

**STUDENTS' COMPREHENSION IN READING EXPOSITORY TEXT AT  
THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM  
STAIN PADANGSIDIMPUAN**

*By*

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**Abstract**

Penelitian ini dilakukan dengan pendekatan kualitatif terkait dengan kemampuan membaca teks ekspository mahasiswa Program Studi Tadris Bahasa Inggris semester IV STAIN Padangsidimpuan. Dari hasil penelitian ditemukan bahwa kemampuan mahasiswa yang dijadikan sebagai sample pada penelitian ini dalam memahami teks eksipotori tergolong cukup rendah yakni 58.6 %. Kemudian peneliti juga menemukan bahwa mahasiswa mengalami kesulitan dalam memahami kata-kata yang sulit karena rendahnya kemampuan pemahaman kosa kata bahasa Inggris mahasiswa, dalam mengenali jenis teks, dan menganalisa isi teks. Selain itu peneliti juga melakukan wawancara keapda dosen *reading comprehension*, dan mendapatkan bahwa tidak ada pembahasan khusus terkait dengan ekspositori tersebut, namun terdapat satu topic pembahasan tentang *genre*. Namun penelitit tetap menyimpulkan bahwa mahasiswa masih memiliki kemampuan yang rendah dalam memahami teks, sehingga disarankan agar dosen *reading comprehension* memperhatikan dan dapat meningkatkan kemampuan membaca mahasiswa.

**INTRODUCTION**

Language learning is a kind of knowledge also and this subject becomes a favorite subject of many foreign leaners. They know that anybody who learns this subject will get many advantages in his live later, because a useful knowledge holds a big significant while we still alive until we are dead also. Muhammad SAW stated that as follow:

حدثنا عبد الله حدني أبي حدشنا سليمان بن داود حدشنا أسماعيل أنبانا العلا عن  
أبيه عن أبي هريرة أن النبي صل الله عليه و سلم قال : اذا مات الانسان انقطع عنه  
عمله إلا من ثلاث: ألا من صدقة جارية أو علم ينتفع به أو ولد يد عوله<sup>1</sup>

*Meaning:*

<sup>1</sup> Imam Ahmad Bib Hanbal, *Musnad Imam Ahmad Bin Hanbal Juz 2* (Beirut-Libanon: Dar al-Kitab Ilmiah, 1993), p. 493.

“ Told by Abdullah and told by our father Sulaiman bin Daud and told by Ismail, told by Abu Hurairah r.a. stated that : Rasullulah SAW stated that: “if people has died so his charities broken off also except three things: alms given, a useful knowledge and a royal kid that praying for his parent.”<sup>2</sup>

In learning English, there are four basic skills that must be mastered. The four basic skills are listening, speaking, writing, and reading. Reading is one of four basic skill that important to be mastered by students because through reading process, students can get information from textbooks, articles, newspapers, or another written text such as brochures and pamphlets.

In many second and foreign language teaching situations, reading receives a special focus. There are numbers of reason for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purpose. In fact, in most EFL situations, the ability to read in a foreign language is all that students ever want to acquire. Second, written text serves various pedagogical purposes. Extensive exposure to linguistically comprehensible written text can enhance the process of language acquisition. Furthermore Allah SWT stated that reading is one of the key to gets knowledge like Allah SWT stated in Holy Quran as follow:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ<sup>3</sup>

*Meaning:*”(Proclaim, Or read! In the name of thy Lord and Cherisher, who created, created man, out of a mere clot of congealed blood. Proclaim! And thy Lord is Most bountiful, he who taught the use of the pen, taught man that which he knew not.) (1-5).”<sup>4</sup>

In education system of scientific resources, such as books and articles are available in English. Nowadays, English has studied in schools, it has begun from

<sup>2</sup> Abdul Majid Khon, *Hadis Tarbani* (Jakarta: Prenada Media Group, 2012), p. 126.

