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A DESCRIPTIVE STUDY ON THE ELEVENTH GRADE SCIENCE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF ANALYTICAL EXPOSITION TEXT AT SMA NEGERI 1 PUJER BONDOWOSO

Maya Lestarina, Wiwiek Istianah, Bambang Suharjito
English Education Study Program
Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University
Jln. Kalimantan 37, Jember 68121
E-mail: mayaalestarina@gmail.com

ABSTRACT

This research was intended to describe the research result on the students' reading comprehension achievement of Analytical Exposition text at SMAN 1 Pujer Bondowoso. Further, it requires the students to comprehend word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore, a descriptive study was conducted in this research. The data used in this research were collected through reading test, interview, and documentation. The research result showed that the students' reading comprehension achievement of Analytical Exposition text was good, because their mean score was 75.16. Specifically, the students' reading comprehension achievement was also analyzed and categorized based on each indicators. In word comprehension, the students' reading comprehension achievement was categorized as fair since the students' mean score was 65.01. The students' reading comprehension achievement in sentence comprehension was categorized as good, because the mean score was 76.60. Then, the students' reading comprehension achievement in paragraph comprehension was categorized as good because the mean score was 77.60. Meanwhile, the students' mean score of text comprehension was 81.10 so that their ability was also categorized as good.

Keywords : *a descriptive study, reading comprehension, reading comprehension achievement, analytical exposition text*

INTRODUCTION

English is an international language which most people around the world use. As an international language, English plays an important role in many aspects of life, such as as bussiness, tourism, and education. Therefore, it is important for the people to learn English. The Government of Indonesia has decided that English must be learnt by students of junior and senior high schools. It is stated in the Institutional Based Curriculum (2006:307) that English is one of the subjects that must be taught in junior and senior high schools. Thus, English as a foreign language is regarded as a compulsory subject which is taught in junior and senior high schools.

There are four skills (listening, speaking, reading, and writing) and language components (grammar, vocabulary, and pronunciation) that should be mastered by the students who are learning English as a foreign language. One of the ways to master the English well is by reading. Reading is a receptive language process. It is

psycholinguistic process in that reading starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Carrell, 1995:12). In addition, according to Grellet (1996:7), reading is 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 beginning, the students should be taught to activate and use what they know to understand unknown elements, whether these are ideas or simple words.

From the reasons above, reading is one of the English skills that should be mastered by the students. There are many kinds of text type that they have to read. Thus, reading should be practiced intensively in the class. For senior high school students, reading is learned to get general and specific information from text book with various text types provided by the teacher. The eleventh grade students are required to master five kinds of reading text types, namely report, narrative, spoof, analytical exposition, and hortatory exposition (BSPN, 2006:308). It

means that the eleventh grade students should comprehend the whole text above during the semesters. In this research, the writer only focused in analytical exposition text. Analytical is a kind of the text in which the text is used to persuade the reader. Pardiyono (2007) states the Analytical Exposition is a kind of text which tells about the arguments and have the purpose to argue that something is in the case. There were three generic structures of analytical exposition text, they were thesis, arguments, and reiteration.

Based on the result of the preliminary study that was done on March 14th, 2014 by doing an informal interview with Mrs.SS, S.Pd., the English teacher of the eleventh grade students at SMA Negeri 1 Pujer Bondowoso, it was informed that she taught an analytical exposition to the students because of some reasons. First, based on the curriculum, an analytical exposition is one of the text types which is taught in the eleventh grade. Second, the teacher wants to make the students understand the generic structure and the language features of the analytical exposition text. Third, through the teaching of reading an analytical exposition text, the students will be easier to answer the question about reading comprehension of analytical exposition text.

Considering the description above, the researcher interested in conducting a descriptive study to know how good the students in doing reading task for analytical exposition text. In addition, the English teacher of the eleventh grade of SMA Negeri 1 Pujer Bondowoso said that there was no researcher who did a reasearch about descriptive study about analytical exposition text. Therefore, the research with the title: "A Descriptive Study on the Eleventh Grade Students' Reading Comprehension Achievement of Analytical Exposition Text at SMA Negeri 1 Pujer Bondowoso", has conducted.

