

An Analysis on the Ability of the Second Year Students to Comprehend Procedure Text at MTsN Pasir Lawas Sungai Tarab Kabupaten Tanah Datar

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ABSTRACT

The purpose of this research was to describe the ability of the second year students to comprehend procedure text at MTsN Pasir Lawas Sungai Tarab Kabupaten Tanah Datar. The design of this research was descriptive in nature. The population of this research was the second year students at MTsN Pasir Lawas. The number of population was 88 students. Twenty two (one class) of them were taken as the sample of this research by using cluster random sampling. The instrument used to collect data in this research was reading test. It consisted of 6 texts of procedure text with 22 questions, 5 questions are on goal, 6 questions are on material, 9 are questions on step. Before giving the test, the researcher tried out it to the students out of sample at MTsN Pasir Lawas to find out the reliability of the test, and it was found that the reliability index of this test was 0,85. Based on the result of data analysis, it was found that students' ability to comprehend procedure text was moderate. It was indicated by the fact the most students (54.54%) had moderate ability, 9 students (40.90) had moderate ability in comprehending goal. Then, the result of the study also 13 students (59.09%) had moderate ability in comprehending material. Next, the result showed that 59.09% had moderate ability in comprehending step. Based on the result, the researcher suggested that the English teacher give more exercises to the students about procedure text.

Key words: Ability, Reading, Procedure Text.

INTRODUCTION

Reading is one of the important skills for students in learning English. It is important because reading is one of the tools to get information. As a tool, reading needs to be promoted especially in written

communication when readers need to comprehend messages sent by writers. Some information is sent by writers and it can be comprehended by readers from the other part if they have reading skills.

Reading is a process of getting information from the written materials by

involving background of knowledge in order to get meaning. The writer tells his or her message in the text. According to Sivasubramaniam in Handayani (2012: 1), reading is the relationship between text and context. Reading is also an interactive process of communication. The interaction occurs between the writers' message through the text and the readers who want to get the meaning.

According to competency based curriculum 2013 used at MTsN Pasir Lawas the students are required to be able to comprehend many kinds of text. In competency standard and basic competency (SKKD) for reading, it is stipulated that students should be able to comprehend several kinds of text such as descriptive, narrative and procedure text. The students should know about some kinds of text and able to comprehend them.

In accordance with what it is discussed in the paragraph above, procedure text is one of the texts studied by students in reading materials. Procedure text is a text which tells the set of steps which should be completed in the right sequence to get the goal. In our daily life, we often have to perform some steps to make or to get something done, (kompasiana, 2011). In addition, procedure text is a text that is designed to describe

how something is achieved through a sequence of actions or steps.

In fact, based on the researcher's informal interview with some students and the English teachers of MTsNPasirLawas, it is assumed that students still got difficulties to comprehend procedure text. The students still did not achieve the criteria of minimal comprehension achievement (KKM) when the teacher gave test or exercises about procedure text to the students. The score of KKM is 70.

Based on the problems above the researcher is interested in doing a research on the ability of the second year students of MTsN Pasir Lawas to comprehend procedure text.

RESEARCH METHOD

In this chapter, the researcher discussed research method which is going to be employed in this study. It includes design of the research, the population and sample, the instrument of the research, technique of collecting data, and technique of analyzing data.

This research used descriptive method, which describes students' ability to comprehend procedure text. Gay (1987: 189) states that descriptive research involves collecting data to test hypothesis

or answer the questions concerning the status of the subject of the study. Gay also adds that descriptive research is useful to invest many kinds of educational problems. It includes a research to figure out the characteristic of some phenomena, group or individual. In this study the researcher described the ability of the second year students of MTsNPasirLawas to comprehend procedure text.

Gay (1987: 102) defines that population was the group of interest which the researcher would like the result of the study to be generalized. The population of the research was the second year students of MTsN Pasir Lawas. The number of the population was 88 students who were grouped into four classes.

