

**A STUDY ON THE ABILITY OF THE EIGHTH GRADE
STUDENTS OF SMPN 20 PEKANBARU IN
COMPREHENDING PROCEDURE TEXTS**

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Abstract: *The aim of this study was to find out the ability of the eighth grade students of SMPN 20 Pekanbaru in comprehending procedure texts. The population of this research was the eighth grade students of SMPN 20 Pekanbaru. There were 30 students who participated in this study. The research instrument was multiple choice questions, which consisted of 30 questions. The test given include 5 components such as: finding main idea, finding factual information, finding generic structure of procedure text, finding meaning of difficult word and finding references. The data were analyzed by classifying them into 5 levels of ability, such as very poor, poor, mediocre, good and excellent. The result showed that the ability of the eighth grade students of SMPN 20 Pekanbaru in comprehending procedure texts was at mediocre level with the mean score was 55.5. Thus, it can be said that the majority of students was able to comprehend procedure texts. Based on the results of the research, it is advised that the students read more procedure texts and practice comprehending procedure texts to enhance their reading comprehension.*

Key Words: *Students' Ability, Reading Comprehension, Procedure Texts*

ANALISA TERHADAP KEMAMPUAN SISWA KELAS VIII SMPN 20 PEKANBARU DALAM MEMAHAMI TEKS PROSEDUR

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Abstrak: Tujuan dari penelitian ini untuk mengetahui kemampuan siswa kelas VIII SMPN 20 Pekanbaru dalam memahami teks prosedur. Populasi penelitian ini adalah siswa kelas VIII SMPN 20 Pekanbaru. Ada 30 siswa yang berpartisipasi dalam penelitian ini. Instrument penelitian berupa soal pilihan ganda yang terdiri dari 30 soal. Tes diberikan terdiri dari 5 komponen seperti menemukan ide-ide pokok, menemukan informasi berupa fakta, memahami struktur umum prosedur, menemukan pengertian kata-kata sulit dan menemukan referensi. Analisis data dilakukan dengan mengklasifikasikan menjadi 5 tingkat kemampuan yaitu sangat buru, buru, sedang, baik, dan sangat baik. Hasil penelitian menunjukkan bahwa kemampuan siswa kelas VIII SMPN 20 Pekanbaru dalam memahami teks prosedur tergolong sedang dengan nilai rata-rata 55.5. Dengan demikian, dapat dikatakan bahwa sebagian besar siswa mampu memahami teks prosedur. Berdasarkan hasil penelitian, disarankan agar siswa membaca lebih banyak teks prosedur dan berlatih memahami teks prosedur untuk meningkatkan pemahaman bacaan mereka.

Kata Kunci: Kemampuan Siswa, Pemahaman Membaca, Teks Prosedur

INTRODUCTION

Reddy (2012) states that today's world considers English as a global language because there has never been a language so widely spread or spoken by so many people as English. It has a special role to play in the countries where it has been accepted as the official language and is being used as a medium of communication. English is considered as one of the most important subjects at school since it has subject which is learned by the students from the junior high school to the university level. Learning English involves four skills: Listening, Speaking, Reading and Writing. In which has its own function, but the skills are supporting one another. These skills have a great contribution in learning language. One of the skills is reading.

Harrison (2003) states that importance of reading in relation to human development. Reading determines how we are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence. Reading as a two ways interaction in which information is exchanged between the reader and author. Reading is a process to convey a message or information. Reading is one of the basic skills that should be mastered by language learners as a receptive skill in language learning. As one of the language skills, reading is not only pronouncing words, but also getting and comprehending the meaning or information of the text.

Nunan (2006) stated that reading comprehension as reading for meaning, understanding, and entertainment. In the other word, reading comprehension is the goal and the key to get meaning and understanding written texts.

Based on the 2013 curriculum, the students of junior high school learn some kinds of text in English such as descriptive, narrative, recount, procedure and report. Miller et al (2010) define that procedure text is a command or instruction to make and do something. Djatmika et al (2018) pointed out that instruction are a form of procedure. An instruction is the guide to make something proper. The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual, and itineraries. Procedure text consist of goal, material and steps. Goal tells about the aim of activity and predicts the conclusion might happen. Material/ingredient is the material that is needed to make something or to do activity. Steps/method consists of steps in sequential order to complete the procedure of making or doing something.

