

TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT

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ABSTRACT

This study investigated teacher's strategies in teaching reading comprehension of analytical exposition text. This study was conducted by using descriptive qualitative method. The respondents of this research were one English teacher and nineteen students of XI IPS 2 class in SMA Negeri 1 Bangun Purba. The instrument for collecting the data was a video recorder and questionnaire dissemination. The teacher was observed and recorded when applied teaching strategies in reading comprehension of analytical exposition text. Meanwhile, the students had to fill the questionnaire to state their problems towards the teacher's strategies in teaching reading comprehension of analytical exposition text. The result indicated that the teacher implied general methods such as introducing text, setting the reading purpose, skimming the text, translating the text, answering question and identifying answer. Meanwhile, the most difficult strategy according to the students was skimming text. There were 11 of 19 students who stated that skimming text was difficult since they did not possess good vocabulary mastery. The least difficult strategy was identifying answer. Based on the data, teacher might need to improve the strategies to overcome students' problems in reading comprehension of analytical exposition text

Keywords: Teacher's Strategies, Students' Problems, Reading Comprehension, Analytical Exposition Text

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1. INTRODUCTION

One of the features in the learning process at Curriculum 2013 is to emphasize language skills as a communication tool, knowledge bearer and logical thinking, systematic thinking, and creativity. Language skills are classified into four fundamental categories such as listening, speaking, reading and writing. According to Husain (2015), speaking and writing are classified into productive skills or active skills. Learner's construct sounds when they are speaking, and signifiers when they are writing. That is why speaking or writing is classified as productive skills. On the other hand, listening and reading are categorized as receptive skills since the learners specifically receive information through listening and reading.

As stated by Kemendikbud in *Konsep dan Implementasi Kurikulum 2013*, the ability to read and reading comprehension emerge as one of the required components within the national education curriculum in Indonesia. In learning language, students are expected to get used to read and comprehend texts with summarize and rewrite texts based on their own words.

According to Harmer (2007) reading is essentials. To begin with, it is advantageous to the student's personal life. Reading English texts can produce a positive effect on students' future studies and careers, or it can simply be a pleasurable experience. Second, reading can improve students' writing abilities, spelling, and vocabulary knowledge, which is beneficial to their language acquisition.

Reading focuses on several methods. Reading comprehension is the most significant one. Reading comprehension is a cognition process. It involves connection among the learners' studies, the learner's experiences, and the learner's prior knowledge in order to form the text's meaning. Smith (1997) defines that reading comprehension is productive process in which the learners interpret the text and adjust the text based on learners' prior knowledge.

Durkin and Dolores (1995) mention that reading comprehension consists of three substantial aspects specifically vocabulary understanding, sentence understanding and paragraph understanding. There are various genre of text in English, but this research focuses on genre of arguing especially analytical exposition text. Analytical exposition text is a text that emphasizes learners on presenting an opinion and supporting it with evidence.

In the syllabus of English subject, analytical exposition text is introduced to students in the second level or eleventh grade of Senior High School. Students should be capable of contextual meaning understanding regarding social functions, generic structure, and language features of analytical exposition text both verbally and written after finishing this material.

The early data was collected at SMA Negeri 1 Bangun Purba, particularly in the eleventh grade, the second social class. In teaching reading comprehension, the teacher asks certain students to read the entire material out first, and the teacher corrects students' pronunciations as well if they say something incorrectly. After that, the teacher instructs the students to identify words that they consider important. The teacher instructs them to uncover the meanings from dictionary, subsequently, they must respond to the reading comprehension question. This method is commonly used by teachers while teaching reading comprehension.

Unfortunately, there were only four students out of thirty-three in that class received the required minimum score of seventy. Meanwhile, twenty-nine students failed to reach the requirement. They were unable to comprehend the analytical exposition text. According to the teacher, this is the lowest level of performance compared to other texts.

