Students' Reading Comprehension Problem in Reading Analytical Exposition Text in SMAN 1 Solok

Yunita Hutabarat[1], Yetti Zainil[2]

English Department, Faculty of Languages and Arts, Universitas Negeri Padang, Jl. Prof. Dr. Hamka, Air Tawar Barat., Kec. Padang Utara, Kota Padang, Sumatera Barat 25171[1]
English Department, Faculty of Languages and Arts, Universitas Negeri Padang, Jl. Prof. Dr. Hamka, Air Tawar Barat., Kec. Padang Utara, Kota Padang, Sumatera Barat 25171
Correspondence Email : qbee.me@gmail.com

Abstract

This study is aimed to find out students' reading comprehension problem in reading analytical exposition text in SMAN 1 SOLOK. This study was conducted through descriptive quantitative method. The sample of this study was 30 students taken from class which got the lowest score in English subject according to pre-luminary research and interview with English teacher. Furthermore, the data were collected by using reading comprehension test and questionnaire. The finding of this study indicates that 65, 65% students face difficulties in comprehending analytical exposition text. Therefore, factors affecting the difficulties are general ability of English (448,04%), 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%).

INTRODUCTION

Reading skill has been learnt from elementary school up to university through the importance of this skill among the four skills of language. According to Brown (2007: 185), reading skill is an essential part of studying a language as it can be used to measure someone's general ability of a language. Therefore, this statement is supported by Harrison (2004:3). He mentioned that reading took a part in someone's development either in mental, emotional, moral, or verbal intelegency.

Unfortunately, reading is not as simple as being able to pronounce word by word fluently. The most important one in reading proccess is understanding the substance of what you have read. To simplify, we commonly know this as reading comprehension. As a non-native country, reading in English and comprehending English text are much more difficult for Indonesian students since they are not familiar with sounds and form of English. So, it kinda difficult for both teachers and students to work together in improving students reading comprehension skills. For that reason, the first step which have to be done before starting improving students reading

comprehension skill is knowing problems related to reading comprehension itself. Then, the second step is trying to find out factors which affect the problems. After figuring the problems and factors, a treatment could be determined.

In order to find out students reading comprehension problems and its factors, researcher conducted a study entitled "Students' Reading Comprehension Problem in Reading Analytical Exposition Text in SMAN1 Solok". Analytical exposition text is a type of text which functions to influence readers' thinking about an issue surrounding (Anderson. 1997:2). This text was choosen due to its complexity compared with another types of text which was taught at the same semester while SMAN 1 Solok was choosen because the 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.

METHOD

This research was conducted through descriptive quantitative approach. According to Gay (1987:10), "descriptive research involved collecting data to find out answer questions concerning the current status of the object of study". Furthermore, quantitative approach explained a phenomenon by gathering numerical data which was analysed through mathematical based method (Creswell, 2003:153).

Population of this research was second year students of SMAN 1 SOLOK. There were 343 students from 11 classess. Purpossive sampling technique was used in this reseach. This type of sampling is chosen because the researcher can reach the target sample quickly. It will be easy to get a sample of a subject with specific characteristics (Arikunto, 2006:139). As the population quite large, the researcher took 30 students out of eleven classes. The students were chosen according to their lowest score in their last examination and also based on an interview with the teacher.

Research instrumentation used was reading comprehension test consisted of 25 questions and questionnaire consisted of 44 items. Due to the COVID-19 pandemic, the data were collected online by using google form. Students were given 45 minutes to answer the reading test and 25 minutes to fill the questionnaire. Then, data analysis were done by counting and categorizing students' answer. After that, percentage of each answer was taken and explanation were drawn. Therefore, for the questionnaire, researcher counted each responses and made them into percentage.