<sup>3</sup> Abdallah Yousef Ali, *The Glorious Quran* (Beirut: Dar El Fikr, 2009), p. 558.

<sup>4</sup> *Ibid.*, p. 558.

elementary schools up to universities. And English become one of the main subject also in all level of schools besides mathematic, Indonesia language, Scientific, Social, and Religion subject also. Based on the situation that English is very important to study, and the most principal ability that have to mastered by students is about writing, speaking, listening and reading.

The reading demands of college students are wide and diverse. Textbooks, the student's primary reading material, represent unique academic disciplines. Each differs in style, content, and conceptual complexity. Many students are also required to read literature, supplementary assignments, reference materials, periodicals, manuals, handbooks, and study guides.

Each of these materials is also unique, and more importantly, the student's purpose for reading of each text is different such as a student may read to prepare a class lecturer, make notes for discussing, review for an exam, or locating an information for a paper. To handle these diverse reading situations effectively, a student must develop reading flexibility skills, adjusting strategies and techniques to face each reading situations.

College students face difficult course requirements and must cope with time restraints created by jobs, family, and social activities. Reading and study must be accomplished within a realistic time frame and result in effective learning. Reading efficiency, then, is also vitally important. Surely, a success student is who can make them all in one circle.

Generally, the students of fourth semester of English Education Study Program STAIN Padangsidimpuan have numerous activities in reading processes, such as reading a short paragraph in learning processes, tell an explanation, make a notes for discussion, review for an exam, getting information in making working papers and resumes. It was indicate that the students really have many activities in reading process.

Most of the he fourth semester of English Education Study Program STAIN Padangsidimpuan students were have problems in getting information efficiently and effectively in reading process. They have problem like deciding the kind of the genre, lack vocabularies, analyzing and identify kinds of text and its generic structures, such

as identifying (the orientation, event, twist) in spoof/recount text, (orientation, events, and re-orientation) in recount text, (*general classification, description*: parts, qualities, habits or behavior) in report text, (*thesis*: position and preview, *arguments*: point and elaboration, *reiteration*) in analytical exposition, (orientation, evaluation, complication, resolution, and re-orientation) in narrative text and (thesis, arguments, recommendation) in hortatory exposition text, identifying background of an events, analyze the characteristic of a text, identify how making connection, finding main ideas, deciding supporting details, grammar comprehending, sequences between paragraphs, and the conclusion part in a paragraph. Moreover, students' motivation also holds a significant role to get a good comprehending in reading. Commonly, the factors are text structure mastery, reading strategies mastery, vocabulary mastery, and structure grammar mastery.

Considering the above reasons, the researcher was interest to know how was the students' comprehension in reading expository text and what were their difficulties, and what methods that used by Reading lecturer in teaching expository text. Therefore, the researcher has searched this thesis by the title ***“Students’ Comprehension in Reading Expository Text at the Fourth Semester of English Education Study Program STAIN Padangsidimpuan”***.

Based on the formulation of the above problems, the objectives of the research were:

1. To know the students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidimpuan.
2. To know students' difficulties in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidimpuan.
3. To know the teaching learning processes in teaching expository text at the fourth semester of English Education Study Program STAIN Padangsidimpuan.

## **METHODOLOGY**

The kind of this research was qualitative research. The sources of the data in this research divided into two sources, they were primary sources and secondary sources of the data. Primary sources of data were the fourth semester of English Education Study Program STAIN Padangsidimpuan, whereas the all data which

collected from Reading lecturer and the Chief of English Education Study Program STAIN Padangsidempuan was called secondary sources of data.

For collecting the data, the researcher used test, interviews, and observation as the instruments. After collecting the data, the researcher analyzes the data by using steps, they were 1) Check the all collected data, 2) Checking and calculating the students' answer sheets and classified into a table, and 3) Then, students results/scores were calculated into the classification quality, Analyzing students result or scores with mean score.

