

# Improving the Students' Ability in Understanding Exposition Text at the Tenth TITL 1 Grade of SMK Negeri 3 Oku

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## ABSTRACT

The study aims to improve the students' ability to understand the exposition text in class X TITL 1 SMK Negeri 3 OKU. Observation, tests, documentation were used as data collection techniques. The observation employed to observe the students' activeness in learning and comprehension test on exposition text. The findings revealed that in cycle 1, the students' completeness in understanding exposition text in class X TITL 1 SMK Negeri 3 OKU were 19 people (54.29%). In cycle 2, the students' completeness in understanding the exposition text reading in class X TITL 1 SMK Negeri 3 OKU were 27 people (77.14%). Then in cycle 3 the students' completeness in understanding the exposition text reading in class X TITL 1 SMK Negeri 3 OKU were 33 people (94.29%).

**Keywords:** Exposition Text, Ability, Learning and Comprehension

## 1. INTRODUCTION

Learning language skills includes learning to listen, speak, read, and write. The four language skills can be classified into two groups based on their nature, namely receptive language skills, including reading and listening skills, and productive skills, including speaking and writing skills. Among the four language skills, students must master the four aspects of language skills properly in learning the Indonesian language.

The basic competencies of learning the Indonesian language in the 2013 curriculum that grade X Vocational School students in reading must be achieved are presenting ideas and opinions in the form of exposition text by paying attention to the structure and linguistic elements. According to Tarigan [1], reading is a process carried out and used by readers to get the message the writer wants to convey through the media of words / written language. A process that demands that a group of words constituting a whole will be seen at a glance, and the meaning of individual words will be known.

One of the reading activities is reading comprehension. According to Razak [2], reading comprehension is the reader's ability to recite the contents of reading arguments, expositions, or reading descriptions of specific topics.

In line with it, Agustina [3] argues, "Reading comprehension is reading that is done without making a sound or sound, readers are not required to correct their reading, but only use their eyes and heart and mind to understand it". According to Winkel [4], comprehending includes the ability to grasp the meaning and material.

Furthermore, there are several techniques in reading comprehension proposed by Kosasih [5] states that there are six reading comprehension techniques, namely (1) techniques for answering questions, (2) summarizing the reading, (3) techniques for finding main ideas, (4) completing paragraphs, (5) gaps in filling, and (6) structuring ideas.

First, answering questions technique, a commonly used technique after reading is carried out, then asking questions related to the text or a more effective way, by knowing questions or setting goals, then reading activities are carried out.

Furthermore, summarizing the text is a technique that can test how much students understand the text they read because in making a summary, students must be able to capture the main ideas conveyed in the text. Third, the technique of looking for main ideas. There are two types of exercises to find main ideas, namely: (1) in the form of exercises to find main ideas by retelling and (2) looking for main ideas by explaining the discourse development technique. Fourth, complete

the paragraph. Students are assigned to read the text by always hunting down the keywords in the reading. These key words direct students' understanding to fill in incomplete paragraphs (omitted). Fifth, group cloze is a reading comprehension technique that focuses on students' acquisition of the reading content and vocabulary or choosing the right words for reading. Sixth, group sequencing is a reading comprehension technique or a technique that can test students' understanding, which focuses on structuring ideas in a text.

Regarding the explanation above, the researchers conclude that there are six types of reading comprehension techniques, namely: answering questions, summarizing reading, looking for main ideas, completing paragraphs, gap filling, and paragraph structuring [6].

The Indonesian language learning process is carried out in class X TITL 1 SMK Negeri 3 OKU, the students do not understand the exposition text, while the 2013 Curriculum for Indonesian subjects use text as a learning media. Based on students' tests in understanding the exposition text in the 2019/2020 academic year using the assignment and share method, 26 students obtained an average score of 63, while the MCC in Indonesian language learning was 70. It means that 74.28% of students were not complete in learning to understand the exposition text, while the classical completeness is 85%. Furthermore, this research is expected to give significances, theoretically and practically. Theoretically, it is expected that the findings could add insight and understanding, especially in Indonesian language learning, and make scientific contributions to academics who conduct subsequent research or conduct new research related to exposition texts while the practical benefits are expected to contribute to the school and teachers in improving students' abilities in understanding the exposition text

Due to the phenomenon, reading comprehension could be a stimulation for the students to learn; it is expected that there will be an increase in student learning activities and understanding in studying the exposition text shortly. The researcher decides to focus on this research due to several reasons, namely: First, the students actively finding and exploring and solving problems, especially in understanding exposition texts related to students' creative power and imagination. Second, the teacher plays a facilitator's role, directing and guiding the students to understand the exposition text. Third, by giving the freedom to understand the exposition, it is expected that students were stimulated in analyzing and understanding a text.

