

ANALYTICAL EXPOSITION TEXT-SHEET FOR COLLEGE STUDENTS IN READING COMPREHENSION

Yokie Prasetya Dharma, Ferdinanda Itu Meo
STKIP Persada Khatulistiwa
Yokieprasetyasintang@gmail.com, nandaazee@gmail.com

Submitted: 2024-01-21

Accepted: 2024-02-06

Abstract: The research examines the analytical exposition text sheets to improve reading comprehension among third-semester English education students. *The primary purpose of analytical exposition is to persuade the reader that the issue is essential.* In short, the purpose of an analytical exposition text is to convince the reader that the presented topic is necessary to discuss. This research is used in classroom action research; the study follows a cyclic process of planning, acting, observing, and reflecting. Participants selected from a specific class undergo assessments through observation sheets, field notes, and reading comprehension tasks. The findings indicate that using analytical exposure text sheets significantly enhances students' reading comprehension, as evidenced by a notable increase in average grades. These text sheets, characterized by a clear structure for presenting arguments, logical reasoning, and supporting evidence, prove effective in fostering critical thinking skills. The success of this method underscores its potential as a valuable tool for educators, offering a structured yet flexible approach that accommodates diverse learning styles.

Keywords: *analytical exposition, reading comprehension*

INTRODUCTION

One of the language skill aspects which very important in generating creative, critical, and intelligent future generations is reading ability. In learning English, four skills have to be mastered by students. Those four skills are listening, speaking, reading, and writing. Reading skills is one of the essential skills that students must have.

According to Harmer (2003), reading texts provides opportunities to study language: vocabulary, grammar, pronunciation, and how we construct sentences, paragraphs, and texts. In addition, Brown states that reading may be categorized as intensive or extensive. Intensive reading focuses on the linguistic details of a text (Brown, 2001). It can be known as learners' attention to grammatical forms, converse markers, and other surface structure specifications to understand literal meaning. *Reading* is an activity that is done through written text or print text as a medium. Readers decode and interpret the language in this activity to get the meaning. Urquhart and Weir in Grabe (2009) define *reading* as receiving and interpreting information encoded in language via print.

Meanwhile, Berardo (2006) says that reading has different meanings. For some people, reading recognizes written words; for others, it is an opportunity to teach pronunciation and practice speaking. Based on those definitions, the reading definitions become different for the reader. It depends on the reader's aim when reading

Comprehension is the main aim of reading activities. By reading comprehension, people can get information about the written text they have read. Koda in Grabe (2009:14) states that

comprehension is when readers dig and relate information from the text to what they already know. In addition, Mikulecky and Jeffries (Power et al., 2002) define *comprehension* as not only interpreting and understanding words but also relating the idea of the text to readers' knowledge. Based on those definitions, it can be concluded that reading comprehension is the process of receiving information between the readers and the text when the readers understand the information that is asserted in the text by relating it to the readers' knowledge. The readers understand the information they get, the situation they face, and the facts they face based on their knowledge. Burns in Parmawati (Parmawati, 2017) divides reading comprehension into four levels. They are literal comprehension, interpretive comprehension, critical reading, and creative reading. The basis of literal comprehension is admitting stated main ideas, details, causes and effects, and sequences.

Reading is a tool of written text communication between a writer and a reader. By reading, the readers can increase their understanding of the topic of the text or what they have read. Reading also can help to enrich students' vocabulary and knowledge. The reader can be the best while reading a book. People not only read the text to gain information but also to understand it. Reading is a language-based talent, claims Westwood (2004, p. 86). However, reading is a skill that is connected to language acquisition. It is suggested that readers see others constructing their bags and undertake reading activities. Harmer in Hudri (2018, p. 1) added that for English language students, reading is crucial, reading offers top-notch illustrations of how to write in English techniques for learning vocabulary, syntax, and punctuation, and instructions on organizing phrases, paragraphs, and complete writing. This skill is advantageous for employment, school, recreation, and language learning. Reading is crucial since reading itself has many advantages. Students will learn much about the world and themselves by reading from various sources. They know additional information from the teacher's explanations they would not have acquired in the classroom.

