

***A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENT  
OF SMKN 1 BANGKINANG IN COMPREHENDING  
PROCEDURE TEXTS***

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**Abstract** : *This research was designed to describe the student's ability in comprehending procedure text and aimed to find out the students ability in comprehending procedure text. This research was conducted in SMKN 1 Bangkinang that has been collected in February 2018. The subject of this research was XI TKJ 1 (34 students chosen by cluster random sampling. The result showed that the ability of the eleventh grade students of SMKN 1 Bangkinang in comprehending procedure text was in good level whose percentage was 41.1%. Therefore, this research recommended the students to improve their grammar and choose the reading content wisely..*

**Key Words** : *Student's Ability, Procedure Text.*

# **PENELITIAN KEMAMPUAN SISWA KELAS SEBELAS SMKN 1 BANGKINANG DALAM MEMAHAMI TEKS PROSEDUR**

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**Abstrak :** Penelitian ini di desain untuk menjelaskan kemampuan siswa dalam memahami teks prosedur. Penelitian ini dilakukan di SMKN 1 Bangkinang. Data dalam penelitian ini di ambil di bulan Februari 2018. Kelas yang menjadi subjek penelitian ini adalah XI TKJ 1 yang berjumlah 34 siswa dan dipilih melalui teknik pemilihan kelompok acak. Hasil penelitian menunjukkan kemampuan siswa tingkat sebelas SMKN 1 Bangkinang dalam memahami teks prosedur berada dalam kategori bagus dengan pesentase 41,1%. Oleh karena itu penelitian ini merekomendasikan kepada siswa untuk meningkatkan kemampuan *grammar daqn memilih kenten yang dibaca dengan lebih bijak*.

**Kata Kunci :** Kemampuan Siswa, Memahami Prosedur Teks

## INTRODUCTION

Reading is one of language skills that should be learned by the students. The purpose of learning reading is to comprehend the writer's ideas or the way the writer communicates with the readers by the written or printed words. Besides that reading is important for the students in order to find out available information.

According to Hornby (2000), comprehension is not only finding answers in a piece of text – it is an active process whereby the reader creates a version of the text in his or her mind, which makes comprehending a text is important. Through reading comprehension students can grasp information, such as generic structure, language features and social function of the text. Students also can improve their vocabulary and know how to differentiate the class of word (noun, verb, adjective, etc.).

Comprehending reading texts will help students to get new vocabulary, have more motivation to read and pay attention to student reading material. Therefore, reading comprehension is an important skill that the students have to be master.

The reading texts are classified into several genres like; Narrative, Procedure, Procedure, Descriptive, News Item, Spoof, Analytical Exposition, Hortatory, Explanation, Discussion, and Review. Among the genres that have been mentioned before, Procedure text is taught in SMKN 1 Bangkinang. Procedure is a kind of genre which has been taught in junior high school at eight grade students. Procedure “tells what happened”. It retells past event for the purpose of informing or entertaining. It could be someone's experiences, someone's life in the past, the history of something, etc.

The tense that is used in Procedure text is past tense (Gerot and Wignell, 1994). Readers enjoy reading texts and are excited to know what will happen next of the story.

In addition, the students are required to master all the four language skills. The teachers assess the students not in specific skill. It means that the teachers only have English score in general. In other words, there is no score for each skills including reading.

Based on the explanation above, the researcher is stimulated to act a research that particularly concern with the ability of second years students of SMKN 1 Bangkinang in comprehending Procedure texts. There are small number of the students who may understand the text easily, and other may find difficulties. Sometime student may find the references easily or difficult to find the meaning of difficult word.

Therefore, writer conducted a research entitled “A Study on the Ability of the Second Year Student of SMKN 1 Bangkinang in Comprehending Procedure Texts”

The objective of the research is to find out the ability of the second year students of SMKN 1 Bangkinang in Comprehending procedure text.

## METHODOLOGY

This is a descriptive research using one variable. According to Gay (1987), descriptive research involves collecting data to test a hypothesis or to answer questions concerning the status of the study.

According to Gay, et all. (2000) says that a descriptive research involves collecting data to test hypothesis or to answer question concerning the status of the

study. It means that the descriptive research is used to summarize the distribution of a variable or more but limited to sample data only, not to be generalized to population.

The population of this research is Computer Technique Network (TKJ) class. The population are 102 students that consist of 3 classes.

Table 3.1. The Distribution of the Population

No.	Classes	Number of Students (population)
1.	XI TKJ 1	34
2.	XI TKJ 2	34
3.	XI TKJ 3	34
Total		102 students

The population of this research was all the eleventhgrade students of SMKN 1 Pekanbaru. The subject of this research were XI TKJ 1 chosen by using cluster random sampling techniques. The researcher used a test as the instrument to collect the data. The test consisted of 25 items. The duration time for doing the test was 40 minutes. The data was analyzed by calculating the students' score individually and found out the mean score. The students' score were classified into five level mastery, they are excellent, good, mediocre, poor and very poor (Harris, 1974). The data was presented by using figures.