## 2. METHODS

The research method is used by researchers in collecting research data [7]. The research increased the students' ability to understand the exposition text in class X TITL 1 SMK Negeri 3 OKU. Comprehending is

a process of thinking and learning using quantitative research methods. The Descriptive method can be interpreted as a problem-solving procedure investigated by describing or describing the condition of the subject or object of research (understanding the reading of the exposition text) at present based on the facts that appear or as they are.

Descriptive research means explaining or describing something, for example, conditions, conditions, situations, events, activities, etc. Thus, descriptive research is research investigating the circumstances, conditions, or other things that have been mentioned, the results of which are presented in the form of a research report.

Descriptive research is the most superficial research, compared to other studies, because in this research, the researcher did nothing to the object or area under study. In this study, the researcher described the increase in students' ability to understand the exposition text.

## 3. RESULTS AND DISCUSSION

Description of data on the implementation of cycle 1 includes (1) planning, (2) action, (3) observation/evaluation, and (4) reflection. The four flow of action research in the classroom action implementation cycle 1, the authors describe as follows.

### a. The Planning of Cycle I

The stages of the planning activities carried out are as follows.

- 1) Conducting a preliminary survey on Indonesian language learning in comprehending exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU;
- 2) Identifying the problems of learning the Indonesian language in comprehending the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU;
- 3) Analyzing the problems depth by referring to the relevant theories;
- 4) Arranging the appropriate form of action to overcome the problems found in Indonesian language learning in comprehending the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU in the first cycle;
- 5) Arranging a research schedule and planning,
- 6) Composing observation sheets and student work evaluation sheets in the form of student learning assessment rubrics in comprehending exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU;
- 7) The reflection will be conducted if the learning outcomes in understanding exposition text reading through a contextual approach in class X TITL 1

SMK Negeri 3 OKU students have not indicated the expected results, to look for weaknesses and the factors causing them.

#### **b. The Acting of Cycle 1**

In the action of cycle 1, the researcher is assisted by an observer, namely teachers who teach the Indonesian language, which aims to observe the improvement of students' abilities in comprehending the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU by motivating learning materials that were delivered.

The material taught in cycle 1 was comprehending the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU. The learning objectives are as follows.

- 1) Students can understand the material given, comprehending the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU. The results of the learning process, the writer explains the learning outcome, and then students are required to be able to comprehend the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU. The students are expected to be able to explain the material. Comprehending the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU aims to generate student learning activities, to get maximum student learning outcomes in the learning process, increasing the ability of students to understand exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU optimally.
2. Give a warning to students who are less active in following the learning process when applied through a contextual approach and students who do not pay attention to the learning material provided. It is given to make the students understand the learning material given, hoping to increase student learning activities in understanding exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU.
3. Motivating students who are not actively participating in learning and developing student learning activities in understanding exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU
4. Asking and giving students' opportunities to ask questions about the learning materials, and stimulating the silent students in participating in the learning process and present the discussion of the learning materials. This activity is implemented because the students do not pay attention to the teacher's explanation and are less active in participating in learning, especially in reading the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU.
5. Teachers and students conclude the learning materials
6. Giving the test to the students on cycle 1

#### **c. The Observing/Evaluating of Cycle I**

At this stage, the researcher and observer observe the implementation of learning using the observation sheets. In this observation, the researcher is assisted by teachers who teach Indonesian at SMK Negeri 3 OKU as an observer. The data on the implementation of this cycle also applies to the next cycle, namely cycle II and cycle III.

Based on the research findings, it can be concluded that there is an increase in the students' ability to understand the exposition text in class X TITL 1 SMK Negeri 3 OKU in each cycle. In cycle 1, it was found that student learning activeness as many as 15 people (42.86%) from 35 students. Furthermore, there was an increase in cycle 2 with the number of active students and 27 students (77.14%) from 35 students. Then in cycle 3, the number of active students increased to 33 people (94.29%) from 35 students. Increasing the students' ability to understand the exposition text through the contextual approach in class X TITL 1 SMK Negeri 3 OKU in cycle 1, was 2350 with an average of 67.14. 19 students completed with an average percentage of completeness of 54.29%. It was increased in cycle 2 was 2505 with an average of 71.57. Students who completed were 27 students with an average percentage of completeness of 74.14%. Then in cycle 3, it increased to 2620 with an average of 74.86. Students who complete as many as 33 students with an average percentage of completion of 92.29%.

Furthermore, it also found that the factor causes the students' inability to understand the exposition text was as follows: (1) students tend to pay less attention to the material presented, (2) the material is not attractive to students, (3) the students prefer to learn in individual rather than group work (4) the active students cannot collaborate with their friends, (5) students are less able to develop their minds in their abilities students in comprehending the exposition text.