RESEARCH METHOD

In this research, a descriptive research design was applied because the objective of the study was to describe the condition of the students' reading comprehension achievement on that occurs in the school. According to McMillan (1992:144), a descriptive research simply describes in detail a phenomenon. This research described the students' reading comprehension achievement of analytical exposition text. The research design in this study was descriptive qualitative because it was not intended to prove a hypothesis. Dealing with the research design of this research, there were some procedures which are used. They were determining the area by using purposive method, determining the research respondents by using population method, Constructing the research instruments of the reading test, consulting the research instruments to the English teacher and the research consultants, collecting the primary data by giving reading test to the subject of the study, analyzing the results of the test statistically and

classifying them quantitatively based on the classification of the score level, collecting the supporting data, drawing conclusion from the results of the data analysis to answer the research problem, and reporting the results of the research.

There were two kinds of data required in this research: primary data and supporting data. The primary data was obtained by applying a reading test, while the supporting data has collected by interview and documentation. The source of document has taken from the interview with the English teacher of the eleventh grade students of SMA Negeri 1 Pujer Bondowoso. To accomplish the validity of the test the researcher took the reading material of the test from the website, and students' worksheet. After proposed the tests item, the researcher consulted the test items to the English teacher at SMAN 1 Pujer Bondowoso and also the consultants for asking the tasks were appropriate for the grade eleven of science class or not.

The total number of the test items was 25 items. The test was in the form of multiple choice test. The test divided of four kinds of test items, namely word comprehension (8 items), sentence comprehension (7 items), paragraph comprehension (6 items), and text comprehension (4 items). There were four texts given in the test. The first text entitled "The Importance of Reading", second text entitled "Why Exercise is Important?", third text entitled "Dust Bins", and last text entitled "Dust Bins". There were six questions in the first text, six questions in the second text, six questions in the third text, and the last seven questions in the fourth text. The researcher gave the scores of each indicator in different scores because each indicator has a different difficulty level. In this case, it was scored 2 points for word comprehension, 4 points for each correct item of sentence comprehension, 5 points for each correct item of paragraph comprehension, and 6,5 points for each correct item of text comprehension. So, the maximum score was 100.

The technique of interview which was applied in this research was semi structured interview. According to Arikunto (2002:202), semi structured interview is one of techniques of interview which requires the interviewer to ask questions which have been prepared. The interview in this research used to get the supporting data about the English teaching at school. The question of the interview asked about the English curriculum used, the English books, the technique that is used by the English teacher, and the students' reading comprehension. Another method of the collecting data used in this research was documentation. In this research, the school document which was used was the names of the eleventh grade students at SMA Negeri 1 Pujer Bondowoso in 2013/2014 academic year. This document used as a guide to take the sample to be the respondents of this research.

After collecting the data from the respondents, the next important step was analyzing the data. Hadi (2002:121) explains that the data analysis method is way of analyzing the data obtained from the respondents. The result of the students' reading comprehension test were calculated by using the percentage formula. The final score of the students' reading comprehension test could be counted by finding the students' obtained score of reading comprehension test and was divided by the total score of test items (100 points), then multiplied by 100%.

Next, the results of the data analysis of the reading comprehension test above were classified based on the classification of the score levels below:

Score level	Category
90-100	Excellent
70-89	Good
50-69	Fair
30-49	Poor
< 30	Failed

Source: Djiwandono (1996:154)

RESEARCH FINDING AND DISCUSSION

In accordance with the data analysis done during this research, the researcher found that the students' reading comprehension achievement in analytical exposition text was categorized into the "good" level. Because the total scores of the students was 3081.5, then by divided the total score and the total number of the students could be found the mean score, the mean score of the students was 75.16. The mean gave us an average for all of the scores. In other words, the students' reading comprehension achievement of Analytical Exposition text is on fewer categories referring to Kriteria Ketuntasan Minimum (KKM) of SMA Negeri 1 Pujer Bondowoso. The students' reading comprehension test of analytical exposition text could be found in each aspect of reading which became the indicators in this research.

