

**AN ANALYSIS OF THE ABILITY OF THE SECOND YEAR
STUDENTS OF SMAN 2 PANGKALAN KERINCI IN
COMPREHENDING PROCEDURE TEXTS**

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Abstract: *The aim of this study is to find out the reading ability of the second year students of SMAN 2 Pangkalan Kerinci in comprehending procedure texts. The population of this research were all of the second year students which consisted of 253 students. There were 25 students who participated in this study. The instrument was a test adapted from authentic material. The frame of the test covers 8 components such as: finding main idea, finding factual information, finding meaning of difficult word, finding references, finding inferences, finding social function, finding generic structure, and finding language features. Each component consist of 4 question and for finding generic structure and language features consist of 3 question because the generic structure question and the language features is too difficult for the students. The test containing 30 items was used to collect the data. Before the test was administered, the test was tried out to find out the difficulty level and the reliability of the test. To analyze the data, the raw scores of the students were calculated and the level of ability was identified by using the classification of ability level by Harris (1974). The result showed that the ability of the second year students of SMAN 2 Pangkalan Kerinci in comprehending procedure texts was at Average to Good level with mean score 67. Therefore, it can be concluded that most of the students were able to comprehend procedure texts. However, the students are suggested to do more practice in reading procedure texts in order to comprehend procedure texts to improve the ability in reading due to the poorness of their reading ability.*

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

SEBUAH ANALISA TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMAN 2 PANGKALAN KERINCI DALAM MEMAHAMI TEKS PROSEDUR

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kemampuan membaca siswa tahun kedua SMAN 2 Pangkalan Kerinci dalam memahami teks prosedur. Populasi dari penelitian ini adalah seluruh siswa tahun kedua yang terdiri dari 253 orang. Terdapat 25 orang yang berpartisipasi dalam penelitian ini. Instrumen yang digunakan adalah tes yang diadaptasi dari authentic material. Tes terdiri dari 8 komponen seperti: ide pokok, informasi berdasarkan fakta, arti dari kata sulit, keterangan, makna tersirat, fungsi social teks, struktur teks, dan tata bahasa teks. Setiap Komponen terdiri dari 4 pertanyaan dan untuk komponen struktur teks dan tata bahasa teks terdiri dari 3 pertanyaan karena soal untuk stuktur teks dan soal untuk tata bahasa teks tetrlalu sulit. Jumlah soal yang digunakan dalam test ini adalah 30 soal. Sebelum tes dilaksanakan, tes tersebut diujikan untuk mengetahui tingkat kesulitan dan reliabilitasnya. Untuk menganalisis data, nilai rata-rata dari siswa dihitung dan level kemampuannya diidentifikasi menggunakan klasifikasi level kemampuan oleh Harris (1974). Hasil dari penelitian ini menunjuk kan bahwa kemampuan membaca siswa tahun kedua SMAN 2 Pangkalan Kerinci dalam memahami teks prosedur adalah di tingkat menengah menuju baik dengan rata-rata 67. Jadi, dapat disimpulkan bahwa hamper semua siswa mampu untuk memahami teks prosedur. Namun, siswa disarankan untuk melatih membaca beragam teks terutama teks prosedur untuk meningkatkan kemampuan membaca karena beberapa siswa masih buruk dalam memahami teks bacaan terutama teks prosedur.

Kata Kunci: KemampuanMembaca, MembacaPemahaman, TeksProsedur

INTRODUCTION

Reading is an activity that is always done by people every day. It includes reading book, magazine, newspaper; novel, etc. Brown (1994), states that there are four English skills that should be mastered by students; listening, speaking, reading, and writing. Listening and reading are classified into receptive skills where the students gain the knowledge before producing the language while speaking and writing are classified into productive skills which mean students are expected to produce the language. Among the four skills, reading is considered to be the skill to get information and knowledge that the readers need from written text.

Azhar (2015), says that procedure text is the way or a process of doing something properly. Using procedure texts help the students to do or to make something properly by using the steps in the procedure text. A procedure text has close relationship with daily life, which shows of action or steps when doing something. Procedure text is one kind of the text that explains how something can be done; recipes, science experiments, how to play, how to make and how to do it.

