STUDENTS' ABILITY OF READING EXPOSITION AT ELEVENTH GRADE OF SMAN 1 BANJARMASIN

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Abstract

Reading ability is the capability to be capable of understand the meaning of a context. To know and understand a text, everybody needs a reading ability. There are several reading abilities described in this study, like finding a main idea, finding specific information, guessing the meaning of an unknown word from context, and making inference. Researcher need to observe the capability of SMAN 1 Banjarmasin students, whether students of SMAN 1 Banjarmasin, especially in the social program have good ability or not in reading exposition text and their ability can be categorized in the upper level or in the lower level. A descriptive quantitative method is used to describe the research data. The 40 items of multiple-choice questions are designated to be an instrument of this study. The 65 students of eleventh grade students in the social program from SMAN 1 Banjarmasin become a sample of the study. The conclusion of this study indicated that the capacity from the students of the eleventh grade at SMAN 1 Banjarmasin in the academic year of 2018/2019 in reading an exposition text was in category fair or average. The students had a problem in the lack of knowledge on vocabulary. The students cannot guess the word that has similar meaning from the context, especially in reading a text about guessing meaning of unknown words. Therefore, the researcher advised that the teacher of English at SMAN 1 Banjarmasin to give more reading practice and homework about exposition text, so the students become familiar with exposition text. The researcher also advised the students to study more, practice the ability in reading exposition text and practice more to master their vocabulary.

Keywords: Students' ability, reading comprehension, exposition text

INTRODUCTION

A movement wherein a reader was attempted to comprehend the message conveyed by an author through published writing also called reading, or actually there was no conversation at all. In other word, the capability in reading was essential because from that capability itself the reader can comprehend the meaning of the context.

Mikulecky (2011) stated that reading was an unpredictable cycle of critical thinking that a reader work to sort out a content not simply from thoughts, recollections, and information delivered by the arguments and sentence. To get the information that the text supposed to deliver, someone must read it repeatedly sometimes. It was because the way people comprehend the substance of the content was diverse in some way or another and the genuine significance of the content can be misconstrued. Thus, the message or information will not be delivered correctly.

More than half of the national exam questions were about reading and even when we take the TOEFL test, the majority of the tests were reading session. Reading got more concern than the others. This concern was very important for Indonesian students as a preparation of understanding their references that were mostly written in English. In formal education, reading was a language ability that empower us comprehend the information clearly, to understand and get a lot of information. Reading also was often taught, because

reading session always exists in every part of an English book. Brown (2004: 185) expressed that reading was the most fundamental ability for accomplishment in every instructive setting.

The students need a great reading comprehension to comprehend and got understanding from the English written material or specific references. Reading comprehension was the students' development towards reading ability. The development of students based on their ability. Each person's ability was not the same, thus the result at the end of study will be varied. In this research, there were some abilities of reading comprehension that valued by researcher, like finding a main idea, finding specific information, guessing the meaning of an unknown word from context, and making inference.

The Concept of Reading Ability
A movement wherein a reader was attempted to comprehend the message conveyed by an author through published writing also called reading, or actually there was no conversation at all. In other word, the capability in reading was essential because from that capability itself the reader can comprehend the meaning of the context.

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The Concept of Reading Comprehension
Comprehension of the composed word, the substance that was being read, and the example of implications of the content also called reading comprehension. A perspective that should be dominated by understudies or somebody that was in the process of learning. A reader needs to comprehend, to recall and utilize the comprehension to utilize. Through reading someone can go along with new knowledge, information or entertainment. It was mean that readers got what the author had written. Therefore, reading can be said as meaningless without understanding the meaning of the text. Reading can also be an escape that takes the students outside the bounds of students' existence.

The Concept of Reading Comprehension Ability
There were several reading abilities were described in this study, like finding the main idea, finding the specific information, guessing meaning of unknown word from the context, and making inference.

(1) Finding main idea
Hennings (1999) mentioned that sometimes the writers stated their main idea somewhere in the beginning, in the middle, or at the end of a paragraph. Another time, they included a sentence in which they almost stated the main idea but they still give a clear clue about it.

