

**TEACHING READING COMPREHENSION OF ANALYTICAL
EXPOSITION TEXT TO THE ELEVENTH GRADE
STUDENTS OF SMA IN MEDAN**

AN ARTICLE

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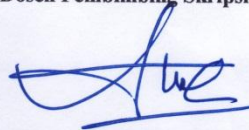
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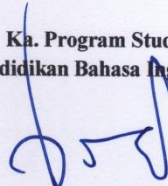
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**TEACHING READING COMPREHENSION OF ANALYTICAL
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STUDENTS OF SMA IN MEDAN**

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ABSTRACT

This study aimed at describing how the teachers teach reading comprehension of analytical exposition text to the eleventh grade students of SMA in Medan and revealing the underlying reasons of why they do that way. This study was conducted by using descriptive qualitative research design. The subjects of this study were two English teachers who taught at the eleventh grade students of two SMA in Medan they were: SMA Negeri 4 and SMA Negeri 12 in academic year 2016/2017. The data were the recorded utterances of the teachers and the students during the teaching reading process and the transcript of the interview which were collected by observing, tape recording, and interviewing and analysed by using Miles and Huberman technique. The findings of the study showed most of the teachers' ways did not focusing on teaching reading comprehension but rather focusing on teaching the knowledge of genre because they did not provide the use of text structure knowledge which is considered as a help to enhance comprehension. All the underlying reasons of the teachers' ways in teaching reading comprehension of analytical exposition text did not facilitate comprehension. It was due to the misperception of the concept of teaching reading comprehension.

Key words: *teaching, reading comprehension, analytical exposition text*

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INTRODUCTION

Background of the Study

One of the foreign languages which are taught in Indonesia is English. Teaching English as a foreign language in senior high schools aims at providing the students to achieve communicative competence in language skills such as speaking, writing, listening, and reading. Among them reading is by far the most important one (Carrell et al, 1988) because reading is considered as key of knowledge. Through reading, students expose themselves with new things and broaden their horizon by giving an access to new information.

Reading is one of the skills that must be taught in language teaching because reading is greatly contributes to enlarge vocabulary and knowledge for the students. Reading is generally defined as a process of identifying written text to understand its meaning. Understanding the written word is one of the most essential components in reading. Students can obtain the knowledge if they have an ability to read and to understand the information contained in the text. The goal of reading is being able to get the meaning of text which is commonly called as comprehension. In teaching reading, teachers should realize the goal of reading process is comprehension.

One of the text genres which are learned by the eleventh grade students in reading according to the current curriculum (Kurikulum 2013) is analytical exposition. Analytical exposition text is a text that elaborates the writer's idea, point of view and argument about a problem surrounding. Teacher should know how to teach analytical text genre to the students. It is very necessary for teacher

to introduce them with the three elements of genre namely, the purpose, the generic structure, and the language features in order to increase students' knowledge about analytical exposition text and how those elements can help and guide the students to comprehend a text especially for its text structure. The teachers should provide a clear explanation how a text is organized by gaining students' awareness on the text structure to build a text and how that text structure can help the students to get the key information of the text easily.

Analytical exposition text is more challenging than other kind of texts. For some reasons, analytical exposition text structure is more challenging for students since they only introduce with a sense of narrative text structure when they were at elementary school (Williams et al, 2004). Furthermore, the vocabulary and the connection between ideas in analytical exposition text are not simple and familiar as in many kind of texts. Therefore, most students still failed at comprehending an analytical exposition text. Besides that, it was also due to the use of inappropriate ways to teach reading for analytical exposition text. It is very necessary for teacher to know how to teach genre for students and how those knowledge of genre can facilitate reading comprehension..

To teach reading, the teachers not only tell those elements of genre but they have to provide information that the genre knowledge can assist the students to comprehend a text especially for its text structure. Some teachers still stack with traditional ways in teaching reading. For instance, the teacher asked the students to read the text, asked them to translate it into Bahasa, and then the students would be asked questions related to the passage. These activities do not give any

significant effect for students to enhance their comprehension; instead they only know the meaning of word by word in the text. The students also do not aware of the text structure to build a text which is considered as a guide to find the key information of the text. The students cannot comprehend a text easily when they do not know how a text is organized.