The writer collected the data in order to answer the question of this research, the writer distributed a test to the second year students of SMKN 1 Bangkinang. The writer asked the students to answer the test instrument of this research. This research the writer used multiple choice test. The test consists of 25 questions from some Procedure text. The time for students to answer the tests is 45 minutes. The blueprint of the test is presented as follow :

#### The Blueprint of the Test

NO	Text	Component of Comprehension	Test Number
1	How to clean a LCD	Factual Information	1
		Main Idea	2
		Inference	3
		Vocabulary	4
		Factual Information	5
2.	How to Clean a Refrigerator	Factual Information	6
		Reference	7
		Social Function	8
		Factual Information	9
		Vocabulary	10
3	How to Make a Pencil Case	Guessing	11
		Vocabulary	12
		Factual Information	13
		Guessing Vocabulary	14

		Factual Information	15
4	Anzac Biscuit	Main Idea	16
		Inference	17
		Language Feature	18
		Guessing Vocabulary	19
		Factual Information	20
5	How to Make Bregedel Tempe	Factual Information	21
		Reference	22
		Social Function	23
		Factual Information	24
		Vocabulary	25

To analyze the quantitative data, the writer will use procedures as follows:

- a) To know each of students' score individually, the data will calculate by using the following formula:

$$M = \frac{x}{n} \times 100$$

Where:

- M = individual score  
X = correct answer  
n = number of items

(Adopted from Hatch and Farhady, 1982)

- b) After getting all of students' score, the students' ability can be seen. Next, to find out the mean score of the students in reading comprehension, the following formula is used:

$$M = \frac{\sum x}{n}$$

Where:

- M = the mean score of each topic  
 $\sum x$  = the sum of the respondents' scores  
n = the number of the respondents

(Adopted from Hatch and Farhady, 1982)

Further more, the level of the student's score will be classified into five levels of mastery. The classification can be seen in this following table

Table 3.2. The Classification of Students' Score

No.	Scores	Category
1.	85 – 100	Excellent
2.	70 – 84	Good
3.	55 – 69	Mediocre
4.	40 – 54	Poor
5.	0 – 39	Very Poor

(Adopted from Harris, 1974)

- c) Then, to know the percentage of the classification of the students' ability in answering question, the following formula can be used:

$$M = \frac{X}{N} \times 100\%$$

Where:

- M = students scores  
 X = the number of correct answer  
 N = the number of students

(Adopted from Hatch and Farhady, 1982)

## FINDING AND DISCUSSION

Before the test was given to get the data it was necessary to do try out in order to measure the validity and reliability of the test. The try out consisted of 25 items reading comprehension. The try out was given to another class in the same school. It was X TKJ 2 class while the the research conducten to X TKJ 1. The result showed that 4 items were rejected because those four items were too easy. Those four items were number 1 (factual information), number 5 (factual information), number 16 (social function), number 24 (generic structure). After the items were found rejected, the items were revised with new items.

Based on the test was given to the students, the writer received a result as presented the table below :

Table 4.1 The percentage of the Students' Ability Level

No.	Scores	Category	Frequency	Percentage
1	85 – 100	Excellent	13	38,3%
2	70 – 84	Good	14	41,1%
3	55 – 69	Mediocre	4	11,7%
4	40 – 54	Poor	1	3%
5	0 – 39	Very Poor	2	5,9%

Total			34	100%
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Table 4.1 shows that the students got score in 'exelent score' were 13 students(38,3%), in 'good level' were 14 students(41,1%), in 'mediocre level' were 4 students(11,7), in 'poor level' were 1(3%) student and 'very poor' 2(5,9) students.

From the research finding, the average of students' ability frequency in comprehension procedure text was described in  $\frac{\text{Thecorrectone}}{\text{TotalMembers}} \times 100\%$  to get the correct category one is following table:

**Table. 4.2**  
**Percentage of Ability Students' Ability of Comprehnion Procedure Text**

	Excellent	Good	Mediocre	Poor	Very Poor
<b>Total Score</b>	13	14	4	1	2
<b>Percentage</b>	38,3	41,1	11,7	3	5,9

From the calculation above, it shown that percentage of class average score improvement from students' ability in comprehension procedure text was 41,1(Good Level).

As it has been discussed in Chapter III, in this study the writer tried to find the answer of problem related to ability in comprehension procedure text. After analyzing the data and presentation, the writer has found the answer of the problems in this research. The students' ability in comprehension procedure text by second year students of SMKN1 Bangkinang falls into good to excellent. The result of the calculation can be seen in table 4.2.

This research is to know the ability of second yearstudents of SMKN 1 Bangkinang in comprehension procedure text. This study also proved that the students comprehend how to answer correctly based on procedure text.

Since the analyzed on the previous pages about to comprehension procedure text is in high level, the finding show that the respondents tocomprehnion procedure text clearly. Broadly reading should be paid much attention carefully in teaching comprehension since they make students of L1 in a big difficulty in comprehension procedure text. Therefore, it answered of the questions in the formulation of the problem. It answered that what is the ability level of second yearstudents of SMKN 1 Bangkinang in comprehension procedure text.

## CONCLUSION AND RECOMMENDATION

### Conclusion

The ability of eleventh grade students of SMKN 1 Bangkinang in comprehending procedure teks is in 'good level' mean score 41,1%. In detail 13 students were in 'exelent level',14 students were in 'good level' at the range score between 60-79, 4 students in 'mediocre level' in the range 40-59, 4 student were in

‘poor level’ and 1 student were in ‘very poor level’ It means almost all students need to learn and reading more English content.

### **Recommendation**

Based on the conclusions stated previously, there are some recommendations to pay attention.

Based on the research finding, it is clear that the writer would like to provide some recommendation.

The first, motivate them to improve their pronunciation by using different ways such as reading book or novel. Second, give more attention to vocabulary, grammar. Third, have a practice in English to anybody who can speak or understand English more such as friends, teachers even lecturer. Fourth, be careful in providing and selecting comprehension materials to improve their students’ ability in procedure text.

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