(2) Specific information
Brown (2001) stated specific information was comprehend what data, or what sort of data that the readers was searching for, finding it then afterward reading the applicable part cautiously to get a detailed understanding fully. It can save the readers' time and direct them to get useful detailed information fast.

(3) Guessing a meaning of an unknown word from the context

Sutiono (2006: 177) mentioned that it is impossible to prevent from using the dictionary in reading English texts; all you can do in this matter is simply reducing the amount of time you spend using it by guessing meaning of unfamiliar words. With each element in reading comprehension, it builds up the students' mastery of ability. They will know the purpose and the goal of the text is to convey the information.

(4) Making inference

Sutiono (2006: 137) mentioned that inference was not stated explicitly, but they can be understood from the other details that were stated. Making inference was the activity that the readers do in reading to get the result of reading and produced the conclusion of the context.

The Concept of Exposition Text

Priyana, Riandi and Mumpuni (2008), (cited in Elita (2017)), stated that exposition was utilized to contend select of survey or to convince the reader or crowd to accomplish something. There were two type of exposition text, analytical exposition and hortatory exposition. Usually, a written exposition had three main parts, as follows:

The generic structure of Exposition Text

Exposition text consist of three general structures, as follows:

(1) Thesis

This part contained the author's view of a problem simply. This section is an introduction to the main topic or idea that will be discussed in the following segment of the content. Enthusiastic articulation or an inquiry can utilized to get the crowd consideration.

(2) The Series of Arguments

This part contained a further explanation of the thesis. In this section, there were several arguments, every new passage was started with a point sentence that present another contention and after the subject sentence was came subtleties that helped the contention. Emotive word was utilized to convince the crowded into accept the writer.

(3) Reiteration or Suggestion

This part contained a restated the thesis (a point of view) in another word and a proposal to the reader or an outline of what has been expressed in the segment before might be incorporated here.

Characteristics of Exposition Text

According to a book arranged by The King Eduka (2018) entitled *Master Kisi-Kisi UN SMA/MA IPS Sistem UNBK + UNKP*, mentioned that several characteristics used in exposition text, as follows:

1. Common noun was a phrase that used to label a regular thing, e.g. mountain, cat.
2. Abstract noun was an attribute, an abstraction, a conception or an event that are not concrete, e.g. knowledge, happiness.
3. Relating verb was a phrase related to one another in a sentence, e.g. is, am.
4. Action verb was used when somebody showed an action or discussed another person to do something, e.g. read, run.
5. Thinking verb was a phrase that imagine about the event, e.g. remember, wonder.
6. Modal verb was used to express the abilities, possibilities, or permission, e.g. must, would.

7. Conjunction was used to connect the words, phrases, clauses, or sentences, e.g. and, for.
8. Evaluative language was used to express about the feeling or opinion, e.g. wonderful, horrible.
9. Simple present tense, e.g. my father is drink coffee at breakfast.

Analytical Exposition

According to a book arranged by Kurniawati and Arini (2018) entitled *Detik-Detik UN SMA/MA*, an argumentative text was provided by several supporting ideas which contain the importance of the author's judgement called analytical exposition.
1) Thesis was the major topic of dissertation in an analytical exposition content. Regularly the thesis was put in the main sections. It was also functionalized of introduction of a text.
2) This part was the core of an analytical exposition, in case it was valid or not, it does not make a difference called argument.
3) This part called reiteration which the author's thesis was repeated in another word to fortify the thesis.

Hortatory Exposition

Kurniawati and Arini (2018) mentioned that the goal of a hortatory exposition was to influence the reader or audience that an event must or not be that matter.
1) The author's point of view was the topic discussed called thesis.
2) Tn argument was aimed to strengthen the thesis.
3) The author's recommendation to the reader called suggestion.

Teaching Reading at Senior High School

Teaching reading at senior high school was obligatory in an attempt to increase the capability of student to identify an information from a text. Teaching reading can also make students were able to develop their competence to communicate in the form of writing and they were able to used language in their daily life such as reading instructions, newspapers, and the other text to get information. However, reading activity was not easy to students of senior high school. By this condition, a teacher should work harder to discover the best way to gain the students interested in and concerned in reading. Teaching reading at senior high school must be derived from the core competence and basic competence that stated in the curriculum. By looking to competences in the curriculum, the teachers were able to know the scope of reading stuff that should be learned at school.

