Inference Level	58
Table 11	The Distribution of the Scores in Evaluation Level.....	61
Table 12	Students' responses to the difficulty in comprehending the social function of analytical exposition text.....	64
Table 13	Students' responses to the difficulty in comprehending the generic strucuture of analytical exposition text.....	64
Table 14	Students' responses to the difficulty in comprehending the language feature of analytical exposition text.....	66

Table 15 Students' responses to the difficulty in comprehending the literal level of analytical exposition text	67
Table 16 Students' responses to the difficulty in comprehending the reorganization level of analytical exposition text	68
Table 17 Students' responses to the difficulty in comprehending the inference level of analytical exposition text	69
Table 18 Students' responses to the difficulty in comprehending the evaluation level of analytical exposition text	70

LIST OF FIGURE

Figure 1 The Percentage of Students' Ability in Comprehending	
Literal Level	55
Figure 2 The Percentage of Students' Ability in Comprehending	
Reorganization Level	58
Figure 3 The Percentage of Students' Ability in Comprehending	
Inference Level	61
Figure 4 The Percentage of Students' Ability in Comprehending	
Evaluation Level	63

LIST OF APPENDICES

Appendix 1	Try Out Test	83
Appendix 2	Key Answer of Try Out Test	92
Appendix 3	Result of Try Out Test	93
Appendix 4	External Validity of Try Out Test	94
Appendix 5	Kudert- Richardson (KR-20) Reability of TO Test.....	96
Appendix 6	Reading Test	98
Appendix 7	Key Answer of Reading Test	105
Appendix 8	Result of Reading Test	106
Appendix 9	Questionnaire.....	107
Appendix 10	Cronbach Alpha Reability of Questionnaire	111
Appendix 11	Result of Questionnaire	113
Appendix 12	Umalusi's Home Language Instrument Based on Barret's Taxonomy.....	116
Appendix 13	Surat Izin Penelitian	117
Appendix 14	Surat Izin Validasi	121

CHAPTER I

A. Background of the Study

Curriculum 2013 has been applied since 2014 in order to replace the previous curriculum: *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. In the series of national curriculum policy is stated that teaching and learning processes at schools should build activities that engage students in the development of their higher-order thinking skills (HOTS). Regarding to teaching and learning reading in senior high school, in *Peraturan Menteri Pendidikan dan Kebudayaan RI no. 81 Tahun 2013* about curriculum implementation students are demanded to think logically, systematically, inductively, and deductively using the information that they had. This curriculum also states that the teaching of reading should emphasize on comprehending various kinds of texts and increase the students' mastery on reading comprehension.

In this case, the study about students' reading comprehension is important since it is an important language skills in Indonesian curriculum. Also, teachers play a central role in developing students' reading comprehension since it is teachers who know what is best for their students by building HOTS in the ways material which presented to students and the types of activities that are given in the classroom (Sydoruk, 2018).

While the policy of HOTS of all subjects in the national curriculum of Indonesia takes on Bloom's revised taxonomy in terms of the cognitive level, document of Barrett's taxonomy on Cognitive and Affective Dimensions of

Reading Comprehension (Byrne, n.d.) offers another way to examine the cognitive levels for reading comprehension.

Regarding to students' reading comprehension question levels, there have been several study about it. Javed (2015) put forward Barrett's taxonomy on developing standardized reading comprehension modules to facilitate reading comprehension among Malaysian secondary schools ESL students. Gocer (2014) in his study on evaluating Turkish reading examination questions based on Barrett's taxonomy. Many students only have good ability at literal comprehension level because there are inadequate questions referring to reorganization, inferential, and evaluation level.

Moreover, someone's ability who can comprehend a type of text does not guarantee that he can understand other texts properly (Lenz, 2005). Then, Rozimela (2014) found a strong indication of the relationship between reading comprehension and genre awareness. Rozimela (2014, p.460) states ".....the students whose genre awareness was good also had good reading comprehension, and vice versa". For instance, someone who can understand recount text might have difficulties in comprehending exposition text if he does not have good genre awareness. It is because each text has a different characteristic such as different in generic structure, social function and lexico grammatical. Thus, teachers need to apply different strategy to teach students in comprehending different kind of genre texts.

Because of that reason, reading is taught in senior high school and students are expected to comprehend different kind of genres which written in

English syllabus. Those several genres including descriptive, report, procedure, analytical exposition, discussion, review, etc. Exposition text is one of genres stated in English curriculum for second grade of senior high school in the first semester. According to Gerot and Wignell (1994) there are two kinds of exposition, analytical and hortatory exposition. This research will only focus on analytical exposition because it is included in the English syllabus that will be learned in senior high school. It is considered important to be included in the syllabus because it will be used frequently.