The research which is conducted by Arianti and Tiarina (2014) found that the problems found in the field when teaching reading of analytical exposition text was the difficulty of students to identify the main idea of the text and the generic structure of analytical exposition text. Veneranda (2014) in her study also found that the teacher merely asked the students to read the text and find unfamiliar words. Then the students would be asked to translate the text. After that, the teacher gave test related to the information in the text. The tendency of teachers to asked the students translating the text from English into Bahasa only help the students to get the literal meaning of the text and only help them to answer the question which is explicitly written on the text. As the result, the students tend to have poor reading comprehension.

Teachers play a very important role in determining the student's success in comprehending analytical exposition text. The teachers should guide the students how to construct meaning of a text, how to explain the social function of analytical exposition text, how to identify the generic structure of analytical text, and how to determine the characteristic of language features used in analytical exposition. The teachers not only telling them the knowledge of genre itself, but the teacher should also informing them how that knowledge can facilitate

comprehension. Students find it difficult to comprehend analytical exposition text when they only informed the definition and the generic structure of analytical exposition. While the teachers as contributor of knowledge must help them to cope with it. How the teachers teach reading comprehension is based on the way she/he used to teach reading comprehension itself. The student's success to comprehend the text is based on the teachers' abilities to teach reading of any kind of genres.

Based on the explanation above, the researcher focused her study to investigate how the teachers teach reading comprehension of analytical exposition text and why the teachers teach the way they do.

REVIEW OF LITERATURE

Reading Comprehension

Maria (1990) defines reading comprehension as a process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text such as word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader's interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read.

Furthermore, Pang et al (2003) define comprehension as a process of deriving the meaning of the text by using background knowledge. Reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to

one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text (ibid).

Thus, there is an essential interaction between language and thought in reading (Goodman, 2006). Background knowledge, vocabulary, grammatical knowledge and experience with text can help the readers to understand the written texts (Pang et al, 2003). As Brown (2000) states in his book that meaning is not found in the text, but the reader must construct the meaning based on their previous acquired knowledge. Meaning can be brought out by associating the text with experience (ibid. p. 299). It is also supported by Nunan (2003: 68), to comprehend a text, the readers must combine the information from a text with their own background knowledge to build meaning.

Analytical Exposition Text

Coffin (2004) states analytical exposition is the text which is used to put forward a point of view or an argument. The purpose of an exposition text is to persuade the reader or listener by presenting one side of arguments which are supported by facts in order to convince the readers.

a. The Social functional of Analytical Exposition Text

The social function of analytical exposition text is to persuade the reader or listener that something is the case (Gerot and Wignell, 1994)

b. Generic Structure of Analytical Exposition Text

- 1) Thesis, introducing the topic
- 2) Argument, elaborating each point of argument.
- 3) Reiteration, restating the thesis.

c. Language Features of Analytical Exposition

- 1) Focuses on generic human and non-human participants
- 2) It usually uses Simple Present Tense
- 3) Use nominalization to show the list of given arguments such as firstly.

Teaching Reading Comprehension of Analytical Exposition Text

As analytical exposition is a kind of text genres, it is important to know how to teach reading comprehension based on the genre. A genre usually contains three elements, those are: the purpose, the structure, and the language features (Bhatia, 2004). Therefore, to teach analytical exposition text, teachers need to teach the purpose, the text structure and the language features of the text.

The purpose of text is the reason why does the writer write the text and what the writer want the reader to do with the text. When a students know that a text is written by a writer for a certain purpose and look for features that will help them to understand that purpose, they can easily learn new information from the text. So, it is very helpful for students to teach them the purpose of analytical exposition text.

When reading a text, students must not only attend to the information in the text but also identify the type of text structure used to present it. The text structure according to Klinger et al (2007) is the way text is organized to guide readers in identifying key information. As a guide in reading, the text structure will help the reader to find the key information in the text and also to raise questions related to the text structure of analytical exposition text. Author of

analytical exposition text uses text structure to arrange and connect ideas to build a structured paragraph of the text.

