**JAKARTA POST IN READING ANALYTICAL EXPOSITION TEXT ON STUDENTS’ COGNITIVE SCORE**

**Silvia Qodrun Nada1, Lailatul Musyarofah2, Sulistyaningsih 3**

STKIP PGRI Sidoarjo

silviaqodrunnada@gmail.com

**Abstract**

This study is aimed to determine the Jakarta Post in supporting learning in reading analytical exposition text on third semester students of STKIP PGRI Sidoarjo. The method used in this study was descriptive qualitative. Data were collected through observation field note and students’ worksheets. From the students’ worksheet, it was found that 94% students could do the students’ worksheet well. As the result, Jakarta Post can increase the students’ ability in reading analytical exposition text.

**Key Words:** *Reading, analytical exposition text, Jakarta Post.*

**Abstrak**

Studi ini bertujuan untuk mengetahui peranan Jakarta Post dalam mendukung pembelajaran bacaan teks analisis eksposisi pada mahasiswa semester tiga di STKIP PGRI Sidoarjo. Metode yang dipakai adalah deskripsi kualitatif. Data dikumpulkan dengan menggunakan catatan lapangan dan lembar kerja mahasiswa, ditemukan bahwa 94% mahasiswa mampu mengerjakan lembar kerja dengan baik. Hasil penelitian menunjukkan bahwa Jakrta Post mampu meningkatkan kemampuan mahasiswa dalam bacaan teks analisis eksposisi.

**Kata Kunci:** *Bacaan, teks analisis eksposisi, Jakarta Post*

**Introduction**

In this modern and competition era are very important for someone has ability for understand international language especially in English language. As we know in English subject has four skills therefore speaking, reading, listening and writing. Even English language is not second language in our country, it is different with fact in field especially for education world in our country where English subject has taught from low level like kindergarten until high level like university. Reading, as one of language skills has important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method.

In this era, reading skill is very important and useful for our life and be able support our carrier in the future. It can be seen almost every part in this world uses English language as a clue for everything with good ability in reading skill. People can do or understand something and make everything on time and better. By the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and anything else. Through reading, people can get a lot of information, knowledge, enjoyment and even problem solution.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990:3). Reading also engages human brain, emotions, and believes as Weaver (2009) stated that, “Reading is a process which is very much determined by what the readers’ brain and emotions and beliefs bring to the reading: the knowledge or information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it”.

Based on two stated before “reading is a complicated and difficulty process to make someone understand about something and not easy to teach it for another people.” It means that lecturer must consider a strategy that suitable for teaching reading in order to make the learning process becomes effective. The strategy its self should be adjusted with the condition of the class and the ability of the students, because every class has different situation. It also will determine the suitable strategy based on the situation. Besides the lecturer should adapt with the situation in the class and makes student comfort first, then it can make lecturer becomes easy to deliver material or knowledge for the student. In other part the student must be fast to receive the knowledge because the lecturer uses the right strategy.

Based on the explanation and reason in explanation above, the effect of analytical exposition text to the reading ability is appropriate way that chosen by the writer because tried to focus on students’ understanding and can improve their ability and as the sample and population of the research is the third semester students at STKIP PGRI Sidoarjo.

 As people know teaching reading in our country is very hard. Many factors can involve in there is different culture, study ability, English sentence does not use for daily life, that is why the lecturer needs package reading subject becomes more interesting for student. One of media to applicate the subject, people can use exposition text.

This study uses exposition text in newspaper to deliver reading subject to the students. An analytical exposition is a type of speaking or writing text that is intended to persuade the listeners or readers that something is the case (Anderson and Anderson, 1997: 2 – 3).

In addition the newspaper is able to communicate something to the reader at anytime through the newspaper education, information and interpretation about some things, so that most of the people who depend on the press for information. Newspaper is very popular not only in general but also for majority people. Most of the people like newspaper because from it, people can get new informations and aspirations for their life. Besides newspaper can be used as a media to motivate to students to learn something, newspaper is also important to support someone and influence them to do something to get their own goal and purpose.

 In another newspaper can be used as media to teaching reading, because it has many interesting things. Relating to the above, the most important or interesting news will be displayed on the front page of publication. Newspaper may also include, opinion, showbiz news and other general interest news.

**Method**

In this study used descriptive qualitative as research design because the main aims of the technique to describe and analysis phenomena event, social activities and behavior during learning process. This research was talked some possibilities to solve actual problem by collecting data, classification, analyzing and interpretation. It was described the implementation of using Jakarta Post in teaching reading. The research described the real setting of classroom activities as direct source base on Bogdan and Biklen (1992:29) define five feature there are:

* 1. Qualitative research is natural as it is natural setting.
	2. Qualitative is descriptive.
	3. Qualitative research concern with process rather than outcome or simple product.
	4. Qualitative research tends to analyze their data inductively.
	5. Meaning is essential concern to qualitative approach.