According to Gay (1987: 101) sampling is process of selecting representative number of individuals out of a larger group. He adds that a good sample is representative of the population from which it is selected. In this research, the researcher used cluster random sampling to select sample. Gay (1987:110) states that cluster random sampling is a sampling technique in which the sample in group is randomly selected, and all members of selected groups had similar characteristics. All of students in second year of MTsN Pasir Lawas had similar syllabus, same

materials, the same time allocation, and the same teacher.

In choosing sample, the researcher followed the following steps. First, the researcher wrote name of each class VIII 1, VIII 2, VIII 3, VIII 4 on small pieces of papers. Second, she put them into a box. Third, she shook the box and took one of the papers in the box with closed eyes. The class that the researcher took would be class sample and all members of the class sample became the sample of this study. The researcher did the same procedure to select sample for trying out the instrument.

The instrument used in this research was reading test in the form of multiple choices, which consists of 24 items. The test consists of six procedure texts. The researcher gave one point for each correct answer. Therefore, the minimum score the students get in the real test is 0, and the maximum one is 24. The students were given 60 minutes to do the test. The test was tried out to the students out of sample to know whether the instruction of the test could be understood by the students, to find out whether it is reliable or not, and to do item analysis in order to have a good test.

Validity should be achieved in order to have good test. A good test is valid if it measures what is supposed to be

measured. To see the validity of the test, the researcher used content validity. Arikunto (2012:80) states that one of the characteristic of test validity is content validity. It means that the test is valid if it fixes with the materials that have been given to the students. To make this test valid, it was constructed based upon the syllabus and teaching materials for reading used at MTsN Pasir Lawas.

To find out reliability of the text, the researcher used split half method. It is kind of method which divides the items of the test into odd group and even group. She calculated the correlation between the scores of odd and event items by using Pearson product moment.

In technique of gathering data the researcher checked the students' answer, then gave one point for the correct answer and 0 for the wrong answers, and counts the total score for each student.

In technique of analyzing data, the researcher calculated the mean, standard deviation (SD), clasified the students who got high, moderate, or low ability, and counted the percentage of students' ability.

FINDINGS AND DISCUSSIONS

Findings

In this chapter, the researcher presented and discussed the result of the analysis on the students' ability in comprehending procedure text. The researcher analyzed the score to find out the number of the students who get high, moderate or low ability.

Students' Ability in Comprehending Procedure Text

In measuring the students' ability to comprehending procedure text, the researcher counted the students' score (See appendix 8). The researcher found that the lowest score was 5 and the highest score was 20. Then the researcher calculated the score and got 12.77 for mean and 5.23 for standard deviation. Students' ability was categorized as high if their scores were higher than 18. It was categorized as moderate if their scores were in the range of 7.54 to 18 and it was categorized as low if their scores were lower than 7.54 (See appendix 9). She calculated the percentage of the students in each of those three groups.

Table 4.1

The Classification of the Students' Ability to Comprehend Procedure Text

Criteria	Classification	Frequency	Percentage
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>18	High	5	22.73%
7.54 until 18	Moderate	12	54.54%
<7.54	Low	5	22.73%

Students' Ability in Comprehending Goal Procedure Text

After analyzing the students' ability in comprehending the goal of procedure text, the researcher found that the lowest score was 2 and highest score was 5. Then the researcher calculated the score and got 3.4 for mean and 1.26 for standard deviation. Students' ability was categorized as high if their score was higher than 4.66. It was categorized as moderate if their score was in the range 2.14 until 4,66 and it was categorized as low if their score was lower than 2.14. She calculated the percentage of students who were included in each of those three groups.

Table 4.2

The Classification of Students' Ability to Comprehend Goal of Procedure text

Crit eria	Classific ation	Frequ ency	Percen tage
>4,6 6	High	6	27.28 %

2.14 until 4.66	Moderat e	9	40.90 %
< 2.14	Low	7	31.82 %

Table 4.2 reveals that the students' ability to comprehend the goal of procedure text was moderate. It was indicated by percentage of the students' whose ability was included in moderate category (40.90%).