RESULT AND DISCUSSION

   *1. Students' Problem in Comprehending Analytical Exposition Text*

Students Code	Score	Level
S1	76	Average
S2	24	Low
S3	48	Low
S4	60	Low
S5	52	Low
S6	32	Low
S7	32	Low
S8	32	Low
S9	28	Low

S10	28	Low
S11	20	Low
S12	44	Low
S13	12	Low
S14	72	Average
S15	44	Low
S16	32	Low
S17	24	Low
S18	28	Low
S19	40	Low
S20	36	Low
S21	36	Low
S22	32	Low
S23	32	Low
S24	36	Low
S25	40	Low
S26	32	Low
S27	40	Low
S28	8	Low
S29	24	Low
S30	24	Low
Total	**1068**	
Mean	**35.6**	**Low**

According to the table above, it can be seen that only two students were in average level. Therefore, the rest of the students were poor in comprehending analytical exposition text.

Below are the percentage of students' problem in each reading indicators tested:

Figure 4.1 Distribution of Students' Problem in Comprehending Analytical Exposition Text
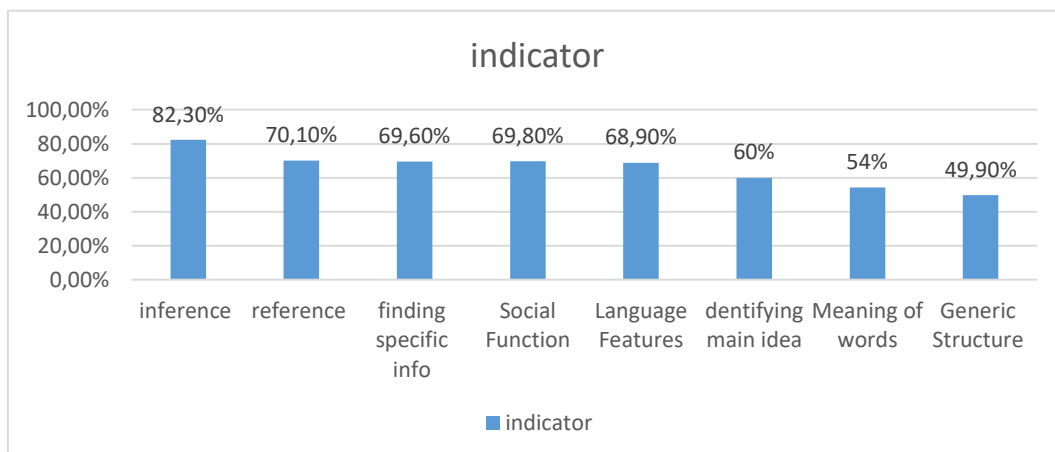
No.	Number of item	Indicators	Correct Answer
1	4	Generic structure	25
2	6	Meaning of Words	19
3	22	Finding Specific info	18
4	1	Identifying main idea	17
5	3	Meaning of Words	15
6	14	Reference	14
7	12	Identifying main idea	13
8	11	Language Features	12
9	20	Language Features	12
10	5	Generic Structures	12
11	15	Meaning of Words	12
12	18	Meaning of Words	12
13	10	Reference	11
14	14	Finding Specific info	10
15	25	Identifying main idea	10
16	24	Social Function	10
17	2	Inference	9
18	13	Finding Specific info	9
19	21	Identifying main idea	8
20	9	Generic structure	8
21	16	Social Function	8
22	17	Inference	4
23	7	Language Features	4
24	8	Inference	3
25	19	Reference	2

First, Making inference was the highest problem faced by participants. From figure above, it can be seen that less than 20% of students were able to answer the question related to inference in a passage. From three questions given (2, 8, 17) the number of students that answer correctly were less than 10 people. In conclusion, students were not able to comprehend inference in analytical exposition text.

Reference was the second-highest problem had by participants. It is found that participants' ability to comprehend reference from analytical exposition text is relatively low. It is viewed from the total percentage of students who answer three questions related to reference correctly. There were 70.10% of participants unable to answer the questions about referencing

Third, it can be seen that it was difficult for the students to find specific info in a passage. There were 69.90% of participants from 30 samples answered a question related to finding specific info incorrectly.

Fourth, there were two questions asked related to social function of analytical exposition text. There were 22 students chose incorrect answer in question number 16 and 20 students answered question number 24 incorrectly. Therefore, mean percentage of each item in this indicator is 69,80%. In

conclusion, the figure shows that the students' ability in comprehending social function was low.