2. READING STAGES

Zhang (1993) classifies three phases of reading; Pre-reading, While-reading, Post-reading. Before choosing the strategy for teaching reading, teachers need to beware of those stages in order to arrange the strategies well.

A. Pre-reading stage

Teachers encourage learners to read by asking them questions about the text's topic and presenting the headings, titles, and pictures in the text to arouse students' interest.

B. While-reading stage

The activities in this stage are aimed at helping learners develop them to become active readers. Those activities are predicting text's content, taking notes, guessing word meanings based on context, skimming, scanning, reading for specific information, and effectively utilizing the dictionary.

C. Post-reading stage

Some activities such as close exercises, constructing comprehension questions, thinking aloud, role-playing, and drawing conclusions are used in this stage to enable learners connecting new information and previous knowledge.

3. TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION

A strategy is a well-thought-out plan or method for achieving a specific goal over a significant period of time. It's essential that teachers demonstrate both why the strategies help students to read better and how to apply it.

A. POSSE (Predict, Organize, Search, Summarize, Evaluate) Strategy

POSSE strategy is introduced by Englert & Mariage in 1991. POSSE strategy is a reading comprehension strategy which integrates reading and learning practice that will be effective to use.

1. Predict

Teachers use text clues such as the title, headings, pictures or diagrams, or opening paragraphs to activate students' prior knowledge by doing brainstorming such as asking question related to the clue.

2. Organize

Teacher asks students to create a concept map to organize their prior knowledge or predictions. Teacher discuss with students about what new information they've gained on the topic.

3. Search

Students read the text to confirm their predictions and to find the main ideas.

4. Summarize

Student's state what each paragraph is mainly about.

5. Evaluate

In this step, students can answer the reading comprehension question or compare their map to their friends to get another point of view or students can simply predict about the next text about.

B. Multipass Strategy

Harris and Graham (2007) mention that in applying Multipass strategy, students make three passes through an exposition text. The passes are survey, sort out and size up.

1. Survey

During this pass, students skim the text for around three minutes to become acquainted with the text's main ideas and text's organization. Students describe the chapter's title, note how it connects to other chapters and the component of study, and then simply read the chapter's introduction, headings, and summary.

2. Sort Out

In this pass, students look through the text for specific information. They could do this by predicting the answers to the questions at the end of the chapter, or by turning each section heading into a question and skimming the section to find the answer.

3. Size Up

In the last pass, students read the text to determine the right answers to the previous step's questions.

C. About Point Strategy

Bouchard (2005) makes the strategy clearly and divided it into some steps. The procedures are written below:

1. Teacher writes on the white-board “This section is about” and “The point is....”

2. Students are required to read the first paragraph

3. Teacher writes three possible “about” statements on the board and asks students to choose the rightest answer based on their arguments. After getting the answer, teacher writes the right statement into “about” section.

4. Teacher writes three possible “point” statements and asks students to choose the rightest answer based on their arguments. After getting the answer, teacher writes the right statement into “point” section.

D. Question-Answer Relationships (QAR Strategy)

As cite in Bouchard (2005) that QAR strategy instruct students to realize that there are two board sources of information in answering question; from the text and from students’ prior knowledge. The procedure of applying QAR strategy is stated below.

1. Teacher presents the strategy and demonstrates the correlation of the Questions to Answers.

2. Teacher creates QAR questions from small sections of text (not longer than five sentences).

a. Right There: if the answer is stated in the text, generally as a phrase include within one sentence.

b. Think and Search: the answer is already stated separately in the text but the student is required to combine separate sections or pieces of text to answer the question.

c. Author and You: as the answer is stated implicitly, the student must connect on prior knowledge as well as what the author has written to answer the question.

d. On Your Own: the answer is not found in the text. Students must formulate their answer based on the given information and their prior knowledge.

3. Teacher provides students with sample questions to answer in small groups, and let them identify which QAR levels they used.

4. Teacher enables students work individually on questions from longer passages in their text book. Teacher requires students to determine the types of questions in their textbooks.

