



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

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Abstract

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

A. INTRODUCTION

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 tentang Implementasi Kurikulum* students are demanded to think logically, systematically, inductively, and think 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 students' mastery on reading comprehension.

In this case, the study about students' reading comprehension is important since it is an important language skill 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 is 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.

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. For instance, someone who can understand recount text might have difficulties in comprehending exposition text. It is because each text has a different characteristic such as different in generic structure, social function and lexico grammatical.

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. 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".

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 to know the level of their reading comprehension. Therefore, the researcher will conduct the research on students' ability and difficulties in analytical exposition text through different level of questions.

B. RESEARCH METHOD

The design of this research is quantitative descriptive method. Therefore, by using this type of research, the researcher described and analyzed the ability and difficulty of students in comprehending analytical exposition text based on different level of questions. The population of the research was second year students in SMA N 2 Batusangkar in academic year 2019/2020 which consist of 244 students. The sample used in this research was simple random sampling. Simple random sampling was used because the total number of population was more than 100. According to Arikunto (2006) simple random sampling is chosen if the population is more than 100, then the sample can be taken 15% and 20-25%. There were 244 people as the total population in this research and to take the data, the researcher took 15% of the total population which was 37 persons by using lottery.

The instruments used in this research were test and questionnaire. The use of test in this research was to find out the students' ability in comprehending different level of questions in analytical exposition text. The test consisted of 4 indicators: literal level¹, reorganization level², inference level³, and evaluation level⁴. The test used two forms of question which are multiple choice and short answer question. Questionnaire was used to find out students' perceptions toward their difficulties in comprehending analytical exposition text. There are 2 indicators belong to analytical exposition text indicators and Barrett's taxonomy indicators. In analytical exposition text, there were 3 indicators: social function¹, language feature², and generic structure³. In Barrett's taxonomy, there were 4 indicators: literal level¹, reorganization level², inference level³, and evaluation level⁴. The researcher distributed questionnaires in the form of close-ended after conducting reading comprehension test.

C. RESULT AND DISCUSSION

1. Research Finding

A. Students' Ability in Comprehending Analytical Exposition Text

1.1 Students' Ability in Comprehending Literal Level in Analytical Exposition Text

In literal level, it is divided into four parts. There are recognition for detail, recognition for main idea, recall of sequence, and recall of cause and effect. The percentage of ability that faced by the students can be shown as follow:

Table 8. The Distribution of the Scores in Literal Level

Anlytical Exposition Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Total Percentage (Mean)	Incorrect Answer	Percentage (%)	Total Percentage (Mean)
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Literal Level	Recognition for details	7	24	64.86%	56.08%	13	35.14%	43.92%
		16	34	91.89%		3	8.11%	
		18	11	29.72%		26	70.27%	
		22	14	37.83%		23	62.17%	
	Recognition for main idea	4	3	8.11%	8.11%	34	91.89%	91.89%
	Recall of sequence	6	33	89.19%	89.19%	4	10.81%	10.81%
	Recall of cause and effect	1	11	29.73%	29.73%	26	70.27%	70.27%
Percentage with difficulty					54.22%			
Percentage with no difficulty					45.78%			
Criteria					Moderate			

Table above showed the students score and percentage of students' ability in comprehending analytical exposition text viewed from literal level. The percentage of each part of literal level can be seen below:

a. Recognition for detail

From the table it can be seen that there are 56.08% students who answered correctly and 43.92% students who answered incorrectly. It can be concluded that students can comprehend recognition for detail in literal level.

b. Recognition for main idea

From the table it can be seen that there are 8.11% students who answered correctly and 91.89% students who answered incorrectly. it can be concluded that students did not comprehend the questions in form of recognition for main idea in literal level.

c. Recall of sequence

From the table, it can be seen that there are 89.19% students answered the question correctly and 10,81% students who answered incorrectly. it can be concluded that students mostly can comprehend recall of sequence in literal level.

d. Recall of cause and effect

From the table, it can be seen that there are 29.73% students answered the question correctly and 70.27% students who answered incorrectly. it can be concluded that students mostly could not comprehend recall of cause and effect in literal level.