Core competence and basic competence should be achieved in teaching reading. Core competence was served as a resource of basic competence and must be enhanced in every activity of teaching and learning. While basic competence was the capacity of every subject for any grade which considered from core competence. As the example at curriculum about reading, the first core competence (KI 3) was talked about students' application of procedural knowledge in the specific field of study that suitable with students' abilities and interests to resolve problems. Basic competence that related to the first competence was the first basic competence (3.10) that explained that students should be expected to comprehend the social function, the generic structure of the text, language features of analytical exposition text about topics that were publicly discussed, according to the context of their use.

While the second competence (KI 4) was talked about the development of the abstract realm that taught in the school individually, and were able to use the method according to the rules of science. Basic competence (4.14) related to the second core competence (KI 4) which stated that students were expected to comprehend the meaning of an analytical exposition text about topics that were publicly discussed. From

those explanations about core competence and basic competence above, the teacher was used the curriculum as the reference to focus on the scope of reading materials that should be taught to the students in the classroom.

To conduct this study, the researcher picked up the basic competence of learning and teaching reading comprehension which is suitable to the syllabus. There were several reading materials that mentioned in the basic competence, but the researcher only took the analytical exposition and hortatory exposition as the material to get the data.

Previous studies

There were two previous studies about reading comprehension exposition text. The first one was conducted by Apriyanti I, Burhanudin D, and Hakim N (2014) about *The Ability of Reading Comprehension Exposition Text at VII Grade of SMP Babussalam Pekanbaru*. They used descriptive quantitative method. For data collection, they used objective tests with the multiple-choice questions that given to the research sample, then give an assessment in accordance with the results of the students' answer, and then, find out the percentage in every aspect of reading comprehension exposition text and calculated the average. The conclusion of this research indicated that reading comprehension ability of exposition text at grade VII SMP Babussalam Pekanbaru was categorized as low with average 67.12. The second study was conducted by Italia F, Saun S, and Fitrawati (2018) about *Students' Reading Ability in Reading an Expository Text of the Fifth Semester Students in the English Department of Universitas Negeri Padang*. They used descriptive method and for data collection, they used a set of tests about reading comprehension. Five indicators were tested in the second study, such as identifying topics, finding the main idea, identifying supporting details, making inference and identifying writers' purpose. The conclusion of this study showed that the ability of the students' reading at the fifth semester of English Department of Universitas Negeri Padang in academic year of 2017/2018 was adequate, the total of students' average score was 66.72. The two previous studies above described the ability of exposition text, but the level of subjects was different, the level of the first study was SMP level and the level of the second study was university level.

Derived from the problem that has been discussed previously and a continuation of other studies, the researcher of this present study need to observe the capability of SMAN 1 Banjarmasin students, whether students of SMAN 1 Banjarmasin, especially in the social program have good ability or not in reading exposition text and their ability can be categorized in the upper level or in the lower level. SMAN 1 Banjarmasin was chosen because their school had a good reputation in the community, especially at Banjarmasin area.

METHODOLOGY

A descriptive quantitative method was used to describe the students' reading ability of exposition text in the eleventh grade at SMAN 1 Banjarmasin, especially in the social program academic year of 2018/2019. Fraenkel and Wallen (2006: 190) stated that quantitative method focused on objective measurement and the statistical, mathematical, or numerical analysis to comprehend a case. A descriptive method was involved a set of method that used to categorize, define, or illustrate the case genuinely, (Seliger and Shohamy (1989: 124)).

Respondents

The study was located at the SMAN 1 Banjarmasin. The students of eleventh grade students in the social program from SMAN 1 Banjarmasin academic year of 2018/2019 was became the subject sample of

the study. There were 65 respondents who were selected as the participants of this research. SMAN 1 Banjarmasin was chosen because their school had a good reputation in the community, especially at Banjarmasin area. The researcher also has several difficulties in doing this study, the researcher had experienced a little difficulty in getting permission to conduct a study there because the regulations at the school were quite strict and the researcher was only allowed to collect data in three classes of social program. It because to save more time and to not reduce the teaching time of the English teacher at this school.