4. ANALYTICAL EXPOSITION TEXT

A. Definition of Analytical Exposition Text

Knapp and Watkins (2005) define exposition text as a text that centralizes students on the arguments objectives which are followed by providing evidences to support the arguments.

B. Generic Structure of Analytical Exposition Text

The generic structures of analytical exposition text are classified into three by Knapp and Watkins (2005). The first is thesis, next is argument (point and elaboration), and the latest is conclusion. Thesis introduces the readers to a statement of the text. Argument consists of facts and evidences that support the thesis. Meanwhile, in conclusion the readers may find the restating statement and the summary of that text.

C. Language Features of Analytical Exposition Text

Knapp and Watkins (2005) state that analytical exposition applies mental verbs when expressing opinion, for example “I agree with you” or “we believe that.” and the use of

connecting words such Firstly, secondly, however, consequently, and therefore to retain logical connections and related points

5. STUDENTS' PROBLEMS IN READING ANALYTICAL EXPOSITION TEXT

McCormick (2007) finds six elements affecting expository texts difficult to read, they are: text structure, new information, specialized vocabulary, and text readability level, abstract concepts, and the expectation that information should be retained by the reader. Similarly, Hall (2004) writes expository texts tend to be problematic because they contain specific vocabulary which is uncommon to the reader.

When teaching reading comprehension, teacher tends to ask students just finding some new words that students have not knew yet through dictionary without explaining the use of the words in the text's context. Teachers' behaviours of asking students to translate texts from English to Indonesian hardly help students understand the text's literal meaning and it only allow them answer the question which is explicitly written in the text. As a consequence, the students' reading comprehension become weak and poor

6. RESEARCH METHODOLOGY

This was a qualitative descriptive study. Ali (2010) states that descriptive qualitative research is research that describes the meaning, data, or phenomenon that can be captured by the researcher by showing the evidences. The data of this study were the teacher's instructions while applied the strategies in teaching reading comprehension of analytical exposition text. The second data were students' responses related problems towards the teacher's strategies in reading comprehension of analytical exposition text. The sources of data in this research were an English teacher at SMA NEGERI 1 BANGUN PURBA and students of XI IPS 2.

The first data were collected by using video recorder. Video recorder was used to record the teaching process while the teacher applied the teaching reading comprehension strategies of analytical exposition text. Furthermore, the second data were collected by spreading questionnaire to gain information about students' problems towards the teacher's strategies.

7. FINDINGS

A. Teacher's Strategies in Teaching Reading Comprehension of Analytical Exposition Text.

There were some strategies that used by the teacher in each reading stages. The strategies were discovered from the teacher's instruction. Further explanation can be perceived below.

Reading Stage	Applied Strategies	Teacher's Instruction
Pre-reading stage	1. Introducing text	<p><i>“Okay, this time we learn about chapter four, okay? That about analytical exposition text. OK, we've studied other texts, haven't we? Narrative text right? So if you want to read text, what do you need to know?”</i></p> <p><i>“Title? The title of the text? Okay, the title isn't quite right. The genre of</i></p>

		<p><i>the text, yes. What the text about.”</i></p> <p><i>“So now, the first time we learn text, we have to know the generic structure of the text, then the social function, then the language feature. These are three things we need to know later, okay?”</i></p>
	<p>2. Setting reading purposes</p>	<p><i>“Have you ever analyzed something? Have you ever analyzed? Once? So if we analyze, of course we have something to analyze, right? There is an object. Now try to open the book, chapter four, analytical exposition text.”</i></p> <p><i>“First, this is to persuade the reader that the idea is an important matter,</i></p>