Researcher used triangulation as the measurement of the data trustworthiness or to check the trustworthiness of the data. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.<sup>5</sup> So, the researcher has compared the result of test, interview, and observation. Then the three instruments were as the comparison to know what the all data were relevant.

### **THEORETICAL DESCRIPTION**

Reading is a human being activity in daily life. A teacher often read a textbook in front of the classroom, a student always read their material in learning process, a presenter can't start a TV program without read the script first, furthermore Allah SWT stated in Holy Quran that peoples have to read to make us understandable about something that we haven't known before. It indicates reading is really important aspect in our daily life. Then we have to know also that reading not only interaction of our eyes and a sentences or a paragraph. It is really a complex process included interaction between a reader with a text, how a reader take information from the text sooner. What the reader purpose/s, what points the reader looking for, how the reader flashback the current topic to the last topic and more. It is really difficult in reading if we don't know what is reading itself. Next explanation describes what is reading, reading goals, reading as a skill and reading's aspects.

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<sup>5</sup> Lexy J. Moleong. *Op. Cit.*, p. 175-183.

## Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>6</sup> As an usual a text or passage consist of many information inside for conducting a complete meaning, and we have to combine all related information inside of the text. Then we have to combine all information recently within all own information before. But once more it is a fluent process.

Reading, at first, may appear to be routine activity in which individual words are combined to produce meaning.<sup>7</sup> Actually reading a textbook is how reader can build a complete comprehension base on many words structurally in a text. And also the process must be routine to enrich our comprehension what the text tell about.

Next, reading is one of the important skills in learning language besides listening, writing, and speaking. The main goals of reading is comprehension.<sup>8</sup> We can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>9</sup> Reading without comprehension or understanding is not reading. Many readers can pronounced words fluently but when what they have just read, they are unable to respond although they may score high in terms reading rate or fluently, but they are not really good readers. The comprehension entail three elements:

- a. The *reader* who doing the comprehending.
- b. The *text* that to be comprehend.
- c. The *activity* in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, the processes, and consequences associated with the act of reading.

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<sup>6</sup> David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), p. 68.

<sup>7</sup> Kathelen T. McWhorter, *Efficient and Flexible Reading* (USA: Harper Collins Publisher, 1992), p. 23.

<sup>8</sup> David Nunan, *Op. Cit.*, p. 68.

<sup>9</sup> Catherine Snow, *Reading for Understanding* (USA : RAND, 2002), p. 11.

So, the researcher concluded that a reader can be a good at reading if three above elements is engaged each other. The reader have wide range capacities and abilities. The text can be extract and construct by the reader, and the reader done a related activities.

Next, reading is the readers' activities to get meaning or message from an author. An author tell the meaning or massage to reader in printed or written material.<sup>10</sup> A process where an author combine words in a unity that has meaning. If an author can not build a complex meaning in a text, they reader will not understand what text tell about.

### **The Reading Goals**

The main goals of reading are to get and search information include content and meaning of the text. Here some goals of reading such as:

- a. Reading is for details or fact.
- b. Reading is for main ideas.
- c. Reading is for sequence or organization.
- d. Reading is for inference.
- e. Reading is to classify.
- f. Reading is to evaluate.
- g. Reading is to compare or contrast.<sup>11</sup>

### **Aspects of Reading**

Generally, reading has two important aspects:

#### a. Mechanical Skill

Mechanical skill is lower order and its include: letters recognition, linguistics recognition (words, phrase, sentences, phoneme, and clause roles), pronunciations recognition, and the speed reading.

#### b. Comprehension Skill

Comprehension skill is higher order and its include: simple comprehension (lexical, grammatical, and rhetorical), significance comprehension or meaning (the

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<sup>10</sup> Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahsa* (Bandung: Agkasa, 2005), p. 6.