Then analytical exposition can be found in magazines, newspaper articles, journals, scientific books, research reports, etc. Analytical exposition is very well known by academic community and educated people. Because of this reason, the researcher interested to conduct a study in analytical exposition. It is one of the genre texts which assumed difficult by students in comprehending reading text. Dymock (2005) states that students in all grade levels struggle with expository comprehension. This experience difficulties with exposition and a variety of forms of exposition. In addition, according to Wahyuni (2013, p.2) “Comprehending analytical exposition text seems to be difficult work for students because it needs more comprehensive knowledge for them”.

There are some reasons why analytical exposition is difficult to understand. First, the reader is unfamiliar with the topic of the text. Exposition texts are difficult to understand because the detail background information about the topic is not given by the author. Second, there are some technical

vocabularies in analytical exposition text. Moreover, exposition texts contain more difficult vocabulary and concepts than narrative. (Iwai, 2007; Ariansyah, 2013). Thus, many students in all grade levels have difficulties to comprehend analytical exposition text because it presents theories, data, facts, and information broadly unfamiliar to the students.

Furthermore, based on the writer's experiences when teaching practices in the field, students still have some problems identifying the generic structures of the text which are one of the indicators that should be achieved by students. Also, students find difficulties in finding the specific information of the text whether explicitly and implicitly.

For years, there are some studies that using some techniques to improve students' reading comprehension in comprehending analytical exposition text. Wahyuni (2013) studied reading comprehension by improving students' reading comprehension in analytical exposition in small group discussions by using classroom action research in class IPS at second grade SMA Budi Utomo Sukarja. Then, Veranda (2014) investigated whether or not the multipass strategy increases students' achievement in reading comprehension on analytical exposition text. Bastian (2018) conducted a study about improving students' reading comprehension ability in analytical exposition Text through Think-Pair-Share technique at the Second Grade Of SMAN 10 Bandar Lampung.

Furthermore, there are some researchers conducted about students' ability in comprehending analytical exposition text. Mahdum (2017) investigated the ability of second- year students of SMA N 1 Benai in reading comprehension of analytical exposition text. She wanted to know students' highest and lowest score in reading comprehension components. Italia (2018) analyzed students' reading ability in reading an expository text of the fifth semester students in English Department of Universitas Negeri Padang.

The phenomenon of reading comprehension in reading has been the focus of attention in exposition text. The previous research mentioned above investigated some techniques to improve students reading comprehension in analytical exposition. Also, some researchers analyzed students' comprehending ability in analytical exposition text. However, there is still small number of researches in analyzing senior high school students' reading comprehension in analytical exposition text through different level of questions. Therefore, the researcher conducted the research on students' ability and difficulties in analytical exposition text through different level of questions.

B. Identification of the Problem

As stated in the background above, reading comprehension is the best way to understand the written work. Students need to comprehend different kind of genres in order to gain their learning objectives. Analytical exposition is one of the genres that need to be comprehended by senior high school

students since it stated in English syllabus. However, analytical exposition is a difficult text to be understood by the students. Therefore, the way to improve students reading comprehension in teaching different kind of genres for teachers is by applying different teaching strategies.

In response to the implementation of the curriculum policy in Indonesia, teachers need to practice constructing higher levels of comprehension questions that considerably make students get used to think critically. Thus, the researcher is interested to conduct a study about students' reading comprehension toward different level of questions in analytical exposition text in grade XI senior high school in order to help teachers decide the strategies in teaching.

C. Limitation of the Problem

Related to the identification of the problems above, the research was limited on second year students' reading comprehension into two categories: 1). The ability in comprehending different level of questions in analytical exposition text, 2). The perception toward the difficulty in comprehending different level of questions in analytical exposition text.

D. Formulation of the Problem

The formulation of this problem is "What is students' ability in comprehending analytical exposition text through different level of questions at second grade of SMA N 2 Batusangkar?"

E. Research Questions

Based on the formulation of the problem above, the research questions of this research as follow:

1. What is students' ability in comprehending analytical exposition text through different level of questions?
2. What are the students' perceptions toward the difficulties in comprehending different level of questions in analytical exposition text?

F. Objectives of the Research

Referring to the research questions above, the objectives of this proposed research are:

1. To find out second year students 'ability in comprehending analytical exposition text through different level of questions?
2. To find out students' perception toward the difficulties in comprehending different level of questions in analytical exposition text?

G. Significance of the Research

This research is expected to be useful both theoretically and practically. Theoretically, this research would enrich the theories of English language teaching and support the knowledge of theories of reading comprehension especially in analytical exposition text. Practically,

this research would be helpful to English teachers, who are responsible for understanding students' problems and for facilitating their reading abilities by giving them some strategies and methods in teaching reading comprehension of analytical exposition text

H. Definitions of the Key Term

There are some terms that need to be defined.

1. Reading comprehension is students' ability to process analytical exposition text, understand its meaning and to integrate with their background knowledge.
2. Reading ability refers to students' ability to comprehend an analytical exposition of a short text.
3. Reading difficulty refers to the problems faced by the students in comprehending an analytical exposition text.
4. Analytical Exposition text that is intended to persuade the readers that something in the case.