There are some components of reading comprehension which should be focused in comprehending reading text. King and Stanley (1989) state that there are five components that may help the students to read carefully:

1. Finding Main Ideas

Generally, the main idea refers to the important information that can more explain the text paragraph or part of the overall idea. Main idea is the central thought; the chief topic of a passage expressed or implied in a word or phrase, the topic sentence of a paragraph. One paragraph just has one main idea. Main idea is always in the beginning or the end of the paragraph. Main idea helps the reader to understand not only the ideas but also their relative significance, as expressed by the author.

2. Finding Factual information

Factual information is the important information that is described from the text. It is the part of the reader must know. Readers must recognize factual information and be able to find detailed information. We can find the factual information in every paragraph. It requires the reader to scan specific details. The type of question can be about the reason, purposes, result, comparison, means, identities, times, and amount in which most of the answer can be found in the text.

3. Finding Meanings of Difficult Words

Difficult word is the word that is difficult to be understood. This means that readers should be able to guess the meaning of unfamiliar words in the paragraphs or sentences they read. The words have the same meaning as another word. We can find the difficult word in every paragraph or sentence. The important thing is needed in reading is understanding. However, a writer does not write out everything. He/she expects the reader to understand. Writers use language efficiently and recognize what can be inferred from their sentences. In other words, the efficient reader is able to understand those implications.

4. Finding References

Reference is the word that represents another word. It is used to avoid repeated words. It also makes the reader interested in read. We can find in the beginning, the middle, or the end of a sentence. Reference words are usually short and very frequently pronounced such as: it, she, he, they, this, etc.

5. Finding Restatements

Restatement is the way to say something again or to say something in a different way but still has the same meaning. The kind of question test, which is used to measure the reader's ability in analyzing the relationship of ideas within a single sentence.

METHODOLOGY

This is a quantitative descriptive research. According to Noor (2012) quantitative descriptive research is a research that describes an event, a phenomenon happening now. It means that descriptive research is related to the condition that occurs at the time, uses one variable or more and then investigates in fact. Therefore, the aim of this research was to find the students' ability of the eighth grade students of SMPN 20 Pekanbaru in comprehending procedure texts. The population of this research is the eighth grade students of SMPN 20 Pekanbaru. The eighth grade students consist of nine classes. In this study, the classes which are chosen as the try out were VIII 4 which consisted of 33 students and as the sample was class VIII 6 which consisted 30 students. In taking the try out and sample class, the researcher used cluster random sampling technique. According to Gay (2000), sampling is the process of selecting a number of individual for study in such as a way that represents the larger group from which they

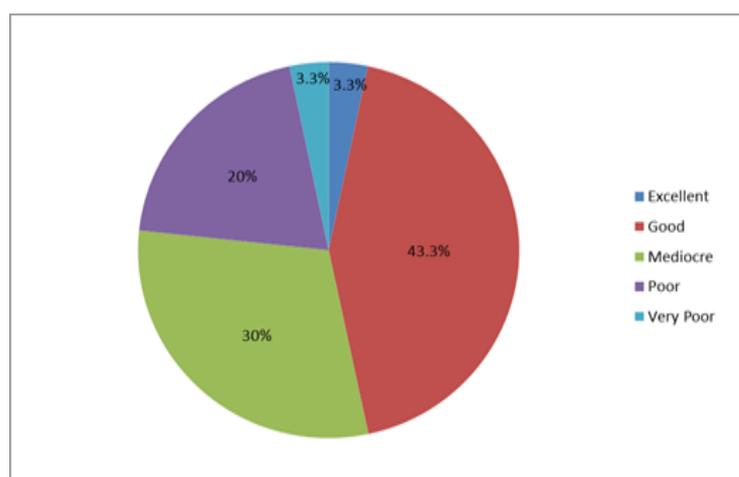
were selected. To collect the data, the researcher used objective test in multiple choice. There are 30 questions that are included in this test. The duration time for doing the test is 60 minutes. The test was given to students in Google Form, due to Pandemic COVID-19.

The test was try out to class VIII 4. The researcher calculated the difficulty level, mean score, standard deviation, and the reliability of the result of the try out test. From the calculations, it can be seen that the reliability of the test is 0.69 which means the test is reliable. Then, the real test gave to class VIII 6 as a sample. The students score of the sample is classified into five level ability, they are very poor (0-20), poor (21-40), mediocre (41-60), good (61-80) and excellent (81-100) (Harris 1974).