		<p><i>right? To tell the reader yes, that the topic is a very important thing. So now, Mam asked first, global warming was global warming.</i></p> <p><i>“What's the topic? What is the topic of this text? Ha, you can see all the text. The text is global warming. What's the topic? What is this text about?”</i></p> <p><i>“What is this text about? About global warming, yes, about global warming.”</i></p>
While-reading	1. Skimming the text	<p><i>“Okay, because you have understood, now I ask you to read carefully the text, and then translate, and then answer the question based on the</i></p>

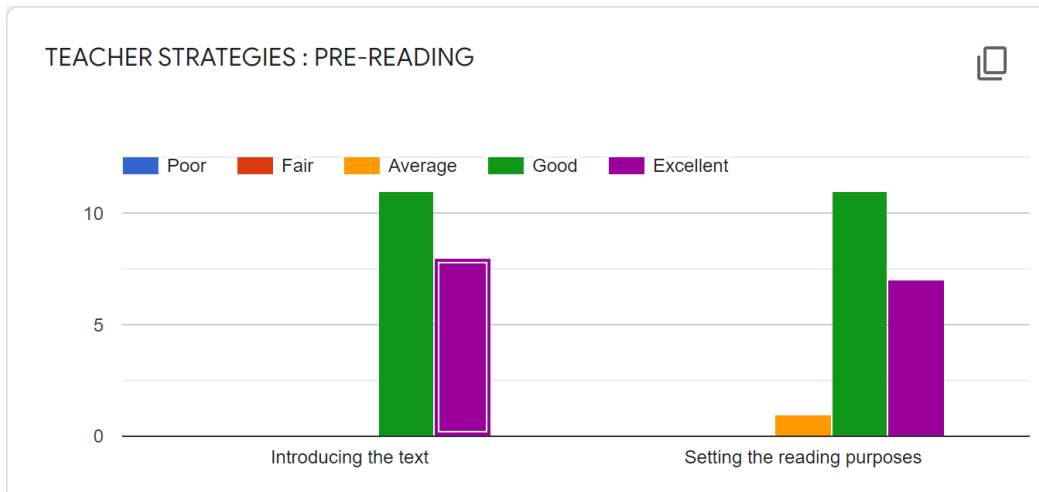
		<p><i>text. Use your dictionary please. Okay I give you time. Okay, take your exercise book.”</i></p>
	<p>2. Translating the text</p>	<p><i>“Okay, but I want to clarify first, if you want to understand this analytical exposition text, you have to bring a dictionary. Because the words here are scientific words Not everyday words, like where do you live, what is your father's job. It's not here huh. This is all using scientific words. So I ask you to use your dictionary to understand the text.”</i></p> <p><i>“Now I ask you to read carefully the text, and then translate, and then answer the question</i></p>

		<p><i>based on the text.</i></p> <p><i>“Use your dictionary please.”</i></p>
Post-reading	1. Answering Question	<p><i>“Okay, have you finished everyone? Who can answer number one?”</i></p> <p><i>“Next number, number two. Who can answer number two? Is that a serious problem? Why? Come on. Who can answer number two? Speak up, don't be afraid.”</i></p>
	2. Identifying answer	<p><i>“Okay, is it right? That's right, yes. But the way to pronounce it isn't quite right.”</i></p> <p><i>“All of you, pay attention to the pronunciation! Global warming is a phenomenon used to describe the gradual</i></p>

