

**AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY TO
COMPREHEND ANALYTICAL EXPOSITION TEXT AT
SMAN 1 KECAMATAN GUGUAK LIMA PULUH KOTA**

THESIS



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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at
English Department, Teacher Training and Education Faculty, Bung
Hatta University*



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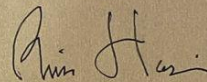
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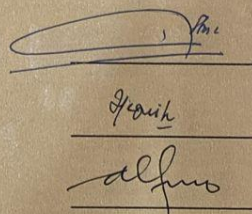
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The image shows three handwritten signatures on horizontal lines. The first signature is for Drs. Khairul Harha, M.Sc, the second for Dr. Lely Refnita, M.Pd, and the third for Dr. Joni Alfino, S.Pd., M.Pd.

ABSTRACT

Aryanti, Depi, 2024. An Analysis of the Second Grade Students' Ability to Comprehend Analytical Exposition Text at SMAN 1 Kecamatan Guguak Lima Puluh Kota.

Advisor: Drs. Khairul Harha, M.Sc

The purpose of this research is to describe the ability of second grade students to comprehend analytical exposition text at SMAN 1 Kecamatan Guguak Lima Puluh Kota. The design of this research was descriptive research. The population of this research was all second grade students of SMAN 1 Kec. Guguak Lima Puluh Kota. Stratified random sampling was used in this research, and the number of samples was 30 students. The data were collected by using a reading test, which consisted of 30 questions. The reliability index of the test was 0.93 (very high correlation). It means that the test was reliable. Then the test was valid in terms of content because it covered the material the students had learned.

In general, this study revealed that the ability of the second grade students at SMAN 1 Kecamatan Guguak Lima Puluh Kota was high. It was proved by the fact that 17 students (57%) had a high ability to comprehend analytical exposition text. In detail, the students' ability to comprehend the thesis of the text was high. It was supported that 20 students (67%) had high ability. The students' ability to comprehend the arguments of text was low, and it was supported by the fact 14 students (47%) had low ability. The students' ability to comprehend the reiteration of the text was high. That supported that 16 students (53%) students had high ability.

Based on the result of the data analysis, it can be concluded that students' ability in comprehending analytical exposition text was high. Relating to this conclusion, research wants to propose several suggestions to students, English teachers, and future researchers. The students should be more active in doing more exercises on understanding the arguments of analytical exposition text. The teacher should be more active in providing more practices on understanding of arguments of analytical exposition text in various ways, such as group assignments, individual practices, and so on. Finally, future researchers are suggested to find out the reasons why some students still have low ability to comprehend analytical exposition text.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction. It consists of the background of the problem, the identification of the problem, the limitation of the problem, the research questions, the purposes of the study, the significance of the study, and definition of the key terms.

1.1 The Background of the Problem

Reading is the activity of comprehending the text being read to obtain the information conveyed in the reading material. Reading products are the result of the reading process, namely understanding the content of the reading (Abidin 2012: 148). In line with this, Nurhadi (2008: 13) states that reading is a very complex process and involves many factors. For example, it involves the reader's own internal and external factors. Internal factors consist of interest, intelligence, talent, reading goals, and motivation, and meanwhile the reader's external factors are influenced by socio-economic background, reading facilities, and reading traditions. If the combine these two factors, it will become a point that is very complex and of course, cannot stand alone.

From a different point of view, Zainil (2008: 10) says that reading is written communication between the reader and the author of the text. The two-way communication between the reader and the author of the text requires the reader to understand the message conveyed by the author. In this case, the readers do not only have to understand the text explicitly (reading the lines) and indirectly (reading

between the lines) but they must also be able to interpret (reading beyond the lines) the author's thought or message within and between the lines. Reading the lines means understanding what is written. Reading between the lines means understanding what is not written, such as references, and contextual meanings. Reading outside the line is an interpretation of the meaning of reading between the lines and reading between the lines.

From the explanation above, it can be understood that reading comprehension cannot be separated from thinking activities. This means that readers not only read through written symbols but also involve the process of thinking about the message conveyed by the author in the text.

According to Kosasih (2014), the types of text in learning are anecdote text, exposition text, observation report text, procedure text, and negotiation text. Each text is different from the other; its genre has several features that make it different from other genres; each has a specific purpose and overall structure, specific linguistic characteristics, and is shared by members of the culture.

One of the text types is exposition text. Exposition text is divided into two kinds; they are analytical exposition text. Wahid (2009) explained that an analytical exposition is text that develops the writer's understanding of the phenomena around us to convince the reader that something is true. Gerot and Wignell in Sari N., Winarsih, D., & Sarwanti, S (2016), then define that an analytical exposition is a text used to make the readers or listeners believe that something is true. In line with this, Kosasih (2012: 17) states that an analytical exposition text is an essay that has the aim of

providing information about something so that it can expand the reader's knowledge. Analytical exposition text contains scientific facts/non-fiction.