Readers must be aware of text structures if they are to be most successful in comprehending a text. Reading researchers have argued that knowledge of text organization or structure is an important factor for text comprehension (Fletcher, 2006). Knowledge of text structure is an important factor in fostering comprehension. Thus, teachers must draw attention to the structure of the analytical exposition text, because, in this way, students can map the information they obtain from the text. Text structure can help readers locate and organize information in the text. For example, thesis helps introduce students to the topic will be argued for. Students then can process it or connect it to background knowledge and store it in their memory.

The recognition and use of text organization are essential processes underlying comprehension and retention (Akhondi et al, 2011). The ability to identify and to analyse the text structures in analytical exposition text helps readers to comprehend the text more easily and retain it longer. Therefore, students can remember the lesson better when text is organized in a pattern which is familiar to them. When students are familiar with the way a text is structured, this knowledge can help them to (1) form expectations about what they will read, (2) organize incoming information, (3) judge the relative importance of what they read, (4) improve their comprehension, and (5) enhance their recall (Meyer, 1984 in Klinger, 2007). Conversely, when readers are unaware of text structures, they will find difficulty to comprehend the text.

Teaching genre also involves about how texts are grammatically patterned, this helps learners to understand how grammar and vocabulary choices create meanings. Language features are the types of words in constructing the text. The language features can help the readers to draw attention to and emphasises the idea/word/phrase/theme/concept. It highlights importance. It is important to introduce students to the components of analytical exposition text. The recognition of language features that is used to build a text is essential because the students will not only know the meaning of word but also how it was arranged to form a meaning.

The Underlying Factors of Teacher's teaching

Teaching is the activity of what the teachers do in helping their students learn and perform something. Gage clearly depicting the success of any teaching depends on three variables, they are: 1) *presage* variable, 2) *context* variable, and 3) *process* variable. The *presage* variable which is the teacher's knowledge, teaching skill and intelligence and *context* variables which is describing the setting or environment in which the teaching goes on are significantly affect the *process* variable which is the teaching and learning process in the classroom. The relationship between *presage* and *context* variables determines the quality of *process* variables in the final result.

RESEARCH METHOD AND FINDING

Research Design

This study used descriptive qualitative design. The data of this research were the transcript of the recorded verbal ways (utterances) of the teachers and the

students during the classroom teaching process and the transcript of the interview. The sources of data were two English teachers who taught at the eleventh grade of SMA. The schools which were being observed are SMA Negeri 4 and SMA Negeri 12 Medan

In collecting the data, the researcher used observing, tape recording, and interview. The transcription of tape recording helped the researcher to describe what had happened in the classroom during the teaching process. The interview conducted to gain more information related to the ways from the subjects. The data of the interview was used to reveal the underlying reason of teachers of doing the way they did during the teaching process.

After collecting the data, the researcher analysed the data. The data was analysed by using qualitative data analysis technique by Miles, Huberman and Saldana (2014) which is consist of 1) data condensation, 2) data display, and 3) drawing conclusion and verification.

Teachers' Ways

Based on the analysis of data transcript of tape recording, it was found that there are 17 main ways performed by the teachers as seen in Table 1 below.

Table 1: The Classification of Teachers' Ways

No	Stages	Variation of Verbal Ways	Total
1	Opening Activity	1. Giving greeting to the students	4
		2. Introducing the topic	
		16. <i>Managing the classroom</i>	1
2	Main Instruction Activity	3. Making analogy about analytical exposition text	59
		4. Asking the students' knowledge about analytical exposition text	
		5. Commanding to read about analytical	

		exposition text	
		6. Providing information about analytical exposition	
		7. Add students' vocabulary	
		8. Recollect students' background knowledge about text	
		9. Asking the students to write an analytical text	
		10. Asking the generic structure of analytical exposition text made by each group	
		11. Correcting the students' writing	
		12. Asking the students' participation to enrich the text of each group	
		13. Attracting students' attention related to the topic presentation	
		14. Discussing the topic	
		15. Giving feedback	
		<i>16. Managing the classroom</i>	6
3	Closing Activity	16. Telling the end of the class	2