FINDINGS AND DISCUSSIONS

The objective of this research is to find out the ability of the eighth grade students of SMPN 20 Pekanbaru in comprehending procedure texts. The data were collected online using google form in multiple choice questions. Before the writer distributed the test to the sample (VIII 6), the test tried out to some population that had been chosen as the try out (VIII 4). The validity and reliability was known by doing this test. Heaton (1991) the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below than 0.30 (too difficult) and above 0.70 (too easy). The writer revised them. The test is reliable to give to sample. The data from sample analyzed and categorized into five components. Besides, it also classified into five levels of ability.

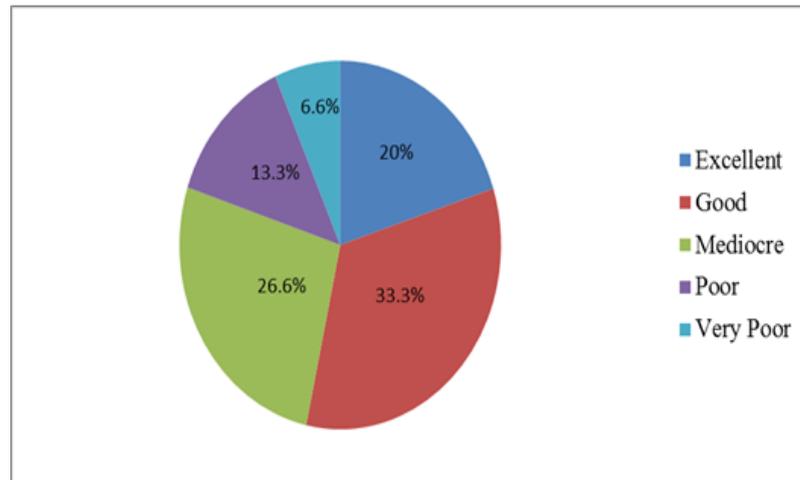
Figure 1
Figure Percentage of the Students' Ability in Comprehending Procedure Text



The figure of percentage of the students' ability in comprehending procedure text indicates that the students' ability in all level is in different numbers. The highest number that students' can gain is in *good* level: these are 13 students (43.3%). Besides, 1 student (3.3%) is in *excellent* level. It means that most of them (14 students) in the category of *good* level and *excellent* level successful in doing the test. Then, 9 students

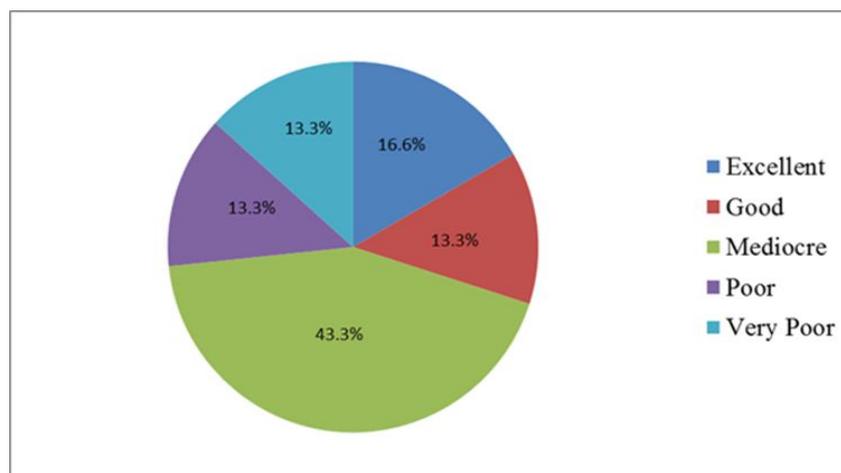
(30%) are in *mediocre* level and 6 students (20%) are in *poor* level. But 1 student (3.3%) is in *very poor* level.

Figure 2
Figure Percentage of the Students' Ability in Finding Main Idea



The figure of percentage 2 shows that the students' ability in finding main ideas in all levels is in different numbers. 6 students (20%) are in *excellent* level. Besides, 10 students (33.3%) are in *good* level. Then, there are 8 students (26.6%) are in *mediocre* level. For *poor* level, there are only 4 students (13.3%) and 2 students (6.6%) are in *very poor* level.