In this research, the researcher used Analytical Exposition to help students to understand well in comprehending way. There are many kinds of text in reading, such as Analytical Exposition, report text, narrative text, descriptive text, recount text, argumentative text, and other types of reading texts. One of the texts that students need to master is Analytical Exposition. The main purpose of analytical exposition is to persuade the reader that the issue is an important matter. In short, the purpose of an analytical exposition text is to convince the reader that the presented topic is essential to discuss. You must remember that if an analytical exposition text does not "try" to change the reader's point of view, this text contains only the author's opinion.

Therefore, this research focuses on The Evaluation of Analytical Exposition Text-Sheet For College Students in Reading Comprehension. By conducting the research, it aims at exploring the student's participation and students' improvement in reading comprehension through analytical exposition.

The result of the observation of lecturer activities showed that there was an improvement in students' understanding of exposition material. In the first and second meetings, the teaching-learning process improved better than in the first meeting. Furthermore, the results of the field note also showed good performance for both the lecturer and the students. The researchers delivered the material well. The researchers were also more confident in conveying the material. The students were enthusiastic, and their understanding of reading improved. They were excited because they could have much practice and ask their friends and lecturer if they found any problematic words. The student's score was in the excellent category; it meant students showed their seriousness in following the lesson and improving their English reading comprehension.

METHOD

The method is used to describe the theory of how investigation should precede that engages analysis of the principles and mechanism in a particular field of investigation, Schwandt cited in deMarrais and Lapan (2004,p.5). Referring to the problem found, the most appropriate method to be used is Classroom Action Research (CAR). Zuriyah (2003: 54) argues that action research focuses on activities (actions) by testing an idea into practice or a real situation on a micro scale that is expected to be able to boost, both quality and social improvements. According to Burns (2010) described classroom action research into 4 steps: planning, acting, observing, and reflecting. In this research, the researchers were applied two cycles, it considers on the students problems and responds in learning process.

This research was conducted to the third semester students of English Education Study Program in STKIP Persada Khatulistiwa Sintang. The students of class A5 are selected as the subjects of the study. The class consists of 5 males and 15 females. The students of class A5 were used as a research subject because based on the researcher's observation their ability in speaking need to be improved.

To collect the data the researchers used observation sheet, field note, and reading comprehension assessment task. The observation sheet provided close – ended questions for every meeting so the collaborator could directly choose the option for responding (Creswell, 2012). It was about The Evaluation of Analytical Exposition Text-Sheet for College Students in Reading Comprehension.

The researchers used some steps for analyzing data that are proposed by (Burns, 2010), (1) Assembling the Data, In this step, the researchers collected the data that they have. After that, they review the initial. In these steps they revise questions and look for broad patterns. (2) Coding the Data, the researchers code the data into more specific patterns or categories. The researchers also identify which data that could be coded qualitatively and which data could be coded quantitatively. (3) Comparing the Data, after coding the data, the researchers compare the categories or patterns across different sets of data, for example interviews compare with surveys, to see whether they show

the same thing or whether they were contradictions. (4) Building Meanings and Interpretations, the researchers thought deeper about what could be seen from the data by reflecting beyond the immediate surface details. He also looked for more abstract concepts and not just step-by-step descriptions of what had been found. Questions are posed, connections are identified and explanations about what the research meant at the broadest level of the research understanding of it are developed in this step. Then, the researchers refine their own 'personal theories' about the meaning of the research. (5) Reporting the outcomes, the last step is reporting the outcomes. Here, the researchers think about how the research and the finding presented to others and how to organize the whole process of the research from the beginning to the end not merely the analysis and the findings.

DISCUSSION

Analytical exposition text sheets, used to help college students understand what they read, have proven to improve grades. At first, students had an average grade of 60.3, which means they understood the readings moderately. So, researchers used the analytical exposition text sheet in the second round. After that, there was a significant improvement, and the average grade went up to 77.8. This suggests that the text sheet helped students understand the content better and think more critically, improving their overall understanding.

The significant strength of the analytical exposition text sheet is its clear structure for presenting arguments, logical reasoning, and supporting evidence. This structure helps students figure out complex texts and encourages them to think critically about the material. The clear presentation of arguments also helps students find important ideas, understand the author's point of view, and get relevant information. The significant increase in the average grade shows that this method is good at developing analytical thinking and improving comprehension skills.

Also, the success of the analytical exposition text sheet shows that it is helpful tool for college students. It helps them use analysis and exposition, fitting the needs of higher education. This tool goes beyond regular reading materials, connecting general reading skills with the specific demands of academic writing.