According to Cline et.al (2006), reading is the process of decoding and understanding the written texts. In addition, reading is an act of communication in which the information is transferred from a transmitter to a receiver Smith (1973). The statement means that reading is one way to do communication each other. By reading, the reader can share information based on the material that they read to a receiver and increase their knowledge and vocabulary. John (2002), describe that comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also a strategic process which can be taught. Students should have interest to read the text. If the students aren't interested to read the text, it is difficult for the reader to get the main idea or know what the text or story about.

Febriani (2014), explains that procedure text is one of the texts in genre based approach. According to English book for second year students' semester two; there are two types of procedural texts. First, texts that explain how something works or how to use instructions or how to operate something manually. For this text usually the material are not needed; for example, how to use a video game, a computer etc. and the text that explain how to make something, for example recipes.

According to King and Stanly (1988) there are five components that can help student's ability to read carefully:

1. Finding main ideas

Finding the ideas of a text or paragraph is very important because it help the reader not only understand the paragraph on the first reading, but also help the reader to remember the whole of the paragraph. The main idea is what the paragraph develops. Paragraph is the group of the sentences develops a particular topic. Identifying the topic generally can help the reader to understand the idea. The main idea usually indicates the author's reason or purpose for writing and the message of the writer want to share to the reader.

2. Finding factual information

Finding factual information is one component of reading comprehension and it is suitable for students in elementary school students. Factual information requires readers to scan specific details. The question of factual information generally prepared for students, which appear with 5W+1H question word.

3. Finding the meaning of vocabulary word in context

It means that the reader should develop to him or her guessing ability to the word which is not familiar with him or her by relating the close meaning of unfamiliar words to the text and the topic that we read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Finding references

It means it would be boring to have and repeat the some word or phrase every time. After it has been used we can usually refer to it than repeat it. Recognizing references word and able to identify the word to which they refer to help the reading passage.

5. Finding inferences

Inferences are a skill where the reader has to able to read between lines. King and Stanly divide into attention, draw logical inferences, and make accurate prediction. Based on various phenomena of reading in comprehending procedure texts that have been discussed earlier, this research examined the reading ability of the second year students of SMAN 2 Pangkalan Kerinci in comprehending procedure texts. So, the research question is formulated as follows: How is the reading ability of the second year students of SMAN 2 Pangkalan Kerinci in comprehending procedure texts?

METHODOLOGY

The populations of this research were all of the second year students consisted of 253 students. There were 25 students were taken as the sample by using cluster random sampling. This research took place at SMAN 2 Pangkalan Kerinci from 5th - 8th of May 2017. The try out - test was carried out on May 5th 2017 to 20 students. After the try – out was analyzed and revised, the test was re-administered to different classes on May 8th 2017. The total of respondents was 20 students.

The data of this study were obtained by administrating a test to the students. The frame of the test cover by 8 components such as: finding main idea, finding factual information, finding meaning of difficult word, finding references, finding inferences, finding social function, finding generic structure, and finding language features. Each

component consist of 4 question and for finding generic structure and language features consist of 3 question because the generic structure question is easy and the language features is difficult for the students. The test consisted of 30 multiple – choice questions about procedure text which adapted from authentic material.

A try – out test was administrated to 20 students to find out the difficulty level and reliability of the test. For the difficulty level, the test item is accepted if the facility value is between 0.3 – 0.7. The test is reliable if the reliability is >0.4 . The result showed that there were 6 rejected items. So, the options of the question were revised. The reliability of the test was 0.53 which means the test was reliable.

To analyze the data, descriptive statistic technique was used. This technique means in describing the data, the mean score of the students was calculated and categorized into the classification of ability as n the following:

Table 1
The Classification of the Scores of the Students

No	Range of Scores	Level of Ability
1	80-100	Good to excellent
2	60-79	Average to good
3	50-59	Poor to average
4	0-49	Poor

(Harris, 1974)

FINDINGS AND DISCUSSIONS

After the students had answered the questions, the scores of the students were obtained. The scores of the students in comprehending procedure texts are shown in table 2:

Table 2
The Reading Ability in Comprehending Procedure Text

No	Score Range	Level	Frequency	Percentage
1	80-100	Good to excellent	2	8 %
2	60-79	Average to good	17	68%
3	50-59	Poor to average	6	24%
4	0-49	Poor	0	0%
Total			25	100%

Table 2 classifies the ability of the students into 4 levels; Good to excellent, Average to good, Poor to average, and Poor. The result shows that most of the students were at Average to good level. There were 2 students were at Good to excellent level, 6 students were at Poor to average level, and there is no student 0% were in Poor level in comprehending academic procedure texts. The highest score was 94 and the lowest score was 39. The mean score of the students was 67 which mean the ability of the second year students of SMAN 2 Pangkalan Kerinci was average to good.