There were four kinds of instruments used to get the data in this research. They were observation field note and students’ worksheet. To make it became clearer, here were some explanations about each instrument.

The source of the data in this study was field note, students’ worksheet and draft of interview. The observation field noted included questions relating to, for example, the timings of lesson plans, the amount of time that students were given to complete lessons or activities, and ways in which the lecturer tells the students that they are almost out of time.

In this study, the writer used field notes, students’ worksheet and draft of Interview. Field notes is descriptions and accounts of events in the research context which are written in relatively factual and objective style (Burns, 1999: 87). The researcher made notes to all activities during the lesson and also note about the students’ reaction and response to the learning.

In observation field note was a personal decision developed over time as researcher becomes more experienced in observing. Descriptive information, in which the researcher attempts to accurately document factual data and the settings, actions, behavior, and conversations that is observed. Besides using field note, the researcher also used smartphone camera. It is ideally suited for some aspects of qualitative research in the broader stream of social inquiry.

In this research, students’ worksheet had given to the students to know their cognitive responses after learning analytical exposition text. Interview had done by the researcher so that the researcher could know how the English teacher opinion, suggestion, and expectation while and after doing the implementation of *Jakarta Post* in the teaching and learning process of reading, clarify their idea about the technique being implemented, and reflect the students’ practices.

**Findings**

Here the researcher discussed the analysis of observation that had been done in two meetings using observation field note and students’ worksheet as instrument in collecting the data. The researcher conducted the research in two meetings because based on “*Rencana Program Pembelajaran (RPP)*” or lesson plan at STKIP PGRI Sidoarjo, there were two meetings in Analytical Exposition material and it had 2 x 50 minutes in every meeting.

The first meeting was conducted on 15th of January 2018. The time was 2 x 50 minutes. It began at 08.00 A.M. and finished at 09.40 A.M. The lecturer was ready to explain about analytical exposition text. It was conducting in 2016 A which consisted of 21 students, it consisted of 6 males’ and 15 females’ students and The second meeting was conducted on 22nd of January 2018. The time was 2x50 minutes. It began at 08.00 A.M. and finished at 09.40 A.M. The lecturer was ready to give exercises about analytical exposition and the students also ready to do the exercises. It was still conducting in third semester 2016 A which consisted of 21 students. It consisted of 6 males’ and 15 females’ students. The students would do the exercises individually.

The observation of students’ cognitive score had done by researcher in the last meeting on January 22nd 2018, it was 100 minute. It was started at 08.00 am until 9.40 am. The aspect that the researcher observed the students’ cognitive responses. The researcher used the students’ worksheet that was given in the last of meeting to know the students’ understanding about analytical exposition text.

***Diagram 4.1.2.1***

In this part there were 5 questions. The students got 4 types of score liked 85, 90, 95 and 100. There were 38% students who got 100 score, also 19% students got 95 score, 29% students got 90 score, and only 14% students who get 85 score. The result of average in the class was 94%, it meant Jakarta Post could increase the students’ ability in reading analytical exposition.

**Discussion**

In this part, the writer would describe the result of the observation to know how to teach reading analytical exposition text by using the Jakarta Post. the relation of research result and the theories will be described. It was done to show whether the result described about support, develop or contract with theories.

In English newspapers, there was much information, which was good for students’ knowledge. The using of English newspapers had many advantages for students. Therefore, it was needed the ways to change the students habit. There were three phase technique was a technique which had three main activities in its execution in the class. They were presentation, practice, and production.

Presentation here meant the lecturer gave the material first to the students. The lecturer presented the headline of the material to the students. And then students learn the material by themselves. The material was made by power points’ slide and Jakarta Post as media learning. The contains of power points’ slide was always about the main information toward the material. There were also the examples about the questions and how to answer the questions.

Production meant the students could answer the questions that was given by the lecturer through the power point and Jakarta Post. After the students learnt the material by themselves at their home, they could improve their skill to make the answer of the question by searching from another source. They also could improve their knowledge about the material because of searching from another source toward the material.

Practice meant the lecturer asked the students about the material at the next meeting in the class. The material that the students had learnt before at their home. And then the students practice one by one or group by group in the class. In this phase, there was not only build the communication between lecturer and students, but also students to another student. The discussion between lecturer - students, and students - students make more interaction in the class. And also the lecturer could see the students’ ability and their achievement in each skill.

Therefore, the lecturer should have strategies and techniques may help students to be a better reader, they are activating prior knowledge, clarifying, drawing conclusions, evaluating, Inference, predicting, rereading, restating, scanning, skimming, visualizing and setting of purpose.