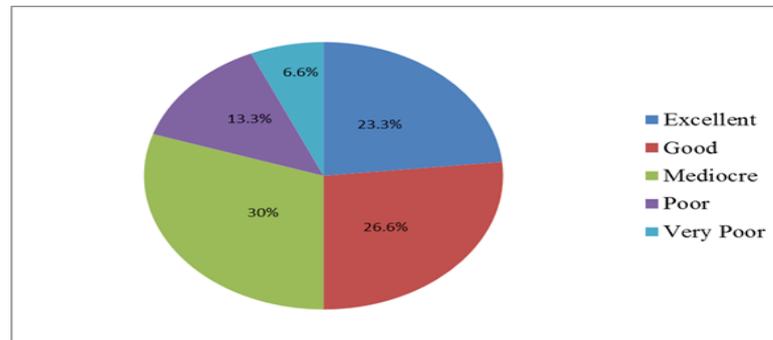
Figure 3
Figure Percentage of the Student's Ability in Finding Factual Information



The figure of percentage 3 shows that the students' ability in finding factual information in some level is in same number. 5 students (16.6%) are in *excellent* level. Besides, 4 students (13.3%) are in *good* level. There are 13 students (43.3%) are

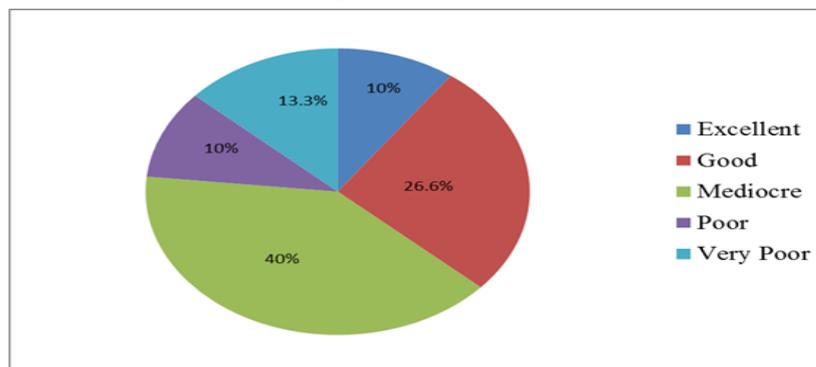
mediocre level. Meanwhile, 4 students (13.3%) are in *poor* level. Then, 4 students (13.3%) are in *very poor* level.

Figure 4
Figure Percentage of the Students' Ability in Finding Generic Structures of Procedure Text



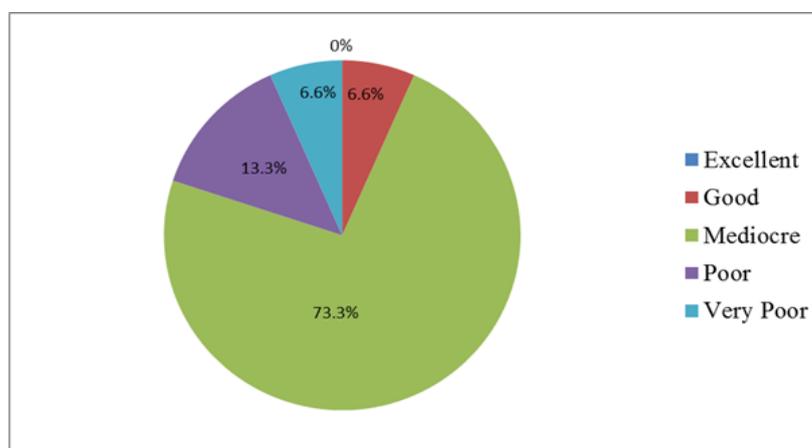
The figure of percentage 4 shows that the students' ability in finding in generic structures of procedure text in all level is in different numbers. 7 students (23.3%) are in *excellent* level. 8 students (26.6%) are in *good* level. Then, 9 students' (30%) are in *mediocre* level. There are 4 students' (13.3%) in *poor* level. In other hand, in *very poor* level are only 2 students' (6.6%).

Figure 5
Figure Percentage of the Students' Ability in Finding Meaning of Difficult Words



The figure percentage 5 shows that the students' ability in finding meaning of difficult word in some level is in different numbers. 3 students (10%) are in *excellent* level. 8 students (26.6%) are in *good* level. For the *mediocre* level, there are 12 students (40%). Then, 3 students (10%) are in *poor* level. The last, 4 students (13.3%) in *very poor* level.

Figure 6
Figure Percentage of the Students' Ability
in Finding Reference



The figure percentage 4.3 shows that the students' ability in finding reference in some level is in different numbers. The highest number that the students can gain is in *mediocre* level, it is 22 students (73.3%). Besides, in *good* level are only 2 students (6.6%). 4 students (13.3%) are in *poor* level. Then, 2 students (6.6%) are in *very poor* level. No students are in *excellent* level.