Students' Ability in Comprehending Material Procedure Text

Base on the result of data analysis on the students' ability to comprehend the material of procedure text, the researcher found that the lowest score was 1 and highest score was 6. Then the researcher calculated the score and got 3.73 for mean and 1.58 for standard deviation. Students' ability was categorized as high if their score was higher than 5.31. It was categorized as moderate if their score was in the range 2.15 until 5.31 and it was categorized as low if their score was lower than 2.15. She calculated the percentage of students who were included in each of those three groups.

Table 4.3

The Classification of Students' Ability to Comprehend Material Procedure Text

Criteria	Classification	Frequency	Percentage
>5.31	High	4	18.18%
2,15 until 5,31	Moderate	13	59.09%
<2.15	Low	5	22.73%

Table 4.3 reveals that the students' ability to comprehend the material of procedure text was moderate. It was indicated by percentage of the students' whose ability was included in moderate category (59.09%).

Students' Ability in Comprehending the Step Procedure Text

The result of data analysis demonstrated that that the lowest score was 2 and highest score was 9. Then the researcher calculated the score and got 5.6 for mean and 2.7 for standard deviation. Students' ability was categorized as high if their score was higher than 8.3. It was categorized as moderate if their score was in the range 2.9 until 8.3 and it was categorized as low if their score was lower than 2.9. She calculated the percentage of

students who were included in each of those three groups.

Table 4.4
The Classification of Students' Ability to Comprehend the Step Procedure Text

Criteria	Classification	Frequency	Percentage
>8.3	High	5	22.73%
2.9 until 8.3	Moderate	13	59.09%
<2.9	Low	4	18.18%

Table 4.4 reveals that the students' ability to comprehend the step procedure text was moderate. It was indicated by percentage of the students' whose ability was included in moderate category (59.09 %).

Discussions

In general, the data showed that the students' ability in comprehending of procedure text was moderate. It indicated that the majority of the students (54.54%) had moderate ability. It means some students still got difficulty in identifying the message on each elements of procedure text. For example, 31.82 % of students got low ability in comprehending the goal.

Goal

As already discussed, another finding was that the students' ability in comprehend the goal of procedure text had moderate ability (40.90%). It means that some students still had difficulty to comprehend the goal of procedure text. Based on the students' answer sheet, the students did not understand what the text talking about, For example, the question "which one is the best goal for the above text?" could only be answered correctly by 12 students. It means that most students had difficulties to comprehend the goal of procedure text.

Material

As already brought up previously, the next finding of this study was that students' had moderate ability (59.09%) in comprehend material of procedure text. They did not know the material that needed base on the text, they could not differentiate which material that use in making something or not. For example, the question "the following materials are needed in making sandwich, except? Only 12 students could answer correctly.

Step

As already talked previously, this study was also found that students had moderate

ability in comprehend step of procedure text (59.09). Based on analysis data, some students' had difficulty to comprehend the step in procedure text. The students did not know about the instruction that include in steps of procedure text, they could not read carefully about the step, then they did not know how much material that need in make something. For example, the question "how much coffee is needed to make a cup of coffee?" could only be answered correctly by 11 students. It means some of students had difficulties to comprehend procedure text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on discussion of finding of this study, several simple conclusions could be drawn. In general, the ability of second year students of MTsN Pasir Lawas in comprehending procedure text was moderate. It was proved by the fact 54.54 % of students' possessed moderate ability.

Another conclusion that could be drawn is that the ability of the second year students of MTsN Pasir Lawas in comprehending Goal of procedure text was moderate. It was proved by the fact that ability of majority 40.90% of students was categorized moderate. Then it could also be concluded that the ability of the second

year students of MTsN Pasir Lawas in comprehending the material of procedure text was moderate. It was proved by the fact that ability of majority 59.09% of students was categorized moderate. The last conclusion of this study is that the ability of the second year students of MTsN Pasir Lawas in comprehend the step of procedure text was moderate. It was proved by the fact that ability of majority 59.09% of students' was categorized moderate.

Suggestions

Based on the conclusions above, the researcher proposed several suggestions as follows:

- The teachers are suggested to give more exercises to the students about procedure text.
- Then the teacher focus in teaching goal because there are some of students still got difficulties in comprehending goal of procedure text.
- The students expected to study more about procedure text and to do more exercises about reading comprehension especially in procedure text.

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