The way how the teachers teach based on data analysis can be seen in this following data

Data 1

- ⁵T : Now we come to our next lesson about Analytical exposition. Don't you remember about what we are going to study today?
- ⁶SS : Analytical Exposition
- ⁷T : Ok everybody. Anyone can you tell us what is analytical exposition? Raise your hand! Lilis can you write down, Lilis analytical exposition in capital letters ya, Nak, ya. Dalam huruf besar, Lilis. Yes, Wani. Can you stand up please?
- ⁸S1 : Analytical exposition is the text that elaborate writer's opinion about cases or something that important to the writer that presents one side of an issue in a form of arguments.
- ¹¹T : Ok, good. Anyone else? Mifta? Maybe you wanna try? Analytical exposition. Jessica? What about you, Jes? Do you have any idea about analytical exposition? Amri repeat once again
- ¹²S3 : Analytical exposition is a text that elaborates the writer's idea about the phenomena surrounding which the function is to persuade the reader that the idea was very important.
- ¹³T : Ok. So the purpose of the analytical is to persuade the readers. Ok now I have one text here. That's about.... But before we come to

the example, what are the generic structure of analytical exposition? Number one?

14SS : Thesis,

15T : and then?

16SS : Arguments

17T : and then the last one?

18SS : Reiteration

19T : Wandri can you write down here (*pointing the white board*) the generic structure of analytical exposition text? You just write one, two, and three!

[EM/SI/L5-L19]

From the data above, it can be seen that most of the teachers' ways in teaching reading comprehension were focused on teaching the genre knowledge of analytical exposition—definition, purpose, and generic structure. These kinds of teaching ways did not facilitate the students in comprehending a text.

Teachers' Belief

From the in-depth interview revealed that there are five reasons causing the teachers performed the teaching, teachers believed that:

1. The knowledge of text structure can facilitate comprehension
2. Prior knowledge can help the students to comprehend better
3. Translating the difficult word can make comprehension easier
4. Grammar knowledge contributes to build meaning of the sentence.

Findings

1. There 17 main ways performed by the teachers in teaching reading comprehension of analytical exposition text. The verbal ways performed by the teachers are not yet focused on enabling the students to comprehend a text. Most of the ways are directed the students to know genre knowledge of

analytical exposition text rather than to teach how to comprehend a text by using the knowledge of genre itself.

2. The underlying reason of teachers' ways in teaching reading comprehension was due to the five reasons they are: 1) teachers believed that knowing the definition of analytical exposition text is the very first step to comprehend a text, (2) teachers believed that the knowledge of text structure can facilitate comprehension, (3) they believed that prior knowledge can help the students to comprehend better, (4) teachers believed that translating the difficult word can make comprehension easier, (5) teachers believed that grammar knowledge contribute to build meaning of the sentence. All the underlying reasons of the teachers' ways in teaching of reading comprehension of analytical exposition text did not facilitate the better comprehension of reading ability. It was due to the misperception of the concept of teaching reading comprehension.

CONCLUSION

1. There were 17 main ways performed by the teachers in teaching reading comprehension. The ways performed by the teachers were not focused on enabling the students to be an independent or skillful reader. Most of the ways were directed the students to know genre rather than to facilitate comprehension for the students.
2. All the underlying reasons of the teachers' ways in teaching reading comprehension was not able develop the students' ability to comprehend an analytical exposition text.

SUGGESTIONS

Based on the findings and conclusion of this research, the following suggestions are given as follows:

1. Since the research findings showed that most of the teachers ways which is supposed to be focused on teaching reading comprehension instead of teaching genre knowledge, it is suggested that the teachers should be limited their ways on how to teach reading comprehension rather than to teach genre knowledge.
2. It is suggested that the teachers should guide their students how to comprehend analytical exposition texts by using the knowledge of genre especially the text structure.
3. Based on the finding, the underlying reasons of the teachers' ways did not facilitate reading comprehension, it is suggested that teachers should master the concept of teaching reading comprehension, so they can help their students the get the goal of reading.

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