In word comprehension, the students' reading comprehension achievement was categorized "fair". There were 19 students got score in the range 50-69. And there were only one student got score in the range 90-100. It meant that the students still had difficulties in comprehending the word. The big problem was the students could not find the synonym and antonym of the word given on the exercise. The students' reading comprehension achievement in sentence comprehension was categorized as "good". It could be seen from the students' mean score in

sentence comprehension which was in the range of 70 up to 89. Based on the result of the students' score in this indicator, there was only one student who was categorized as failed and 2 students who were categorized as poor. The rest of them were categorized as excellent, good, and fair. Most of students could comprehend the text well. They could answered the question related the sentence. the students' reading comprehension achievement was categorized "good". It was because most students got score in the range of 70-89. There were 19 students who got the score in this range. Then, in comprehending the paragraph, it was important for the students to read the paragraph well, because the questions asked about the main idea or the question that related to the paragraph. It could be seen that the students could comprehend the paragraph well, because there was none who categorized poor and failed. The best score which was obtained by the eleventh grade science students at SMAN 1 Pujer Bondowoso was in comprehending the text. The result of the students' reading comprehension indicated that the students' reading comprehension test in this indicator was "good". The mean score was 81.10. It can be concluded that the students were able to comprehend the whole text meaning.

The interview was conducted on Friday, March, 14th 2014. The interviewee was one of the English teachers who was Mrs.SS at SMA Negeri 1 Pujer Bondowoso. According to the English teacher, English lesson was taught three times a week, each period lasted for 45 minutes. In the 2013/2014 academic year, that school still implemented Institutional Level Curriculum 2006. The English text book was being used by the English teacher was "Real English" published by Erlangga, and the worksheet was "English Fokus for Grade XI Senior High School". The English teacher of the eleventh grade said that the important thing when she was teaching the students was the students should understand the English well and mastering the vocabulary. In teaching learning process, she used conventional technique to teach the students. She always used the worksheet and asked the students to do the exercise in the worksheet, and sometimes the teacher used OHP as the media to explain the lesson to the students.

The last information which was obtained from the interviewee was the eleventh grade students ability in doing reading test especially about analytical exposition text. She said that the students had difficulty in vocabulary, and the students didn't read the text carefully. The students also had difficulty in finding the main idea of the text. So, the students rarely got the maximum score.

CONCLUSION

Based on the result of the students' scores in reading test of analytical exposition text and discussion presented in chapter 4, it can be concluded that the eleventh grade of science students' ability in reading test of analytical exposition text at SMA Negeri 1 Pujer Bondowoso in the 2013/2014 academic year was categorized as a good with

the mean score of the students' analytical exposition reading test was 75.16.

Specifically, the reading achievement of the eleventh grade science students at SMA Negeri 1 Pujer Bondowoso in the 2013/2014 academic year based on each indicator is described that the eleventh grade science students' achievement in word comprehension at SMAN 1 Pujer Bondowoso in the 2013/2014 academic year was categorized as fair with the mean score 65.01, then the eleventh grade science students' achievement in sentence comprehension was categorized as good with the mean score 76.60. In paragraph comprehension achievement, the eleventh grade science students were categorized as good with the mean score 77.60. and the last indicator, The eleventh grade science students' achievement in text comprehension at SMAN 1 Pujer Bondowoso in the 2013/2014 academic year was categorized as good with the mean score 81.10.

The English teacher analytical exposition at SMAN 1 Pujer Bondowoso is suggested to provide some more reading exercises on analytical exposition text to the students. Meanwhile, the students should increase their vocabulary, because they had difficulties in finding the synonym and antonym of the words. In addition, for the other researchers, it is also hoped that this research is expected to be useful for future researchers as a reference to conduct further research with the same topic but in different focus and research design, or subject of the research.

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