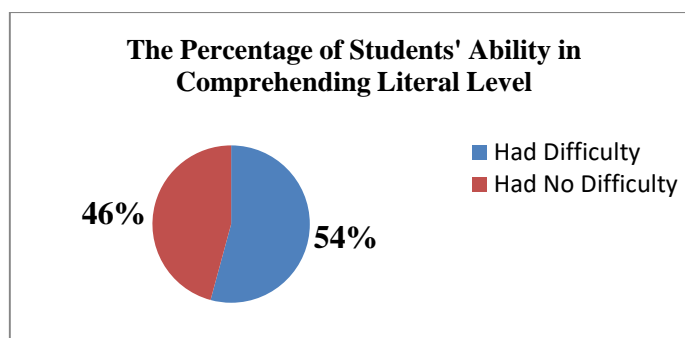


Figure 1. The Percentage of Students' Ability in Comprehending Literal Level

In conclusion, from the average score test and the percentages the students' ability in literal level was 46% who had no difficulty and 54% with difficulty. It shown that students had not really good ability in part of literal level.

1.2 Students' Ability in Comprehending Reorganization Level in Analytical Exposition Text

In reorganization level, it is divided into two parts. There are classifying and summarizing. The percentage of ability that faced by the students can be shown as follow:

Table 8.
The Distribution of the Scores in Reorganization Level

Anlytical Exposition Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Total Percentage (Mean)	Incorrect Answer	Percentage	Total Percentage (Mean)
Reorganiza tion Level	Classifying	2	27	72.97%	52.25%	10	27.03%	47.75%
		9	7	18.91%		30	81.08%	
20		24	64.86%	13		35.13%		
	Summarizi ng	11	17	45.94%	49.55%	20	54.05%	50.45%
		17	14	37.84%		23	62.16%	
		23	24	64.86%		13	35.13%	
Percentage	of students with no difficulty			50.90%				
Percentage	of students with difficulty			49.10%				
Criteria				Moderate				

The percentage of each part of literal level can be seen below:

a. Classifying

From the table, it can be seen that there are (52.25%) students who answered correctly for classifying and (47.75%) students got the incorrect answers. It can be concluded that the students mostly can comprehend classifying in reorganization level.

b. Summarizing

From the table, it can be seen that there were (49.55%) students answered correctly for summarizing and (50.45%) students answered incorrectly. It was also shown that summarizing was quite difficult for students. Less than half of students had ability in comprehending summarizing.

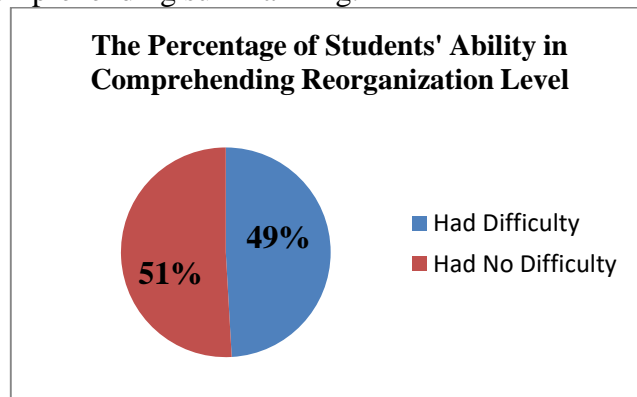


Figure 2. The Percentage of Students' Ability in Comprehending Reorganization Level

As the result, the percentage of students with difficulty in reorganization level was 49% and 51% students faced no difficulty. It showed that the students tended to comprehend reorganization level in analytical exposition. It can be said that students had moderate ability.

1.3 Students' Ability in Comprehending Inference Level in Analytical Exposition Text

In inference level, it is divided into three parts. There are inferring comparison, inferring main idea, and inferring supporting details. The percentage of ability that faced by the students can be shown as follow:

Table 9.
The Distribution of the Scores in Inference Level

Anlytical Exposition Text Indicators	Sub Indicators	Item Number	Correct Answer	Percent age (%)	Total Percenta ge (Mean)	Incorrec t Answer	Percenta ge	Total Percent age (Mean)
Inference Level	Infering Comparison	5	16	43.24%	49.54%	21	56.75%	50.45%
		10	32	86.48%		5	13.51%	
		13	7	18.92%		30	81.08%	
	Infering Main Idea	15	9	24.32%	27.92%	28	75.68%	72.07%
		21	2	5.4%		35	94.59%	
		24	20	54.05%		17	45.95%	
	Infering Supporting Details	12	16	43.24%	43.24%	21	56.76%	56.76%
Percentage of students with no difficulty					40.23%			
Percentage of students with difficulty					59.77%			
Criteria					Moderate			

Inference level was divided into inferring comparison, inferring main idea and inferring supporting details. In inferring comparison 49.54% students got correct answer, while 50.45% students got incorrect answer. In inferring main idea, 27.92% students got correct answer and 72.07% students got incorrect answer. Meanwhile, in inferring supporting details 43.24% students got correct answer and 56.76% students got incorrect answer.