<sup>11</sup> Henry Guntur Tarigan, *Op. Cit.*, p. 9.

main goals of an author, the relevant of the cultures, and readers' reaction), evaluation or marking of the content and form, and the last speed reading flexibly.<sup>12</sup>

### **Text**

What is text?. First, text is a verbal record of a communicative act.<sup>13</sup> Under this definition, could be written or transcribed version of speech. A similar definition stated that text is the physical manifestations of language, which included not only symbols such as letters of the alphabet or characters but also nonverbal elements such as capitalization, punctuation, paragraphing, and format.<sup>14</sup>

Sanggam Siahaan and Kisno Shinoda stated that text is a meaningful linguistics unit in context.<sup>15</sup> A linguistics unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistics context or non linguistics context. Linguistic context is the linguistic unit before and after a text. Nonlinguistic context is outside a text. So, the researcher conclude that text is a meaningful linguistics unit which included not only symbols such as letters of the alphabet or characters but also nonverbal elements such as capitalization, punctuation, paragraphing, and format and together become a unity in a context.

A text of a language is a text spoken or written in a language. An English text is a text spoken or written in English. A German text is a text spoken or written in German. An Indonesian text is a text spoken or written in Indonesia. A text spoken or written in any language.

### **Expository Text**

Sanggam Siahaan and Kisno Shinoda stated that expository text is a written English text in which the writer persuades people that something should or should not be the case.<sup>16</sup> Then, Otong Setiawan Djuharie stated that expository text is to tell

<sup>12</sup> *Ibid.*, p. 12.

<sup>13</sup> John. S Hedgcock and Dana. R Ferris, *Teaching Readers of English* (New York: Routledge, 2009), p. 78.

<sup>14</sup> *Ibid.*, p. 78.

<sup>15</sup> Sanggam Siahaan and Kisno Shinoda, *Op. Cit.*, p. 1.

<sup>16</sup> Sanggam Siahaan and Kisno Shinoda, *Op. Cit.*, p. 101.



author's idea or argument about a phenomena or case or problem.<sup>17</sup> This is a unique text, a writer have to arrange some ideas in which a reader will be persuade by the text. A writer show up a topic, then followed by three or more argument and hope the reader will be persuade.

Dr. Djoehana D. Oka at all stated that exposition text is the straight forward explanation of something. For example a process, an object, an idea, or an event. It is simply an exposing of information. It analyses or accounts for something by presenting specific information to support explanation given.<sup>18</sup> This definition seems like another kind of text like explanation and argumentation, but there some big different that is the primary function of expository text is not tell stories, histories, or relate a happening although exposition often use narration as one of explanation technique. Its primary function is not to create clear picture for the reader. But the main purpose of exposition is to present/to explain an idea, or an event. Any kind of a text that has as its primary purpose to make subject clear by presenting specific information will be considered as an exposition text. The aim is to get the reader say, "I understand." "I see the point".

### **The Kind of Expository Text**

Expository text have two forms, they are analytical exposition and hortatory exposition.

#### *Analytical Exposition*

1. Social function

To persuade the reader or listener that something is in the case.

2. Generic (Schematic) structure:

a. Thesis

Position: introduces topic and indicates writer's position.

Preview: outline the main arguments to be presented.

b. Arguments

Point: restates main argument outlined in preview.

Elaboration: develops and supports each point/argument.

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<sup>17</sup> Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman* (Bandung: CV. Yrama Widya, 2007), p. 31.

<sup>18</sup> Djoehana. D. Oka at all, *Advanced Reading* (Jakarta: Universitas Terbuka, 2004), p. 4.3.  
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- c. Reiteration: restates writer's position.
- 3. Significant Lexicogrammatical Features:
  - a. Focus on the **generic human and non-human participants**.
  - b. Use of simple present tense.
  - c. Use of *Relational Process*.
  - d. Use of external Temporal Conjunction to stage argument.
  - e. reasoning through Causal Conjunction or nominalization.

### **Hortatory Exposition**

#### 1. Social Function

To persuade the reader or listener that something should or should not be in the case.