Instrumentation and Procedures

The 40 items of multiple-choice questions are designated to be an instrument of this study. It was used to value the ability of the students in reading exposition text. The test was given only once. The levels of texts were intended for the eleventh-grade students in the social program at SMAN 1 Banjarmasin. Brown (2004) mentioned that a test was a quantified method to measure a person's capability or knowledge.

Validity and Reliability

(1) *The Validity of the Test*

Heaton (1988: 159) referenced that legitimacy was the degree to which test was estimated precisely what was proposed to gauge and that's it. Moreover, Gronlund (1998: 226) expressed that legitimacy was the stretched out to which derivations produced using appraisal results were fitting, important, and helpful regarding the reason for the evaluation. The instrument can be said substantial if the test estimates what it should be estimated. The instrument of this exploration had content legitimacy; on the grounds that the inquiries on the instrument took from two books of national exam grid. The first book by Kurniawati and Arini (2018) entitled Detik-Detik UN SMA/MA. The second book by The King Eduka (2018) entitled Master Kisi-Kisi UN SMA/MA IPS Sistem UNBK + UNKP, and some of them were based on the reading comprehension criteria. The items were selected from several reading abilities that described in this research.

(2) *Reliability of the Instrument*

The reliability alludes to the consistency of the scores acquired, how predictable they are for everything starting with one organization of an instrument then onto the next and starting with one bunch of things then onto the next, (Fraenkel and Wallen (2006: 157)). Reliability test was used to measure whether the instrument can represent what it intended to measure and whether it was can be distributed or accepted by all the test-takers. A test must have a consistency of result. For this study, internal consistency was used to increase the test's reliability. Therefore, a single test (one-time experiment) was conducted to achieved the reliability. The data from the test calculated by using Spearman Brown formula. Below was the formula of Spearman Brown:

$$r11 = \frac{2(r \frac{1}{2} \frac{1}{2})}{(1 + r \frac{1}{2} \frac{1}{2})}$$

In which:

r_{11} : Reliability of the instrument

$r\frac{1}{2}\frac{1}{2}$: rxy index split-half correlation between instruments

Before the data was entered into the formula above, first calculate the index split-half correlation between the instruments. In this case, the instrument was divided into even number and odd number. Thus, there were two scores. The formula used to calculate the index split-half correlation as follow:

$$rxy = \frac{n.\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n.\Sigma x^2 - (\Sigma x)^2)(n.\Sigma y^2 - (\Sigma y)^2)}}$$

In which:
r   : coefficient correlation of two halves of the test
x   : the even item scores
y   : the odd item scores
Σxy : the total scores of cross products x y

(Source: Kranzler and Moursund (1999))

According to Creswell (2012: 347), the degree of coefficient correlation is as follow:

Table 1. r Coefficient Correlation (Reliability)

Coefficient Interval	Interpretation
0.20 – 0.35	Slight relationship
0.36 – 0.65	Moderate (Useful for limited prediction)
0.66 – 0.85	Strong (Good prediction can result from one variable to the other)
0.86 and above	Very strong relationship

Based on the reliability calculation, it is found that the reliability coefficient was 0.67. It was in the range score of 0.66 – 0.85 or it can be interpreted as strong. So, the participants assigned in this study have the sufficient strong level in the reading exposition text test and the test was reliable.

Data Collection

The method of data collection was urged to acquire a research data. A technique for collecting the data that the researcher used was a test. Specifically, a test was used to measure the achievement or the ability of the subject of the research in a certain area of a study. In this study, to extent the subjects' capability in reading exposition text, the test's accomplishment was orientated. The 40 items of multiple-choice questions are designated as a test that researcher took from two books of national exam grid and some of them were based on the reading comprehension criteria.

This research was conducted for two days at the beginning of the second semester, precisely on Tuesday, January the fifteenth, 2019 and on Monday, January the twenty-one, 2019, which aimed to determine the students' ability to absorb knowledge that had been taught in the previous semester, especially the exposition text material. The time of data collection entered the second semester, students were believed to have a background knowledge of exposition texts in the previous semester.