The ability of the fourth semester students in comprehending procedure text was analyzed separately according to the type of questions such as main idea, factual information, meaning of difficult word, references, inferences, social function, generic structure, and language features.

Figure 1
The Ability of the Students in Comprehending
Main idea

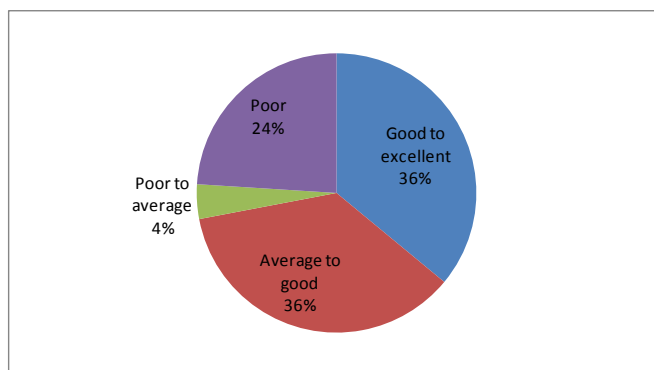
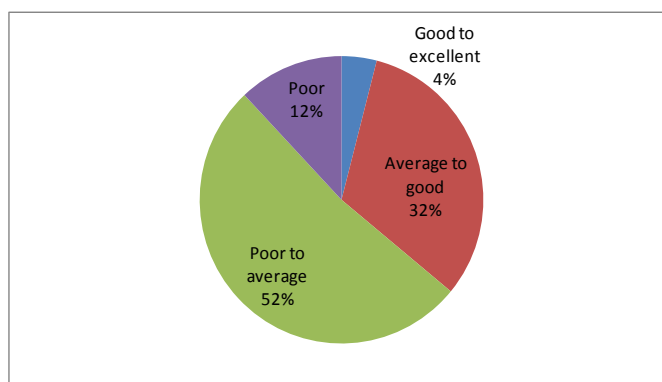


Figure 1 shows most of the students could answer the questions asking about the main idea. It can be seen that 36% of the students were at good to excellent level; 36% were at average to good level; 24 % of the students were at poor level; and only 4% of the student were at poor to average level (6.25%). The mean score of the ability of the students in comprehending main idea was 70 which categorized as average to good level.

Figure 2
The Ability of the Students in Comprehending
Factual information



In Figure 2, the number of the students who were at poor to average level were the highest with percentage 52%. But overall, most of the students could answer the questions about factual information. The percentage of the students at average to good level was 32%, the percentage of the students who were at poor level 12%, and the student at good to excellent level was 4%. The mean score of the students in answering factual information of procedure text was 57 which categorized as poor to average level.

Figure 3
The Ability of the Students in Comprehending
Meaning of Difficult Word

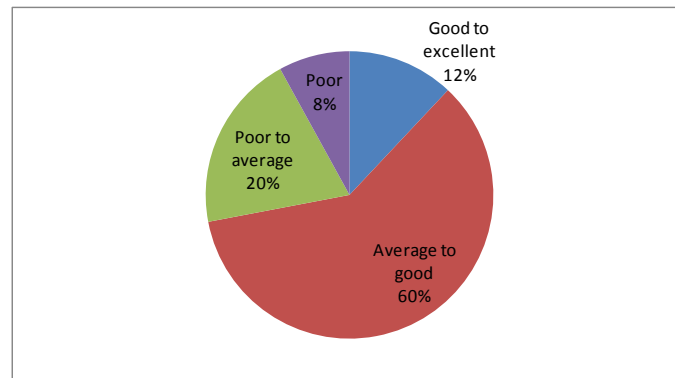
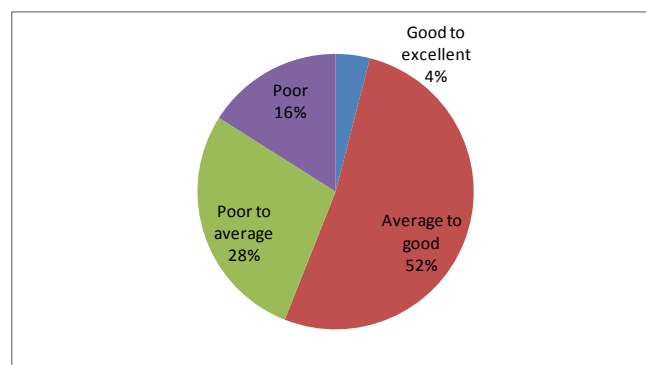