#### 2. Generic (Schematic) Structure

- a. Thesis: announcement of issue of concern or this stage usually includes a "preview of arguments". It introduces topics and indicates writer's position.
- b. Arguments: reasons for concern, leading to recommendation or this stage consists of a "point and elaboration" sequence. The number of points may vary, but each must be supported by discussion and evidence (which is the elaboration of the point). Points are ordered according to the writer's choice, but it is usual to discuss the strongest point first.
- c. Recommendation: statement of what ought or ought not to happen.

#### 3. Significant Lexicogrammatical Features

- a. Focus on **generic human and non-human Participants**, except for speaker or writer referring to self.
- b. Use of:
  - 1) *Mental Processes*: to state what writer thinks or feels about issue. For example realize, feel, appreciate.
  - 2) *Material Processes*: to state what happens. For example is polluting, drive, travel, spend, should be treated.
  - 3) *Relational Processes*: to state what is or should be. For example doesn't seem to have been, is.

- 4) Use simple present tense.
- 5) Sentence connectors to link arguments in hortatory exposition text as below:
- a. One important effect...
  - b. In addition ....
  - c. Furthermore ....
  - d. Firstly, ....
  - e. Secondly, ....
  - f. Thirdly, ....
  - g. Finally ....
4. Phrases for making recommendation such as:
- a. I think the government should ....
  - b. There must be an effective way to do it.
  - c. .... should .....
  - d. .... should be ....
  - e. In my opinion, it is better ....
  - f. It would be best to ....
5. Phrases for making conclusion such as:
- |                                      |   |
|--------------------------------------|---|
| a. In conclusion,                    | }<br>We state that ....<br>}<br>}<br>We can conclude...<br>}<br>} |
| b. Therefore,                        |   |
| c. To conclude,                      |   |
| d. On the whole,                     |   |
| e. From the statement                |   |
| f. From the facts above              |   |
| g. On this basis, we agree that .... |   |
6. The words *can, should, may, must, will* are called **modal verbs**. *Modal verbs* are commonly used in argumentative writings to show certainty of conclusion. *Beside modal verbs*, we also use some adverbs to show low certainty and high certainty.

### Topic and Supporting Details

#### 1. Topic

A paragraph can be defined as a group of related ideas. The sentences relate to one another in the sense that each about a common person, place, thing, or idea. The common subject or idea is called topic.<sup>19</sup> As you read the following paragraph, notice that each sentence discusses mortgages.

One of the largest components of debt is the mortgage, the debt owed on real estate. In speaking of mortgage market it is important to distinguish between real estate mortgages and mortgages as a type of security for a debt obligation. In one sense, one mortgages a car to secure a car loan. Anytime an asset is pledged to secure a loan, a mortgage is created. Since real estate loans are so typically secured by a pledge of real estate, such loans are themselves called mortgages. Mortgage borrowing exceeds the combined borrowing of corporations and municipalities by a wide margin.<sup>20</sup>

In this paragraph you could see that each sentence defines, explains, or provides examples of mortgage. To identify the topic of a paragraph, ask yourself this questions: “who or what is the paragraph about?”. Your answer to this questions will be the topic of the paragraph.

## 2. Major and Minor Supporting Details

There are a number of ways that you can explain an idea. If you are trying to explain to someone that you think “A” make better than “B”, you could develop your idea by giving examples of the behaviors of particular “A” and “B”. You could also explain by giving basic reasons you hold that opinion, or you could present facts about “A” and “B” that support your position. There are many ways a writer can explain an idea. In a paragraph a writer includes details that explain, support, or provide further information about the main idea.<sup>21</sup> However, not all details are equally important.

To find the most important, or major, supporting details, ask yourself this questions, “which statements directly prove or explain the main idea?” your answer will lead you to important details in the paragraph.

## FINDINGS

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<sup>19</sup>Kathleen T. McWhorter, *Efficient and Flexible Reading* (New York: The Lehigh Press Inc, 1992), p. 168.

<sup>20</sup>*Ibid.*, p. 168.