Table 1. the Students' Mean Scores in Each Component

| No | Component of Comprehending Procedure Text | Mean Score | Level of Ability |
|-------|---|------------|------------------|
| 1 | Finding main idea | 61.5 | Good |
| 2 | Finding factual information | 52.5 | Mediocre |
| 3 | Finding generic structure | 62 | Good |
| 4 | Finding meaning of difficult word | 53.5 | Mediocre |
| 5 | Finding reference | 48 | Mediocre |
| Total | | 55.5 | Mediocre |

After calculating all components on the table above, the students' ability in comprehending procedure text is in *mediocre* level. The students' ability in finding the components to comprehend the text is quite difficult to understand by the students. The table shows that the students mediocre knowledge in comprehending the three components, such as in finding factual information, meaning of difficult word and reference of procedure text. The highest mean score is obtained by students is in finding generic structure with the mean score 62 in the category *good* level. Besides, the lowest mean score is in finding reference with the mean score 48. It means that they are in *mediocre* level. From the table, it can be stated that the eighth grade students of SMPN 20 Pekanbaru in comprehending procedure text in the *mediocre* level.

Discussion

This research was conducted to find out the ability of the eight grade students of SMPN 20 Pekanbaru in comprehending procedure text. As it has been discussed in the previous chapter, the researcher conducted a try out test at VIII (4) class to make sure the instrument was valid or invalid. After that, the researcher took one class as a sample at VIII (6) class. After calculating and analyzing the data, the researcher found out that the students of the eight grade students of SMPN 20 Pekanbaru in comprehending procedure text is in *mediocre* level. It can be seen from the mean score of the students which is 55.6. Among 30 students, there are only 1 student (3.3%) is in *excellent* level. 13 students (43.3%) are in *good* level. 9 students (30%) are in *mediocre* level. 6 students (20%) are in *poor* level and 1 student (3.3%) in *very poor* level.

The table 4.7 shows that the mean score of the eight grade students of SMPN 20 Pekanbaru in comprehending procedure text is 55.5. It means that they are in *mediocre* level. The level of finding main idea is *good* level (61.5). The level of finding generic structures is *good* level (62). The level of finding factual information is *mediocre* level (52.5) and the level of finding meaning of difficult word is *mediocre* level (53.5). the last, the level of finding reference is *mediocre* level (48). Based on the curriculum standards of SMPN 20 Pekanbaru, which is 75. But after the researcher analyzing the data, the researcher found out that the students' score is 55.5 (*mediocre* level). It is not achieving of curriculum standards in SMPN 20 Pekanbaru. Thus, in this case, the students should be more learn about reading comprehension especially in procedure text. It can be seen from the daily of the students in school. Many students there were not interested in reading. Then, some of students more interested in the canteen. They like to spend their time just to have fun with friends. Besides, the students didn't know what the meaning of the words and they did not have enough vocabulary.

The teacher should give longer time to the students to make sure they will be getting more understanding about procedure text. To reduce this problem and increase students' ability the researcher gives some suggestion, first the teachers should give more explanation and exercises about the procedure text. Then, the students also have motivation in themselves in reading, especially reading procedure text. It makes they interested and enjoy in reading especially reading procedure text.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The objectives of this research is to find out the ability level of the eight grade students of SMPN 20 Pekanbaru in comprehending procedure text. Based on the scores of the students in comprehending each component of procedure texts, there are two components in *good level* and three components in *mediocre level*. The students' ability for the two components are finding main idea and finding generic structures. Meanwhile, three components in *mediocre level*; are finding factual information, finding meaning of difficult word and finding reference. The highest mean score is in finding generic structures with the mean score 62. The lowest mean score is finding reference with the mean score 48.

Recommendations

The researcher would like to propose three recommendations as follows:

1. Teachers are recommended to give longer time to the students and to give more explanation and exercises about procedure text to the students. The teacher can focus on the lowest scores that the students have got especially in finding reference.
2. Students are recommended to learn more in the components in comprehending procedure text using the internet or online. Besides, the students should interest in reading, it makes they like to read and enjoy in reading.
3. The other researchers are recommended to carry out a research with different location and different sample or other types of text. Then, other researchers can utilize about procedure text in other language skills such as speaking, listening and writing. The researcher hopes this research can give valuable contribution to other researcher and readers in terms of reading comprehension especially in reading procedure texts.

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