Data Analysis

After the data was collected, the first step was to analyze the data used a descriptive method. A test was evaluated according to the students' correct answer. The score was regarded as the students' reading ability in exposition text. The researcher did several steps to analyzed the data.

(1) Analyzed the students' correct answer then scoring based on the answer key by using the following formula:

$$\text{Score} = \frac{Total\ Correct\ Answer}{Total\ Number\ of\ Items} \times 100$$

(2) Analyzed the students' correct answer by grouping their score and categorized them based on the standard of scoring used in reading:

Table 2. The Standard Qualification of Students' Score

The Ability Level (Score)	Category
80 – 100	Excellent
66 – 79	Good
56 – 65	Average
40 - 55	Poor
30 – 39	Fail

(Source: Suharsimi, A. (2009))

(3) Calculate the percentage of each item, the formula is as follow:

$$\text{The percentage of each item } (\%) = \frac{Total\ Correct\ Answer\ of\ All\ Students}{Total\ Number\ of\ Items} \times 100$$

(4) Calculate the mean score of all students, the formula is as follow:

$$M = \frac{X}{N}$$

In which:
M = Mean Score
X = Total Score
N = Number of Total Student

(5) Summarized and interpret the data in order to make conclusions and suggestions.

FINDINGS AND DISCUSSION

The description of the research data

The eleventh-grade students at SMAN 1 Banjarmasin in academic year of 2018/2019 was the population of the study. The subject of this study was the eleventh-grade students that chosen according to the consideration that they were already have a knowledge of exposition texts in the semester one. The total number of students were 65 students from three classes. All population taken as the subjects of this research.

The 40 items of multiple-choice questions are designated to be an instrument of this study. It was used to value the ability of the students in reading exposition text. Their score was categorized based on the standard qualification in reading comprehension exposition text of the students' score, which is shown in Table 2.

Table 3. Students' Ability in Reading Comprehension Exposition Text

Score	Number of Subjects	Percentage (%)	Category
80 – 100	1	1.54	Excellent
66 – 79	38	58.46	Good
56 – 65	9	13.84	Average
40 – 55	17	26.16	Poor
30 – 39	0	00.00	Fail
Total	65	100.00	

According to the table 3, there was only one student (1.54%) who had excellent ability to comprehend exposition text with 80-100 level. Then, there were 38 students (58.46%) who had good ability to comprehend exposition text with 66-79 level. Next, there were 9 students (13.84%) who had average ability to comprehend exposition text with 56-65 level. After that, there were 17 students (26.16%) who had poor ability to comprehend exposition text with 40-55 level. And then, there was no one who fail to comprehend exposition text with 30-39 level.

The conclusion of the test was presented that the top score was 85 and the low score was 40. Moreover, the standard score was 64.92. It concluded that the ability of eleventh grade students in the social program in reading comprehension exposition text was included into the qualification of fair.

The description of the students' ability in reading exposition text

This study was described several reading abilities, such as finding a main idea, finding a specific information, guessing the meaning of the unknown words, and making inference. The conclusion of the reading comprehension ability of students in exposition text, as follow:

Table 4. The Percentage of Correct Answers

No.	Content Area	Item Numbers	Total Students (Correct)	Percentage (%)
1	Finding a Main Idea	1	35	53.84
		4	41	63.08
		7	47	72.31
		13	40	61.53
		16	50	76.92
		17	39	60.00
		19	30	46.16
		21	35	53.84
		23	47	72.31
		24	48	73.84
		26	39	60.00
		27	53	81.53
		31	36	55.39
		32	55	84.61
		35	32	49.24
		36	51	78.46
		39	34	52.31
	Average Percentage of Finding Main Idea			64.44
2	Specific Information	2	52	80.00
		3	55	84.61
		5	40	61.53
		12	48	73.84
		14	42	64.61