Figure 3 shows the ability of the students in comprehending meaning of difficult word. The number of the students who were at average to good level was the highest with percentage 60% which means most of the students could answer the questions asking about meaning of difficult word. There were 20% of the students at poor to average level. 12% of the students at good to excellent level and only 8% of the students at poor level. Overall, the ability of the students in comprehending meaning of difficult word was at average to good level with mean score 69.

Figure 4
The Ability of the Students in Comprehending
References



In Figure 4, the number of the students who were at average to good level were the highest with percentage 52%. But overall, most of the students could answer the questions about references. The percentage of the students at poor to average level was 28%, the percentage of the students who were at poor level 16%, and the student at good to excellent level was 4%. The mean score of the students in answering references of procedure text was 60 which categorized as average to good level.

Figure 5
The Ability of the Students in Comprehending Inferences

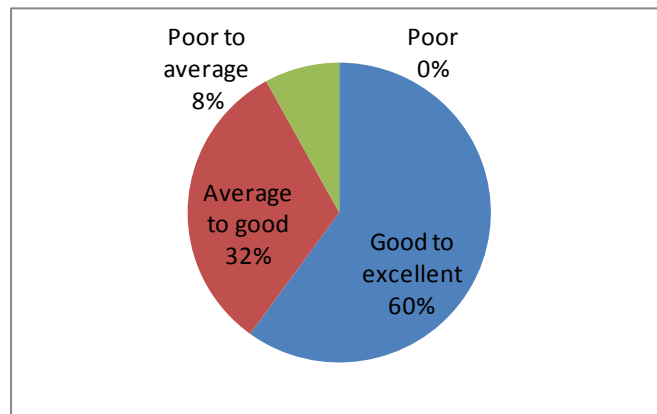


Figure 5 shows the ability of the students in comprehending inferences. The number of the students who were at good to excellent level was the highest with percentage 60% which means most of the students could answer the questions asking about inferences. There were 32% of the students at average to good level. 8% of the students at poor to average level and there is no student 0% at poor level. Overall, the ability of the students in comprehending inferences was at good to excellent level with mean score 88.

Figure 6
The Ability of the Students in Comprehending Social Function

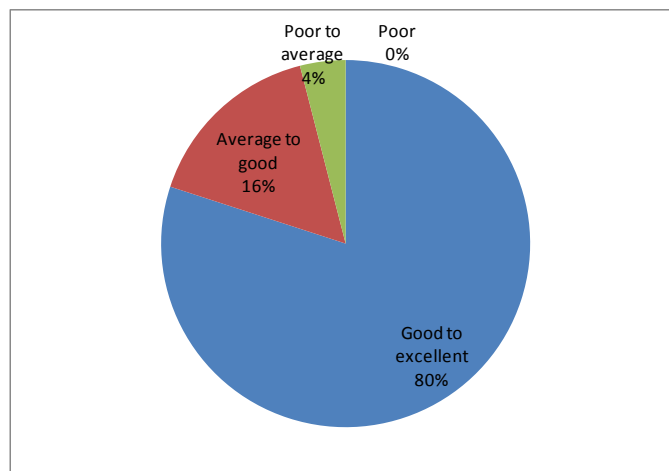


Figure 6 shows most of the students could answer the questions asking about the social function of procedure text. It can be seen that 80% of the students were at good to excellent level; 16% were at average to good level; 4% of the students were at poor to average level; and there is no student 0% were at poor level. The mean score of the ability of the students in comprehending social function of procedure text was 94 which categorized as good to excellent level.