<sup>21</sup>*Ibid.*, p. 182.

## 1. Specific Findings

### a. **The Description of Students' Comprehension in Reading Expository text at the Fourth Semester of English Education Study Program STAIN Padangsidimpuan**

Based on the research, the fourth semester total of English Education Study Program was 100 students. There were 6 students absent when the test taking, there were Eri Doniati and Hanifah Paradipta Siregar were English Education Study Program –II students , Annisa Hannum Hasibuan, Jon Piter Harahap, Nur Syahada Nasution and Rosmiannur were English Education Study Program –III students. So, just 94 students were taken the test of this research.

Based on the result of the test given to respondents, it can be seen that the mark of respondents between 35 up to 90 mark. It means that the highest mark got by respondent was 90 mark and the lowest mark was 35 mark. The mark's description of students' comprehension in reading expository text at the fourth semester of English Education Study Program are below:

Ten items test has given to the fourth semester of English Education Study Program STAIN Padangsidimpuan. There 1 student got 35 mark, 2 students got 40 mark, 7 students got 45 mark, 9 students got 50 mark, 14 students got 55 mark, 8 students got 60 mark, 22 students got 65 mark, 14 students got 70 mark, 10 students got 75 mark, 6 students got 80 mark and 1 student got 90 mark. For more detail, see appendix V.

To know more about the description of classification or the criteria of the students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidimpuan, check the following table:

**Table 12.**  
**The Classification of the Students' Comprehension in**

**Students' Comprehension.....Abdi Yunus and ...**

**Reading Expository Text at the Fourth Semester of  
English Education Study Program  
STAIN Padangsidempuan**

No.	Classification	Predicate	Total of students	Percentage
1.	0% - 20%	Very low	0	0%
2.	21% - 40%	Low	3	3,20%
3.	41% - 60%	Enough	38	40,42%
4.	61% - 80%	High	52	55,31%
5.	81% - 100%	Very High	1	1,06%
<b>Total</b>			<b>94</b>	<b>100%</b>

The researcher can extract some description about the classification of students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidempuan. *First*, there were 3 students (3, 20%) got 21% - 40% mark. For more details there were 2 students got 40 mark and 1 student got 35 mark. So, 3 of them were able to be classified into low category. *Second*, there were 38 students (40, 42%) got 41% - 60% mark. For more details there were 8 students got 60 mark, 14 students got 55 mark, 9 students got 50 mark and 7 students got 45 mark. So, 38 of them were able to be classified into enough category. Next, there were 52 students (55, 31%) got 61% - 80% mark. For more details there were 6 students got 80 mark, 10 students got 75 mark, 14 students got 70 mark and 22 students got 65 mark. So, 52 of them were able to be classified into high category. *Last*, there were 1 students (1, 06%) got 81% - 100% mark. For more detail she got 90 mark. So, she were able to be classified into very high category.

Based on the criteria of mark classification in the chapter III, the researcher concluded that students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidempuan was **58, 6%**. So, it was able to be classified into "**Enough**" category.

**b. Students' Difficulties in Reading Expository Text at the Fourth Semester of English Education Study Program STAIN Padangsidempuan**

Students' Comprehension.....Abdi Yunus and ...

Base on the result of items test and interviews that were gave to the fourth semester of English Education Study Program STAIN Padangsidempuan, there were many difficulties were appear such distinguishing the fact and own writers' opinions, to analyze the generics structures, about vocabularies, grammar and many more. For more details, see the interviews results as pointed below:

1. Analyzing the generic structure and language features of the text.

Desitiaisah stated that, generic structure were her first problem when she reading expository text.<sup>22</sup> Its means she has problem to identify or to recognize between thesis, argument and reiteration in analytical exposition and thesis, argument and recommendation in hortatory exposition. Furthermore, language features were her second difficulties. The second difficulties has happened to the Miss Nurlena. She stated that analyzing language features were make her hard in understanding this text.<sup>23</sup> Because of language features holds a significant role in comprehending expository text. Melda Mayasari Tanjung and Diena Fitria has the same difficulties in this case.