Moreover, in using Jakarta Post in reading analytical exposition text in the classroom, it had some strengths and weaknesses. The weaknesses were the students could be bored if they read analytical exposition text by using Jakarta Post. The strengths were The Jakarta Post helped the students to increase their ability and interestedly, the students could be easily in understanding analytical exposition text and the students more felt fun when they used Jakarta Post in reading learning. As the result, learning analytical exposition text by using Jakarta Post gave the students new experience to motivate and gave more opportunity to express their opinions and feeling as well.

In the second meeting of learning reading analytical exposition text, the students were given students’ worksheet to know their comprehension. Then the lecturer gave students’ worksheet was determined to ask the students to classify the general topic, the main issue, conclusion, author’s reason, 6 keywords based on the Jakarta post. From the result the students were more interactive and enjoyable in learning reading analytical exposition by using Jakarta Post. It can be seen in the result on the students’ cognitive score. There were 3 students who got 85, 6 students got 90, 4 students who got 95, and 8 students got 100. It meant all of the students in the third semester pass the Standard Score.

In this case the researcher took the interview in the last meeting to the English lecturer to know what problems of the lecturer faced especially in analytical reading lesson. The interview had given at the end of teaching learning process. There were 10 questions which were distributed to the lecturer. The first question was about how teaching learning process in reading analytical exposition text in the class was. The lecturer answered that the students were given treatments in twice meeting, the first meeting was about theory of analytical exposition text and generic structure then in the second meeting the lecturer applied the analytical exposition text to the students.

The second question was about the lecturer’s needed to prepare in teaching reading analytical exposition text. The lectured answered that for the first meeting was about genre of the text that related with analytical exposition text, started from social function, communicative, generic structure and language feature, so the lecturer needed article, newspaper, or online journal that were related with analytical exposition text.

The third question, the researcher asked about the lecturer’s opinion of Jakarta Post. The lecturer answered that Jakarta Post was one of media that used full English language, and the content was about phenomenon that happened not only in Indonesia but also in abroad, so Jakarta Post was very useful for students to get information.

The fourth question was about Jakarta Post was a good media if was used in teaching learning reading analytical exposition text. The lecturer answered that Jakarta Post was one of alternative media in leaning analytical exposition text, so the students could get critical thinking.

The fifth question was lecturer’s opinion if Jakarta Post was used in learning reading analytical exposition text. The lecturer answered that Jakarta Post could be used in learning reading analytical exposition text because the language used English and some elements in Jakarta Post contained analytical exposition elements.

The sixth question was why Jakarta Post could make learning reading analytical exposition became easier. The lecturer answered that the students could apply critical thinking in analytical exposition to the material that had been printed in Jakarta Post.

The seventh question whether Jakarta Post was suitable for learning reading analytical exposition text. The lecturer answered that Jakarta Post could be used if it was published at that time and related with analytical exposition, so the students could use the Jakarta Post.

The eighth question was about the students got interest in learning reading analytical exposition using Jakarta Post. The lecturer answered yes, because the content of the news was simple and also there were picture, headline news and also quote from expert of the problem.

The ninth question was the students got difficulties when they studied analytical exposition using Jakarta Post or not. The lecturer answered that the difficulties only in new content of the news, so the students had to add their information to be able understand the news contain.

The last question was the obstacles in using Jakarta Post in learning reading analytical exposition text. The lecturer answered that it might in how many the passages were, so when gave students’ worksheets of analytical exposition, the news content should be adjusted to their thinking ability. And the passage was adjusted to their own ability.

As the result of interview, the researcher concluded that Jakarta Post was one of alternative media in teaching learning reading analytical exposition text because Jakarta Post one of media that used full English language and discussed about phenomenon that was happened. So, it was helpful for the students. Besides the students got much information but the students also be able to get critical thinking.

**Conclusion**

Based on the findings and discussion of the study conducted by researcher on 15th of January 2018 and 22nd of January 2018, the implementation of using Jakarta Post in reading analytical exposition text at third semester could make the students appeared more active and cooperative in learning reading analytical exposition text by using Jakarta Post at third semester. It meant the Jakarta Post was useful in teaching reading analytical exposition text to the students and could be applied as media to teach analytical exposition text.

 The result of students’ cognitive score toward the used Jakarta Post in learning reading analytical exposition text using Jakarta Post in the third semester were good. Based on the result of the data showed that the students task on worksheet was 38% students who got 100 score, also 19% students got 95 score, 29% students got 90 score, and only 14% students who get 85 score. It meant the students got more than the Standard Score and the students’ behavior was good because 90,5% students were discipline, 100% students were paying attention, 95,2% students were interactive and 95,2% students had good responsibility. As the result, Jakarta Post could increase the students’ ability in reading analytical exposition text.

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