Figure 7
The Ability of the Students in Comprehending
Generic Structure

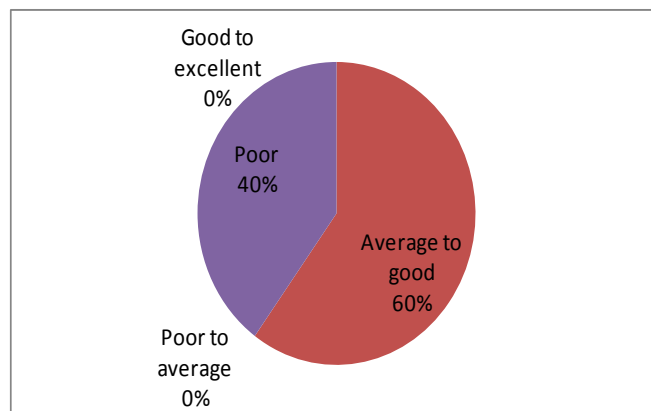


Figure 7 shows most of the students could answer the questions asking about the generic structure of procedure text. It can be seen that 60% of the students were at average to good level; 40% were at poor level; and there is no student 0% were at poor to average level and good to excellent level. The mean score of the ability of the students in comprehending generic structure of procedure text was 51 which categorized as poor to average level.

Figure 8
The Ability of the Students in Comprehending
Language Features

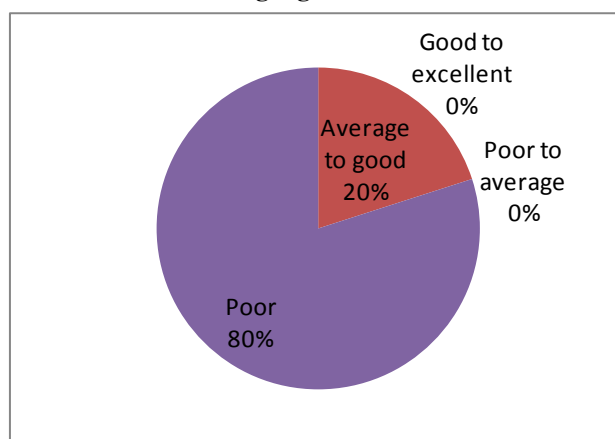


Figure 8 shows most of the students couldn't answer the questions asking about the language features of procedure text. It can be seen that 80% of the students were at poor level; 20% were at average to good level; there is no student 0% were at poor to average level and good to excellent level. The mean score of the ability of the students in comprehending language features of procedure text was 39 which categorized as poor level.

Based on the analysis of the data, the reading ability of the students was at average to good level which means the students could comprehend procedure text. Although most of the students were above average to good level, in fact, 24% of the

respondents were at poor to average level. Moreover, by comparing the ability of the students per type of questions, it can be concluded that language features questions was the most difficult questions for the second year students of SMAN 2 Pangkalan Kerinci. It was assumed that the motivation of the students in reading activity was low because of reading is difficult activity them. However, the students might lack due to vocabulary mastery and the difficulties of the material which made the students difficult in reading. Based on the findings of the research, the formulation of the problem “how is the reading ability of the second year students of SMAN 2 Pangkalan Kerinci in comprehending procedure texts?” has been proved at level of average to good.

CONCLUSIONS AND SUGGESTIONS

Based on the findings of the research, it can be concluded that the reading ability of the second year students of SMAN 2 Pangkalan Kerinci in comprehending procedure texts was at average to good level. The mean score of the students was 67. The highest score was 94 and the lowest score was 39. Overall, most of the students were able to comprehend procedure texts. Related to the findings, there are some suggestions for the students; the students are supposed to do more practice in reading procedure texts in order to comprehend procedure texts; The students need to concern more about Finding Language Features and Finding Factual Information items since they get the lowest scores for the questions of those items; the students should to improve their skill in reading comprehension; the students are suggested to enjoy reading activity because there will be many advantages that they can get; the students can start reading activity through reading procedure texts which can improve their knowledge.

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