This type of text is written in the syllabus and it is taught in the first semester of the second grade of the senior high school curriculum merdeka. In teaching to read analytical exposition text, students are required to understand or find the main idea, to identify the general structure of the text, and to find detailed information in the text. In a word, the aim of teaching reading analytical exposition text is that students can gain knowledge and understand the context of what has been explained in the text.

However, based on the result of an interview that the researcher did with Miss Reni Martin, SS, an English teacher for the second grade students of SMAN 1 Kecamatan Guguk Lima Puluh Kota, it was found that students' reading comprehension was still below average. It is indicated by the fact that students had difficulty understanding the content of the material, and they were confused in determining the general structure of the analytical exposition text. Furthermore, the lack of understanding and knowledge of structure made students unable to read well.

There are several research findings related to analytical exposition text. The first study was conducted by Desri (2019), entitled "An Analysis on Students' Reading Comprehension in Analytical Exposition Texts at SMAN 1 XIII Koto Kampar." She found that the students' reading comprehension was categorized to low level. The second study was conducted by Kurniawati (2021), with the title "An Analysis of Students' Ability in Reading Comprehension of Analytical Exposition at the First Semester of the Eighth Grade of SMP Wiratama Mandala Ulubelu Tanggamus in the

Academic Year of 2021/2022.” From the data analysis, it was found that the students’ reading comprehension in reading analytical exposition was low to the average level. It could be concluded that more than half of the students had a low average level. The third study was conducted by Indah (2023), entitled “Students Difficulties in Reading Analytical Exposition Text for the Tenth Grade Students of SMA Batik 2 Surakarta in the Academic Year 2022/2023. Based on the result of the data, she found that students have problems comprehending analytical exposition text, and their difficulties deal with identifying the main idea, using context for vocabulary, scanning for detailed information, making inferences, identifying exceptions, locating references, and referring to the passage.

Based on the explanation above, the researcher is interested in conducting research entitled "An Analysis of the Second Grade Students’ Ability to Comprehend Analytical Exposition Text at SMAN 1 Kecamatan Guguak Lima Puluh Kota.”

1.2 The Identification of the Problem

There are several problems dealing with comprehending analytical exposition text. First, students have to be able to understand the content of analytical exposition text. Second, students have to be able to identify language features in analytical exposition text. Third, students have to be able to interpret vocabulary in analytical exposition text. The last, students have to be able to identify the generic structures of analytical exposition text.

1.3 The Limitation of the Problem

Concerning the identification of the problem above, the researcher limited her research to the second grade students' ability to comprehend analytical exposition text. She focuses on understanding the thesis, arguments, and reiteration of the analytical exposition text.

1.4 The Formulation of the Problem

Based on the problem limitations above, the formulation of this research is "How is the second grade students' ability to comprehend analytical exposition text at SMAN 1 Kecamatan Guguak Lima Puluh Kota?".

1.5 The Research Questions

In accordance with the formulation of the problem above, the researcher proposed some research questions to be answered as follows:

1. How is the second grade students' ability to comprehend the thesis of analytical exposition text?
2. How is the second grade students' ability to comprehend the arguments of analytical exposition text?
3. How is the second grade students' ability to comprehend reiteration of analytical exposition text?

1.6 The Purposes of the Study

The general purpose of this research was to describe the ability of the second grade students' of SMAN 1 Kecamatan Guguak Lima Puluh Kota to comprehend

analytical exposition text. More specifically, the purposes of this research are as follows:

1. To find the second grade students' ability to comprehend the thesis of analytical exposition text.
2. To find the second grade students' ability to comprehend the arguments of analytical exposition text.
3. To find the second grade students' ability to comprehend reiteration of analytical exposition text.

1.7 The Significance of the Study

The researcher expected that it gave useful information to teachers, students, and future researchers. For the teachers, they get information about the students' ability to comprehend exposition text. For the students, they know their own ability to comprehend exposition text, so that they can improve their motivation and knowledge to study reading. This study can also be a reference and input for the next researchers.

1.8 The Definition of Key Terms

To avoid misunderstandings about the key terms used in this research, the researcher defines them as follows:

1. Reading ability is defined as the students' competence to comprehend analytical exposition text.
2. Analytical exposition is a text that refers to the text needed at SMAN 1 Kecamatan Guguk Lima Puluh Kota that develops the writer's understanding of the phenomena readers use to convince the around that something is true.

3. The thesis refers to the main topic and the author's point of view as affordable in the exposition text.
4. The arguments refer to opinions to support the main topic that has been presented.
5. The reiteration refers to a reaffirmation of the author's position and opinion on the main topic.