Fifth, students found difficulties in answering questions related to language features are as high as 68.9%. From three questions being tested, students mostly were unable to find the correct answer; 26 students chose wrong option in question number 7 and 18 students were unable to answer question both number 11 and 20.

Sixth, from figure above, it can be seen that 60% of students answered questions incorrectly related to identifying the main idea. Therefore, students who answered correctly are 40%. So, it can be concluded that participants who have difficulties in identifying the main idea were 60 percent.

Seventh, identifying meaning of words were the second least problem had by students. From three questions tested, eleven students were unable to answer questions number 6, eighteen students were unable to answer question number 15, and eighteen students were unable to answer question number 18. The result shows that there were 49.90% participants had problem in identifying meaning of word.

Eighth, students' ability in answering question related to generic structure is low. From three questions given, there were 60% students answered question number 5 incorrectly, 73% students were unable to answer question number 9, and 16.7% students answered question number 4 incorrectly. Last, mean percentage of each item asked in this indicator are 49.9%.

2. Factors Affecting Students' Problem in Comprehending Analytical Exposition Text

Questionnaire was used to find out students' problem in comprehending analytical exposition text. The students were asked to respond 44 questions related to factors causes reading comprehension problem. The students answered each item on a 1-4 scale with answer choices ranging from never- always. This instrument was used to answer research question number two about factors caused problem in reading comprehension.

Figure 2. Internal Factors Affecting Students' Problem in Comprehending Analytical Exposition Text
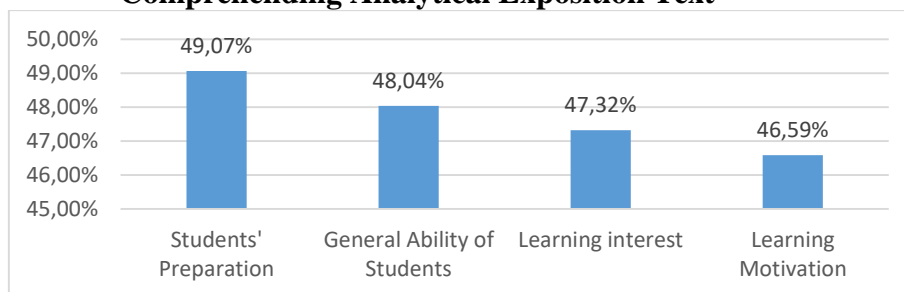

Figure 3. External Factors Affecting Students' Problem in Comprehending Analytical Exposition Text
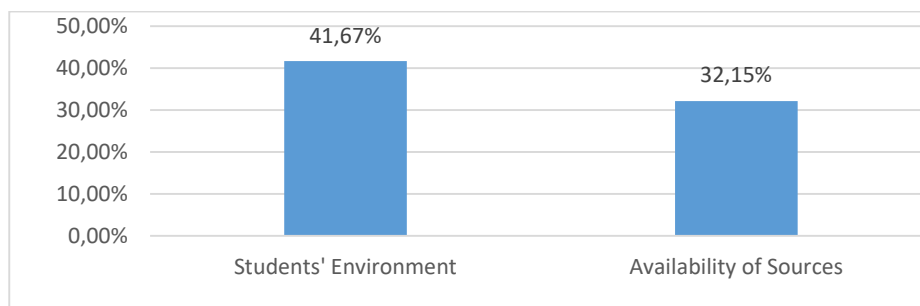
Figure 3 revealed that the most affecting internal factor in students' problem to comprehend analytical exposition text was students' preparation, followed by the general ability of students (48.04%), learning interest (47.32%), and learning motivation (46.59%). Meanwhile, external factors that affect students' reading comprehension problem is shown in figure 4.4. it can be seen clearly that external factor is dominated by students environment rather that availability of sources.

Discussion

Findings of this research indicated that eleventh grade students in SMAN 1 Solok have problem in comprehending analytical exposition text. It can be seen from mean of students' score in reading comprehension test which was only 35.6. The result was got from 25 questions from eight indicators asked. Researcher also found that there were only 2 students which in average and the rest were in low level.