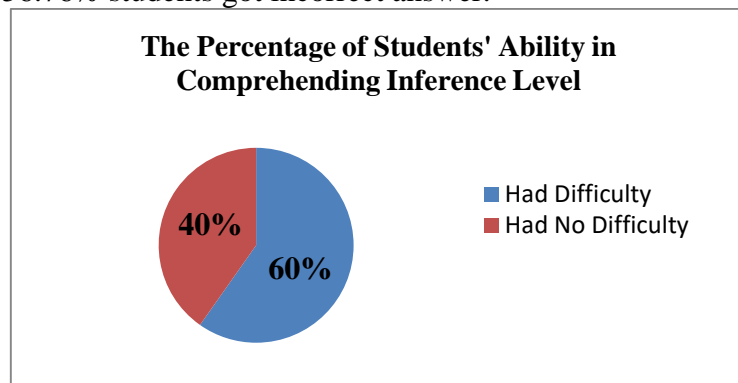


Figure 3. The Percentage of Students' Ability in Comprehending Inference Level

In conclusion, this percentage showed that the students got low ability in answering the questions related to inference level. The most difficult part was inferring main idea. From the whole questions, the percentage of students ability in answering inference level was 40% students faced no difficulty or had good ability and 60% students got difficulty. So, students' ability was moderate.

a. Students' Ability in Comprehending Evaluation Level in Analytical Exposition Text

In evaluation level, it is only one part which is judgment of appropriateness. The percentage of ability that faced by the students can be shown as follow:

Table 10.
The Distribution of the Scores in Evaluation Level

Anlytical Exposition Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Total Percentage (Mean)	Incorrect Answer	Percentage	Total Percentage (Mean)
Evaluation Level	Judgment of Appropriateness	3	17	45.94%	69.72%	20	54.05%	30.27%
		8	27	72.97%		10	27.02%	
		14	28	75.67%		9	24.32%	
		19	28	75.67%		9	24.32%	
		25	29	78.37%		8	21.62%	
Percentage of students with difficulty				30.27%				
Percentage of students with no difficulty				69.72%				
Criteria				High				

From the table, it can be seen that there were (69.72%) students who answered correctly for judgment of appropriateness and (30.27%) students who answered incorrectly. It can be concluded that the students mostly can comprehend judgment of appropriateness in evaluation level.

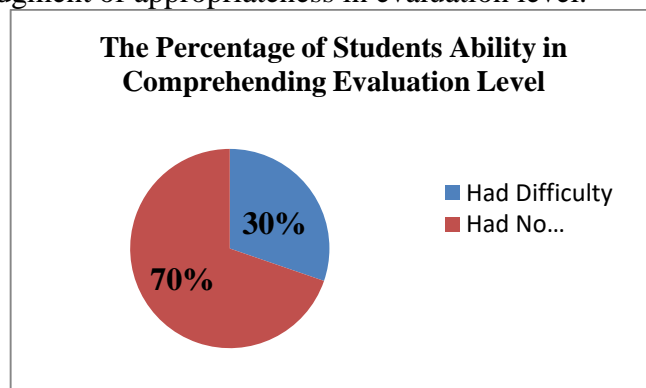


Figure 2. The Percentage of Students' Ability in Comprehending Evaluation Level

In conclusion, the percentage showed that the students had good ability in comprehending evaluation level. From the whole questions, the percentage of students ability in answering evaluation level was 70% students faced no

difficulty or had good ability and 30% students got difficulty. So, students' ability was high.

B. Students' Difficulties in Comprehending Analytical Exposition Text

The result of this research was analyzed based on 2 indicators belong to analytical exposition text indicators and Barrett's taxonomy indicators. In analytical exposition text, there were 3 indicators: social function¹, language feature², and generic structure³ (Gerot and Wignell, 1994). In Barrett's taxonomy, there were 4 indicators: literal level¹, reorganization level², inference level³, and evaluation level⁴ (Reeves, 2012). Based on these indicators, the students' difficulties in comprehending analytical exposition text was concluded based on the mean percentage of each indicator in the table below:

Table 11. Students' response to the difficulty in comprehending analytical exposition text