		22	47	72.31
		29	42	64.61
		30	52	80.00
		33	51	78.46
		38	51	78.46
Average Percentage of Finding Specific Information				73.84
3	Guessing Meaning of Unknown Words	6	39	60.00
		9	36	55.39
		11	34	52.31
		15	35	53.84
		18	44	67.69
		20	29	44.61
		25	36	55.39
		28	35	53.84
		34	42	64.61
		37	50	76.92
		40	31	47.69
Average Percentage of Guessing Meaning of Unknown Words				57.49
4	Making Inference	8	44	67.69
		10	39	60.00
Average Percentage of Making Inference				63.84

Furthermore, the description of each item is based on the following description:

(1) Finding main idea

There were seventeen items in finding main idea used to measure the reading comprehension ability of students in exposition text. They were items number 1, 4, 7, 13, 16, 17, 19, 21, 23, 24, 26, 27, 31, 32, 35, 36, and 39. According to the table 4, it showed that the first highest score was number 32 with 55 students (84.61%) from 65 students who had answered it correctly. Then, the second highest score was number 27 with 53 students (81.53%) who had answered the item correctly. Next, the third highest score was number 36 with 51 students (78.46%) who had answered the item correctly. And the fourth highest score was 16 with 50 students (76.92%) who had answered it correctly. Moreover, from all the items number, it showed that the low score was number 19 with 30 students (46.16%) from 65 students who had answered it correctly. According to the conclusion of the test, the students were able to finding main idea fairly with the average percentage 64.44%.

(2) Specific information

There were ten items in finding the specific information used to measure the reading comprehension ability of students in exposition text used to measure the students' ability in reading comprehension exposition text. They were items number 2, 3, 5, 12, 14, 22, 29, 30, 33, 38. According to the table 4, it showed that the highest score was number 3 with 55 students (84.61%) from 65 students who had answered it correctly. Then, there were 52 students (80.00%) who had answered item number 2 and 30 correctly. There were 51 students (78.46%) who had answered item number 33 and 38 correctly. And then, there were 48 students (73.84%) who had answered item number 12 correctly. Next, there were 47 students (72.31%) who had answered item number 22 correctly. There were 42 students (64.61%) who had answered item number 14 and 29 correctly. Moreover, the lowest score was number 5 with 40 students (61.53%) from 65 students who had answered it correctly. According to the conclusion of the test, the students were able to finding specific information nicely with the average percentage 73.84%.

(3)   Guessing meaning of unknown words from context

There were eleven items in guessing the meaning of unknown words used to measure the reading comprehension ability of students in exposition text. They were item number 6, 9, 11, 15, 18, 20, 25, 28, 34, 37, 40. According to the table 4, it showed the highest score was number 37 with 50 students (76.92%) from 65 students who had answered it correctly. Then, there were 44 students (67.69%) who had answered item number 18 correctly. Therefore, there were 42 students (64.61%) who had answered item number 34 correctly. There were 39 students (60.00%) who had answered item number 6 correctly. There were 36 students (55.39%) who had answered item number 9 and 25 correctly. Next, there were 35 students (53.84%) who had answered item number 15 and 28 correctly. There were 34 students (52.31%) who had answered item number 11 correctly. Moreover, there were 31 students (47.69%) who had answered item number 40 correctly. Lastly, the lowest score was number 20 with 29 students (44.61%) from 65 students who had answered it correctly. According to the conclusion of the test, the students were able to guess the meaning of unknown words properly with the average percentage 57.49%.

(4)   Making inference

There were two items in making inference used to measure the reading comprehension ability of students in exposition text. They were item number 8 and 10. According to the table 4, it showed that there was number 8 with 44 students (67.69%) from 65 students who had answered it correctly. Then, there were 39 students (60.00%) who had answered item number 10 correctly. According to the conclusion of the test, some students were able making inference properly with the average percentage 63.84%.

Discussion

According to the data finding, the average of finding the main idea in reading exposition text was in the average category or they were not good enough. It because the students still have difficulties in finding the main idea in the middle of the paragraph. Most of the students was answered the questions correctly if the main idea was located at beginning of a paragraph. From seventeen questions about finding main idea, only four question items that had the highest correct answer from students. This was in lined with the theory by Hennings (1999) that sometime the writers were included a sentence in which they almost stated the main idea but they still give a clear clue about it

Meanwhile, a data finding of specific information in reading an exposition text was in excellent category. The students answered the question items in finding detail information from the text were in the high percentage than the other ability in reading exposition text. Moreover, most of the students can understand the information that they needed to answer the question items. Students can just find the keyword that was related to the topic. From ten questions about finding specific information, students can answer six items correctly. Brown (2001) stated that specific information was comprehend what data, or what sort of data that the readers was searching for, finding it then afterward reading the applicable part cautiously to get a detailed understanding fully. It can save the readers' time and direct them to get useful detailed information fast.