It could be seen that most of the problems came from inferential comprehension. Students were having problems in answering question which answer is not stated directly in the text. Thus, from the chart revealed above, inference, finding specific info, and identifying main idea were three types questions with the highest percentage of incorrect answer. It showed that most of students were unable to constructing meaning from analytical exposition text given to them. It also can be concluded that students' comprehension skills are just in literal level.

However, students literal comprehension skill were not better than their inferential ability. Students were also having problem with their literal comprehension skill. Questions about finding reference were questions with the highest percentage (70%) of incorrect answer, followed by social function, language features, and generic structures.

To be compared with previous researchers, who dealt with students' reading problems, there are found similar results. First, students still faced difficulties in comprehending narrative text as a majority of students are difficult to determine main ideas (60,85%), vocabulary (65.22%), getting specific information (60,87%), ability to understand the generic structure and language features are (69,56%), (Marzona &Ikhsan, 2019). Second, most students were only able to comprehend text in literal meaning which the answer is stated in the text. Meanwhile, students are confused to answer a question related to interpretive skills such as finding the main idea and supporting details, (Sari, 2017). Last, students were mostly unable to answer inference question due to minimum knowledge about question variety, (Zuhra, 2015).

Both of external and internal factors played rules in affecting students reading comprehension problem. Internal factors consisted of students general ability of

English affected the students comprehension skill as much as 48%. From the questionnaire distibuted, it was found that the reading problems came from their difficulties in seeing general overview of a text they worked with, diifficulties in working with a long text, lack of vocabulary and grammar, unfamiliarity with topic given, and minimum background knowledge of topic given.

Learning interest towards english affected students problem as much as 47.32%. Students' learning motivation affected students problem in comprehending analytical exposition text as much as 46.59%. Students' preparation took a part as high as 49.7%..

The external factors influenced students ability in comprehending analytical exposition text through the availability of learning sources and students' environment. From the questionner sheets it was found that schools provide enough sources, including books and electronic media, in learning English. The mean of this factors just affected students' skills as much as 32.15%.

Last, students environtment affect students skill as much as 41.67%. there were 11 students whom their parents always fulfill their needs in learning english. There were also 7 students with a condusive learning environment at home. There were four students who have community that forced them to be familiar with english text.

In compare with some previouse researches , that also tried to find out factors caused comprehension problem, researcher found that the this study is similar in some aspects with a study conducted by Zuhra (2015). Zuhra (2015) found out that students could not comprehend questions due to their weaknesses in differentiating types of text and their weaknessess in mastering vocabulary and structures. Furthermore, as this research go deeper, researcher not only found lack of vocabulary mastery as a source of students poor comprehension problem but also found some other aspects which have been revealed in explanation above.

CONCLUSION

From the data analysis and findings above, it can be concluded that second grade students in SMAN 1 SOLOK had problems in every aspects of reading analytical exposition text indicators being tested. However, the problems came from both external and internal factors such as students' preparation, basic knowledge of English, and students' environment.

REFERENCES

Anderson, M., & Anderson, K. (1997). *Text Types in English 2nd Edition* . South Yara: MacMillan Education .

Arikunto, S. (2006). *Manajemen Pendidikan* . Jakarta: Rineka Cipta

Brown, H. D. (2007). *Principles of Language Teaching and Learning* . New York: Pearson Education, inc.

Harrison, C. (2004). *Understanding Reading Development* . London : Sage Publishing.

Gay, L. R. (1987). *Educational Research: Competencies for Analysis and Application 3rd Edition* . London: Merril Publishing .

Marzona, Y., & Ikhsan, M. (2019). An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade at SMAN 1 Talamau. *Jurnal Ilmiah Pendidikan Scholastic*, 35-41.

Sari, Y. K. (2017). *An Analysis of Students' Difficulties in Comprehending English Reading Text in MTSN Mlinjon Klaten in Academic Year 2016/2017.* Surakarta: Unpublished Thesis.

Zuhra. (2015). Senior High School Students' Difficulties in Reading Comprehension. *English Education Journal (EEJ), 6(3)*, 424-441.