2. Distinguishing between fact and writer opinion.

Suryani Harahap stated that analyzing the fact and writer own opinion were her difficulty in comprehending expository text.<sup>24</sup> Because sometimes the writer don't make a clear distinguish the fact and his own opinion. So, these situation become a serious problem in comprehending that text.

3. Finding unfamiliar words and minimum vocabularies.

Widya Noor stated that when the writer uses unfamiliar words on his argument in the text and those words will make the text hard to understand what the writer mean is.<sup>25</sup> Next, Diena Fitria stated that it was really difficult to

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<sup>22</sup> Desitiaisah, The fourth Semester of English Education Study Program STAIN Padangsidempuan, *interview*, 04<sup>th</sup> February 2013.

<sup>23</sup> Nurlena, The Fourth Semester of English Education Study Program STAIN Padangsidempuan, *interview*, 04<sup>th</sup> February 2013.

<sup>24</sup> Suryani Harahap, The Fourth Semester of English Education Study Program STAIN Padangsidempuan, *interview*, 01<sup>st</sup> February 2013.

<sup>25</sup> Widya Noor, The Fourth Semester of English Education Study Program STAIN Padangsidempuan, *interview*, 02<sup>nd</sup> February 2013.

understand expository text if we have not much vocabularies or our vocabularies was really minim.<sup>26</sup>

#### 4. Determining kinds of text.

Juliana sated that the difficulties in comprehending that text were in determining the kind of text, because sometimes she has got confused to recognize the text kind of text or recognize between analytical and hortatory exposition.<sup>27</sup> At the same problem, Sudaryanti Sormin stated that identifying both of expository text was her difficulties in comprehending this text.<sup>28</sup>

#### 5. Analyzing the content of the text.

Misbahannum stated that the difficulties in comprehending the text were analyzing the content of the text and the recommendation of the text.<sup>29</sup> Because those were the main part of the text, so it was really hard to get meaning completely.

To overcome above problems, through interviews the researcher also ask the respondents the logical solution to solve all problems as below:

1. Vocabularies enrichment.
2. Study more about genre especially about expository text.
3. Study more about reading techniques.
4. Increasing reading rate.
5. Evaluate our reading abilities.

### **c. The Teaching Learning Process in Teaching Expository Text at the Fourth Semester of English Education Study Program STAIN Padangsidimpuan.**

Every single lecturer in the world have the same purposes in teaching their students. Their purposes are to realize the learning goals. Talk about learning goals, this topic really close to the teaching learning processes in the classroom. If the

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<sup>26</sup> Diena Fitria, The Fourth Semester of English Education Study Program STAIN Padangsidimpuan, *interview*, 04<sup>th</sup> February 2013.

<sup>27</sup> Juliana, The Fourth Semester of English Education Study Program STAIN Padangsidimpuan, *interview*, 31<sup>th</sup> January 2013.

<sup>28</sup> Sudaryanti Sormin, The Fourth Semester of English Education Study Program STAIN Padangsidimpuan, *interview*, 03<sup>rd</sup> February 2013.

<sup>29</sup> Misbahannum, The Fourth Semester of English Education Study Program STAIN Padangsidimpuan, *interview*, 04<sup>th</sup> February 2013.



teaching learning processes were appropriate, the learning goals would achieve. Lecturer and students were the main actors of all those processes definitely.

The Reading lecturer taught the expository text to the students by group discussing model.<sup>30</sup> The Reading lecturer has prepared some topics and give the topic to each group of students. Every students group have to demand and explore theirs topic and present in in the certain time, those all their responsibility as the students. And in the of the discussing the Reading lecturer would complete the explanation of students before. And those cycles were same to all groups of the students.