Furthermore, the data result of students' guessing the meaning of the unknown word from the context was in the lowest category. The students had the most wrong answers in the question items from the guessing meaning because it needed the mastery of vocabulary and grammar. The students still had difficulties in deciding which similar word was best to replace unknown words from the context because they had a limited vocabulary. From eleven questions about guessing the meaning of the unknown word from the context, only four question items that had the highest correct answer from students. According to Sutiono (2006), it is impossible to prevent from using the dictionary in reading English texts; all you can

do in this matter is simply reducing the amount of time you spend using it by guessing the meaning of unfamiliar words.

The data finding of making inference was in the average category or not good enough. It was because the students still had difficulties in making inferences. From two question items about making inference, only forty-four students who had answered item number eight correctly and only thirty-nine students from sixty-five of the students who had answered item number ten correctly. Sutiono (2006) stated that inferences could be understood from the details of the text and it was not an explicit word.

According to the overall the data finding, the reading comprehension ability of students in exposition text.was in category fair. In spite of the fact that exposition text had been educated by students in semester one and they had an information about that, they still bad at some understanding capacities. Their capacity was in class reasonable or normal, it implies that they actually had issue in perusing perception about work text, along these lines they can't get a superior outcome. The students' main problem was on the lack of knowledge on vocabulary. When they were given multiple-choice questions, they cannot answer some questions correctly. It was because they still doubt whether their answer choices were good or not, and they also cannot guess the unknown word that has similar meaning from the context, especially in reading comprehension about guessing meaning of unknown words. From this study, teacher can see the students' ability in reading exposition text, so the teacher must give more reading practice and homework about exposition text, so the students become familiar with exposition text.

On the previous studies, exposition text was still difficult to learn by the students. In the first previous study of this research by Apriyanti, Burhanudin and Hakim (2014) found that the ability of reading comprehension exposition text grade VII SMP Babussalam Pekanbaru was in the low category. Meanwhile, the second previous study of this research by Italia, Saun and Fitrawati (2018) found that the students' reading ability of the fifth semester students of the English Department of *Universitas Negeri* Padang in academic year 2017/2018 was acceptable. However, it was different from this study that the eleventh-grade students' ability for the social program in reading comprehension exposition text was in category fair or average. Furthermore, the similarities of this research and two previous studies had the same purpose. It was to describe the students' reading ability about exposition text. Other similarities were these researches used descriptive quantitative method and used multiple-choice questions test for data collection.

CONCLUSION AND SUGGESTIONS
Conclusion

From the research's result, it was concluded that the students' ability in reading comprehension exposition text of eleventh grade in the social program was in category fair or average. The students had a problem in the lack of knowledge on vocabulary. The students cannot guess the word that has similar meaning from the context, especially in the ability of guessing meaning of unknown words of reading exposition text.

Suggestions

From the data findings and conclusion, the researcher wants to propose several suggestions for other researchers or just occasional readers who need the references in the English study.

Firstly, the teacher can give training their students to practice and give them more homework about exposition text, especially about guessing meaning of unknown word from context to improve the students' knowledge and ability in reading exposition text.

Secondly, the eleventh-grade students at SMAN 1 Banjarmasin in the social program should be

aware of their reading comprehension difficulties, especially in reading comprehension exposition text. It is suggested for students to study more, practice their ability in comprehend exposition text and practice more to master their vocabulary by trying to guessing a meaning of new word from the text. Hopefully these efforts help them to understand reading text easier and faster than before.

Lastly, the students of English Language Education Study Program and other researchers have to do extra researches; in similar topic, further studies, or any other forms of research about exposition text. So, more people know and learn about exposition text and the skills of reading comprehension.

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