The good results from this intervention have important implications for teaching practices. Teachers should think about using materials that match specific academic challenges. Using analytical exposition text sheets in lessons are an excellent way to improve college students' reading comprehension. As colleges want students to think critically, this method is a practical and effective way to meet those expectations.

Moreover, the success of this method emphasizes the importance of thinking about how students learn differently. Analytical exposition text sheets offer a structured but flexible approach, adapting to different learning styles and allowing students to engage with the material in a way that

suits them. This flexibility contributes to the positive results seen in the improved average grade from 60.3 to 77.8, showing that customizing interventions to students' needs is valuable.

In conclusion, the analytical exposition text sheet has proven to be a powerful tool for improving reading comprehension among college students. The significant grade improvement, from an average of 60.3 to 77.8, shows that this method works well. As teaching methods evolve, including innovative tools like analytical exposition text sheets in lessons seems promising for developing critical thinking and comprehension skills among college students.

CONCLUSION

Analytical exposition text sheets to help college students understand what they read has made a big difference, the student's grades went up a lot, from 60.3 to 77.8. This shows that the text sheets are good at helping students understand complex texts. The structured way the text sheets are made helps students figure out arguments, logical reasoning, and evidence in the text. This allows them to understand better and become better at thinking analytically.

The success of the text sheets is not only about improving reading. It also shows that we need new and creative teaching methods that fit what college students need. The text sheets are helpful because they can change and provide for the challenges of complex academic texts. Also, the good results tell us that it is important to make teaching fit the different ways students learn.

REFERENCES

- Aprizani, Y. 2005. *Language Assessment: Assessing Reading comprehension on beginning level*. Islamic Kalimantan University of MAB.
- Brown, H. D. 2000. *Teaching By Principles*. San Francisco: California
- Burns, A. 2010. *Doing Action Research In English Language Teaching*. New York: Routledge Taylor and Francis Group.
- Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education.
- Cooper, K. M., Schinske, J. N., & Tanner, K. D. 2021. *Reconsidering The Share Of A Think–Pair–Share: Emerging Limitations, Alternatives, And Opportunities For Research*. CBE—Life Sciences Education, 20(1), fe1.
- Efron, S. E., and Ruth Ravid. 2013. *Action Research in Education: A Practical Guide*. The Guilford Press.
- Hudri, M., & Irwandi, H. 2018. *Improving students' reading skill through Think- Pair-Share (TPS) technique*. IJECA (International Journal of Education and Curriculum Application), 90-98.
- Hopkins, D. 2008. *A teacher's guide to classroom research*. McGraw-Hill. Kagan., Spencer and Kagan., Miguel. 2009. *Kagan Cooperative Learning*. Kagan Publishing.

- Kemmis, S., McTaggart, R., & Nixon, R. 2014. *The action research planner: Doing critical participatory action research*.
- Klinger, Janette. K, et al. 2007. *Teaching Reading Comprehension to Students With Learning Difficulties*. The Guilford Press.
- Kurjum, M., Muhid, A., & Thohir, M. 2020. *Think-pair-share model as solution to develop students' critical thinking in Islamic studies: is it effective?*. *Cakrawala Pendidikan*, 39(1), 144-155.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. 2010. *Methods in educational research: From theory to practice* (Vol. 28). John Wiley & Sons.
- Lyman. F. T. and McTighe, J 1988. *Cueing Thinking in the Classroom: The Promise of Theory-Embedded Tools*. Educational Leadership.
- Mitchell, M. L., and Janina M. Jolley. 2010. *Research Design Explain*. Wadsworth, Cengage Learning.
- Orilina. A, N. N. D. *Capability On Understanding Grammar On The Second Semester*.
- Praveen M. J. and Patel. M. F. 2008. *English Language Teaching Method, Tool, Techniques*. Sunrise Publisher & Distributor.
- Rifa'at, A. A. 2019. *Improving Reading Comprehension Through Think-Pair- Share (TPS) Technique Students of STIK Siti Khadijah Palembang*. *ELT- Lectura*, 6(1), 9-19.
- Scrivener, Jim. 2011. *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan Education.
- Singh, Y. K. 2006. *Fundamental of research methodology and statistics*. New Age International.
- Stringer, E. T. (2007). *Action Research Third Edition*. America: Sage Publication Westwood, Peter. 2004. *Learning and Learning Difficulties: A Handbook For Teacher*. Acer Press.