The researcher found some worse facts in the research field especially when the teaching learning process in the classroom. *First*, most of students did not have any good preparation to learn a topic in certain time for instance, students just hearing what the lecturer or another students explain to them, most of the students did not have the good responses to their topic that time, because they have not any god preparation before like resume, relevant articles or information about their topic that time. So, they just attend to the meeting without a significant interaction. *Second*, some students also did not study seriously, sometimes their talking with another friends when they are studying, so they miss many explanation and absolutely they did not have a good attitudes as a student. *Last*, we know that every student also have different skills or abilities in learning expository text.<sup>31</sup> Many students have minim vocabularies, did not understand; words, sentences, paragraph, generic structures of the text, how to link many ideas in a paragraph and many more. As the result they would face many problems when they learn this text.

## DISCUSSION

After analyzing the data, it was known that students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidempuan was **58, 6%**. Then base on the criteria of mark interpretation, the

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<sup>30</sup> Eka Susti Harida, M.Pd, Reading Lecturer STAIN Padangsidempuan, *interview*, 05<sup>th</sup> February 2013

<sup>31</sup> Observed on 17<sup>th</sup> December 2012.

researcher concluded that students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidimpuan were able to be categorized into "***Enough category***".

Students also have many difficulties in learning expository text, there were *analyzing the generic structure and language features* of the text as the ***first*** difficulties. Every single genre over the world have own the generic structure and language features as the body in producing that text and also as the identity or characteristics to recognized that text. So, it was really hard to understand about a text if someone have problem in analyzing the generic structure and language features of that text.

***Second***, students were gotten difficulties in *distinguishing between fact and the writers' opinion*. Base on the students' experiences before, this case also has significant effects in comprehending expository well. A writer sometimes don't make a clear distinguish between the fact and his own opinion in presenting a case for instance. So, this was make students or the reader didn't understand expository text well.

***Third***, *vocabularies mastery* also determining how a reader can understand a written form deeply. Base on the interviewers' answers before they have stated that it was really hard to understand a text if the writer has used unfamiliar words in his own written form. Clearly, minim vocabularies would get minim understanding about what you have read.

***Next***, beside three problems above, another significant problem was how a reader could *determine what kinds of text* have being read. Every single text over worlds have own characters in written and spoken form. A reader who can recognize a text well would build a good comprehending in his effort to get information from that text. Moreover, a good reader was who can determine a text well.

***Last***, shortly, reading is some steps of reader to get complete meaning from any written form by *analyzing the content and characters of the text*. Content means what the writers' purposes to write something or what the writes' idea about something while characters is main body of the certain text such as thesis, argument and recommendation in hortatory exposition and many more. Researcher argue that

this problems was the final processes, if a reader have gotten a complete meaning by analyzing to the content and characters of a text its means the reader has gotten a good comprehension or she/he was a good reader, but on the other hand a bad reader didn't get a complete meaning because she/he didn't analyze the content and the characters well.

The Reading lecturer have done the best effort in teaching expository text, but most of the students did not have any good preparation, did serious when they are studying, and some students have low level skills in learning this text. So, they still have difficulties in comprehending this text.

## CONCLUSIONS

Researcher were done test, interview and observation or three of instruments of collecting data in this research and make the final conclusion about students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidempuan as follow:

1. Students' comprehension in reading expository text at the fourth semester of English Education Study Program STAIN Padangsidempuan were able to be categorized into **“enough category”** or **58, 6%**.
2. Students have gotten some difficulties in reading expository text as in analyzing the generic structure and language features of the text, in distinguishing between fact and writer opinion, in finding unfamiliar words and minimum vocabularies, in determining kinds of text, and in analyzing the content of the text.
3. Student groups model or presentation by student groups was the method that used by Reading lecturer in teaching expository text at the fourth semester of English Education Study Program STAIN Padangsidempuan. Each group of students has a topic and will present that topic in the certain time. The researcher also found phenomena when teaching learning processes such as many students not really have a good preparation in attending the meeting, some students didn't study seriously, and the low level abilities of every student is different in understanding the same topic in the same time.

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