No.	STATEMENTS	NV	R	S	MT	A	N
1.	Social Function	0 0%	6 16%	21 57%	10 27%	0 0%	37
2.	Generic Structures	0 0%	10 27%	17 46%	10 27%	0 0%	37
3.	Language Features	2 4%	9 25%	18 50%	8 21%	0 0%	37
4.	Literal Level	0 1%	12 32%	19 51%	6 16%	0 1%	37
5.	Reorganization Level	0 2%	12 32%	17 45%	8 23%	0 1%	37
6..	Inference Level	0 2%	18 50%	14 37%	6 17%	0 0%	37
7.	Evaluation Level	4 11%	13 34%	17 46%	3 10%	0 0%	37
Mean Percentage		3%	31%	47%	20%	0%	37

From the table above, the higher percentage of students' difficulties appeared in the inference and evaluation level. The percentages of students' responses to the inference level showed that none of students who never found or did not have difficulties to comprehend the questions in form of inference level. The students response for 'rarely' is 50% (18 students). For 'sometimes', there are 37% (14 students). The students' responses for 'many times' is 17% (6 students) and the last option showed that none of students who always able to comprehend the questions in inference level. Related to evaluation level, the percentage of students responses to the questions in evaluation level showed that there are 11% (4 students) of students who never found or did not have difficulties in comprehending evaluation level. The students response for 'rarely' is 34% (13 students). For 'sometimes', there are 46% (17 students). The students' response for 'many times' is 10% (5 students) and the last option 'always' has 0% response. It can be concluded that the percentage for 'rarely' for both indicators are higher than the other options. It indicates that students have significant difficulties in comprehending inference and evaluation level.

2. Discussion

This research was focus to find the students' ability difficulties in comprehending different level of questions of analytical exposition text and followed the perceptions of students toward the difficulties in comprehending analytical exposition text. Based on this focus, it was found that students' ability in comprehending analytical exposition text based on different level of questions was fair because their average level was 51.

The topic of this research is similar with Mahdum (2017). In his research, the focus is not analyzing students' ability and difficulties in comprehending analytical exposition text based on different level of questions but it focused to know the students' lowest and highest score of reading comprehension components. The data analysis of this research are based on 8 components of reading comprehension which are main idea, factual information, meaning of vocabulary word, reference, inference, social function, generic structure, and language features. The purpose of this research was to find the ability of students in comprehending analytical exposition text. This research did not categorized the students' ability based on the level of questions. The finding of the research found that inference component is the lowest score by the students with the mean score 51.48.

The second research question aimed to find out students' response through the difficulties in comprehending analytical exposition text based on different level of questions. From the finding, it was found that it was found that the students considered that they have most difficulties in inference level because the mean percentage of rarely was 50%. It is supported by Hidayati (2018) who analyzed students' difficulties in reading comprehension based on five types of questions. She found out that there were 84% of the respondents feel difficult to comprehend the inference type of questions. It can be assumed that the students were unable to comprehend inference level well.

There are a contradictory result between the first and the second research where students' have difficulties in comprehending evaluation level but their ability in answering the questions was good because the mean percentage of the correct answer was 69.72. According to according to Reeves (2012) there are three levels difficulty's degree in instrument for Home Language examination based on Barret's taxonomy which are high, moderate and low. It means that each levels of questions have three level of difficulties. However, the researcher used only low level because only this type of questions could be appropriate with the text and form of questions.

D. CONCLUSION AND SUGGESTIONS

Based on finding and discussion, it was indicated that students' comprehension in analytical exposition text was categorized fair and the students' ability was moderate. First, the students' ability to comprehend the questions in literal level was 46%. Students had good ability in recall of sequence. Second, the students' ability to comprehend the questions in reorganization level was 51%. Third, the students' ability in comprehending inference level questions was 40%.

The most difficult was inferring main idea. Last, the students' ability in comprehending evaluation level was 69%.

Based on the result of questionnaire, it was indicated that students perceived inference level as the most difficult level of questions. It was in accordance with the test result where students had low ability to answer inference questions compared to other level of questions.

Based on the data analysis, findings, and discussion, the researcher wants to give some suggestion and considerations for the learning process. For teachers, the findings of this research is expected to help the English teachers in arranging the learning process by improving students' reading comprehension especially analytical exposition text with appropriate strategy. In addition, the research findings hopefully can help the teachers to consider in using different level of questions in designing an evaluation.

For the researcher, it would be valuable to conduct new study about students' reading comprehension in other genre texts by looking for the other indicators and factors which causes the students' difficulty.

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