Besides, students' comprehending the exposition text, especially: (1) regarding the paragraph, at the beginning of the paragraph, which is called the deductive paragraph, the student does not understand; (2) students do not understand at the end of a paragraph, which is called an inductive paragraph, (3) at the beginning and at the end of a paragraph, which is called a deductive-inductive paragraph or mixed paragraph; and (d) all paragraphs are named descriptive and narrative paragraphs.

Based on theoretical studies and relevant studies that support and strengthen the results of research obtained as stated by Tarigan [1], reading is a process that is carried out and used by readers to get the message the writer wants to convey through the media of words / written language. A process that demands that a group of words that constitute a whole will be seen at a glance, and the meaning of individual words will be known. If this cannot be fulfilled, the expressed and implied message will not be caught or understood, and the reading process will not be carried out correctly. Furthermore, there are several techniques in reading

comprehension proposed by Kosasih [5] states that there are six reading comprehension techniques, namely (1) techniques for answering questions, (2) summarizing the reading, (3) techniques for finding main ideas, (4) completing paragraphs, (5) gaps in filling, and (6) structuring ideas. First, answering questions is a technique that is commonly used after reading is carried out, then asking questions related to reading or a more effective way, by knowing questions or setting goals first, then reading activities are carried out.

One type of reading activity is reading comprehension. According to Razak [2], reading comprehension is the reader's ability to recite the contents of reading arguments, expositions, or reading descriptions of specific topics. In essence, reading comprehension is included in the brain activity of obtaining ideas from written sources. In this regard, Agustina [3] argues, "Reading comprehension is reading that is done without making a sound or sound, readers are not required to correct their reading, but only use their eyes and heart and mind to understand it".

It is supported with relevant research such as research conducted by Agasasmita [8], with the title, "Increasing the Ability to Read Expository Texts Through the Cooperative Integrated Reading and Composition Method of MTs Students." This study concludes that the planning that was compiled at the first meeting and the second meeting of cycles I and II was still in discussion of similar aspects and learning planning. However, what distinguishes cycles I and II lie in the text given to students. The text in cycle I given to students is different from the text in cycle II, but it is still in the same material scope. The results of the ability to read the text of the exposition from cycle I to cycle II. The average score in cycle I is 50.7, and cycle II is 75.2. The first cycle assessment showed that none of the 26 students had completed / their scores had not reached the MCC. While the second cycle shows that of the 26 students, 12 students have reached the MCC and 14 students whose scores have not reached the specified MCC. Based on these data, it can be argued that this classroom action research has succeeded in improving the students' ability to read exposition text. This research has similarities and differences with current research, namely both examining the exposition text. The difference is that researchers are now studying improving the ability to understand exposition text in class X TISL 1 SMK Negeri 3 OKU.

Haliza's research [9] with the title, "The Ability to Read Comprehension Text Exposition Class V SD Negeri 5 Banda Aceh." This study concluded that the reading comprehension of the fifth-grade students of SD Negeri 5 Banda Aceh was in a good category. Among the 35 students, 9 people (25.7%) were in the very good category, 16 people (45.7%) were in a good category, 7 people (20%) were in enough category, 3 people (8.6%) students who are in the poor category, and there are no students who are in the failed category. This research has similarities and differences with current research, namely both examining the exposition text. The

difference is that the researcher is now studying the students' ability to understand the exposition text in class X TISL 1 SMK Negeri 3 OKU.

Nurfadillah's research [10], with the title, "Analysis of Exposition Text Structure in the Work of Class X Office Administration Students of SMK Negeri 1 Jambi." This study concludes 24 students write exposition text using a good thesis structure, 27 students writing exposition text with a good series of arguments, and 27 students writing exposition text with good reaffirmation. Besides, some students did not use a thesis structure, a series of arguments, and reaffirmation in writing an exposition text. Based on the study results, it can be concluded that class X Office Administration 1 students of SMK Negeri 1 in writing exposition text is good. Both of these studies are close in terms of object orientation and exposition text. The difference is that researchers are now examining the increase in understanding exposition text through contextual approaches in class X TITL 1 SMK Negeri 3 OKU.

#### 4. CONCLUSION

Based on the research results, the authors conclude an increase in the students' ability to understand the reading of the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU in each cycle. The result of cycle 1 implementation does not indicate student learning completeness.

The results of cycle 2 turned out to have increased the student's ability to understand the exposition text through a contextual approach in class X TITL 1 SMK Negeri 3 OKU even though it had not reached the specified completeness. In cycle 3, there was a significant increase in the student's ability to understand the reading of the exposition text in class X TITL 1 SMK Negeri 3 OKU; the students reached MCC, this research was discontinued because of the student's completeness is fulfilled.

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