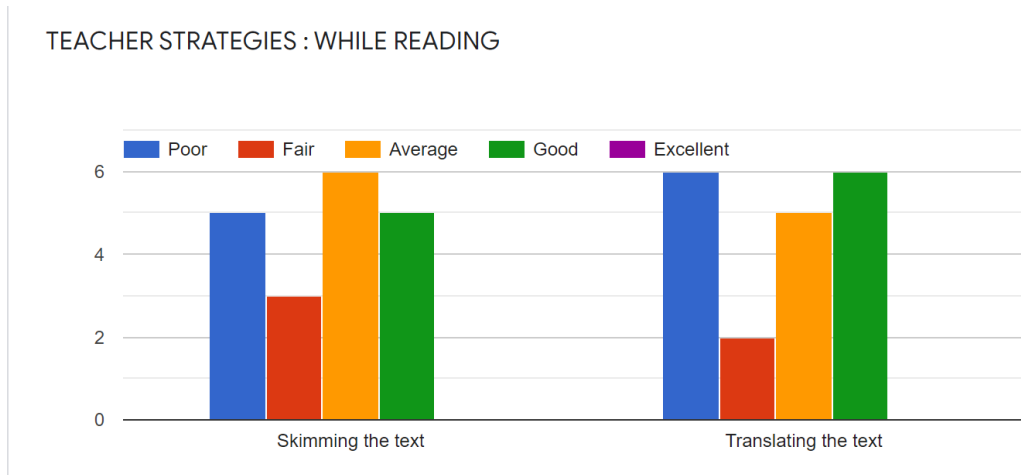
		<p><i>increase in the temperature of earth's atmosphere and oceans”</i></p> <p><i>“OK, that's right. Okay I think you already understand about this text. Learn more at home, okay?”</i></p>

B. Students’ Problems toward the Teacher’s Strategies

1. Pre-Reading



2. While-Reading



3. Post-Reading



8. DISCUSSIONS

The teacher already taught students in reading comprehension of analytical exposition text properly by introducing the text first before doing reading comprehension. However, the teacher did not use any specific strategies in teaching reading comprehension of analytical exposition text. Furthermore, students did not find any specific problems in applying teacher's

strategies in Pre-Reading stage. Teacher applied skimming and translating the text these strategies were difficult to apply by students the since they were lack of vocabularies mastery. McNamara (2012) points out that the use of dictionary may be overdone. As a result, the text as a whole may be misunderstood or not understood at all. In this stage, the teacher also asked students to do skimming and silent reading. According to Brown (2001), this activity may not be efficient for beginner readers.

9. CONCLUSION

This research is a qualitative descriptive study. This is conducted to analyse the strategies used by English teacher in teaching reading comprehension of analytical of exposition text and also students' problems towards the teacher's strategies in eleventh grade of the second social class at SMA Negeri 1 Bangun Purba.

Based on the analysis, the conclusions were stated as follows:

1. The teacher of eleventh grade in second social class applied six strategies for teaching reading comprehension of analytical text. The teacher applied two strategies in each reading stage. In pre reading stage, the teacher applied introducing the text and setting the reading purposes strategies. In while reading stage, the teacher applied skimming the text and translating the text. And for post reading stage, the teacher applied answering question and identifying answer strategies.

2. Students got difficulty in while reading strategies. Students responded that they found problems in skimming the text and translating the text. Since analytical exposition text contained many advanced vocabularies, the students found it hard to understand the text when they were skimming it. They actually got nothing because they were lack of vocabularies mastery. In

translating text, students responded that some of the words meaning were not available in their dictionary, these strategies were not appropriate for them and those also be a problem for students to implement the next strategies which were answering question and identifying the answer.

10. SUGGESTION

In relation to the conclusions, suggestions were offered as follows:

1. For the English Teacher

Evidently, in reading comprehension of analytical exposition text, the source of students' problem is lack of vocabularies mastery. Therefore, applying skimming text for reading comprehension of analytical text give them nothing. The teacher should reform the strategies to settle the students' problem which is vocabularies mastery. The teacher can add other strategies that stimulate them to know more vocabulary context in the text that is being read by them. The teacher can do warm up activity to stimulate students to become more active in identifying the vocabularies that will be stated in the text which will be read by students.

2. For the students

Nowadays students can learn anywhere and anytime from their smart phone. Students should access and download some application to improve their vocabulary. There are so many free access applications that can be downloaded by students to improve their vocabularies mastery issue.

3. For other researchers

If other researchers have the same intention to conduct the research with the same topic, the researchers should consider adding a few more theories to support the research about the effect of lack of vocabulary masteries in reading comprehension of analytical exposition text.

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