

# **AN ANALYSIS OF THE SECOND YEAR STUDENTS' DIFFICULTIES TO COMPREHEND PROCEDURE TEXT ORALLY (LISTENING SKILL) AT MTsN KURANJI PADANG**

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## **Abstract**

**This research attempted to describe the second year students' difficulties to comprehend procedure text orally (listening skill) at MTsN Kuranji Padang. The design of this research was descriptive. The number of population members of this research was 200 students. They were divided into six classes. The researcher used stratified cluster random sampling technique to get representative sample. The instrumentation used to collect the data was listening test. In this test, the researcher gave the text of procedure text and then played the recording of procedure text. The reliability index of this test was .98. The result of this research demonstrated that in general the second year students of MTsN Kuranji Padang had difficulties in comprehending procedure text orally (listening skill). They had difficulties in comprehending goal, material and step. The result of the research showed that 19 students out of 30 students (63.33%) had difficulties in comprehending the goal, 19 students out of 30 students (63.33%) had difficulties in comprehending the material and 19 students out of 30 students (63.33%) had difficulties in comprehending the step. Based on the fact, it can be concluded that the second year students at MTsN Kuranji Padang had difficulties in comprehending procedure text orally (listening skill). By having known the students' difficulties in comprehending procedure text orally (listening skill), the teacher was expected to improve students skills in comprehending procedure text orally (listening skill) by giving more exercises to the students that can minimize students difficulties in comprehending goal, material and step.**

**Key words : Analysis, difficulties, comprehend, procedure text**

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## **Introduction**

In learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. All of these skills are practiced by students and they cannot be separated from one to another, if one wants to be able to communicate freely in English. We learn

the language by listening to what mother says, and then we try to pronounce the words or sentences we hear. Those are naturally process we pass.

Listening is one of the four basic language skills. According to Nation and Newton (2009: 37), listening is the natural

sign to speaking. Listening can lead people into a conversation that is very crucial in communication.

Furthermore, Rost (2002: 979) states that listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker, responding, creating meaning through involvement, imagination and empathy.

Listening gets the first position of the four skills because we get language sounds first when we learn language. We listen to everyone who tells something. Actually, we listen to the teacher explaining the lesson or we listen to our friend's story about their lives.

According to Anderson *et al* (1998: 2), procedure text is a piece of text that tells the reader or listener how to do something. The students should know how to make something or use something like making juice or using hand phone. Generic structures of procedure text are goal, material, and step. Language features of procedure text are using simple present tense, using of connectives, using of action verbs, and using of imperative. Social functional is tell and help the reader how to do or make something.

Based on the researchers' interview the English teacher at MTsN Kuranji Padang, it was found that the students still had difficulties to comprehend procedure text in listening. When the students heard about procedure text, may be they will say it easy to learn and comprehend. But, if the teacher gave a task by using tape recording it means teach the students orally. The students looked difficult to comprehend the text and result was the student's scores were low. Therefore, the researcher was interested in conducting a research entitled "An analysis of the Second Year Students' Difficulties to Comprehend Procedure Text Orally (Listening Skill) at MTsN Kuranji Padang".

There are some texts which are taught in junior high school the students, they are descriptive, procedure, recount, narrative, and report text, (school based curriculum (KTSP) 2006). Each of them taught in different grade gradually. The second year students of junior high school should learn five kinds of texts, namely recount text, narrative text, report text, descriptive text and procedure text.

In general, the purpose of this research was to describe the second year students' difficulties to comprehend procedure text orally (listening skill) the

specific purposes of this research were as follows:

1. To find out whether the students of the second grade at MTsN Kuranji Padang have difficulties or not in comprehending the goal of procedure text.
2. To find out whether the students of the second grade at MTsNKuranji Padang have difficulties or not in comprehending the materials of procedure text.
3. To find out whether the students of the second grade at MTsNKuranji Padang have difficulties or not in comprehending the steps of procedure text.

### **Research Method**

This research was a descriptive research. According to Gay (1987:189), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. This research was designed to describe and analyze the second year students' difficulties to comprehend procedure text at MTsN Kuranji Padang. Population is the group to which the writer would like the result of study to be generalized (Gay: 2000:101-102). The population of this research was

the second year students of MTsN Kuranji Padang. Total number of population members was 200 students. They were distributed into six classes.

According to Gay (2000:121), sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which size of sample they are selected. There are many sampling techniques that can be used in taking a sample, but the writer chose cluster random sampling technique. Cluster random sampling was chosen because the population had been grouped, each group had the same teacher, syllabus, and teaching material, it means homogeneous.

In this research, the researcher used stratified cluster random sampling. Gay (1987: 107) states that the stratified cluster random sampling is the process of selecting a sample in such a way that identified strata in the population are represented in the sample in the same proportion that they exist in population. The researcher used stratified cluster random sampling because the students were divided into two strata; exact science and social class. Besides that, the researcher chose stratified cluster random sampling because they had the same

syllabus, teaching materials and time allocation.

The sample of this research was the students in class VIII.5 as a sample for try out, and VIII.6 as a sample for real test. The researcher used try out for know about the time allocation in doing the test by the students, and the writer also know about the instruction of the test.

The instrument that was used to collect the data in this research was listening test in the form of multiple choices. There were two procedure texts. The writer gave listening material about procedure text to the students. The students needed sixty minutes to finish the listening. The test had 20 questions.

According to Arikunto (2012:82), one of the characteristics of the test validity is content validity. It means that the test is valid if it fixes with the materials that had been given to the students. To know the validity of the test, the researcher used content validity in which the test materials were constructed based on the curriculum and syllabus.

Other criteria of a good test were reliable. Reliability is the degree which a test consistently measures whatever it is

measuring, (Gay, 2000:169). If the result is consistent over time, the scores should be similar. To analyze the reliability of this test, the researcher used split half method. It was kind of method which divided the items of the test into odd group and even group.

From the result of the try out, the researcher found that and the reliability coefficient was. It means that the reliability of the test was very high.

According to Brown (2010: 70), item difficulty is the extent to which an item is easy or difficult for the proposed group of test-takers. Item discrimination is ability of items to differentiate students that have high achievement and low achievement. The researcher grouped the students into two groups: upper and lower group, to analyze the item discrimination. According to Arikunto (2012:227) for small size of sample, students who got score half above was classified as upper group and the students who got score half below is classified as lower group.

Arikunto (2012:232) says that a good item of the test is an item that has discrimination index between .40-.70, but the discrimination index .21-.70 can be accepted. From the range of item difficulty and item discrimination above, the

researcher used item having  $P=.30-.69$  test items to be included in the instrument. From the range of item difficulties and item discrimination above, the researcher got 19 items (1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 20, 21, 22, 24) as good items. Five items were discarded because they could not be accepted as good item for test (2, 4, 16, 23, and 25) and 1 item (18) was revised.

## Findings

### Students' Difficulties in Comprehending Procedure Text

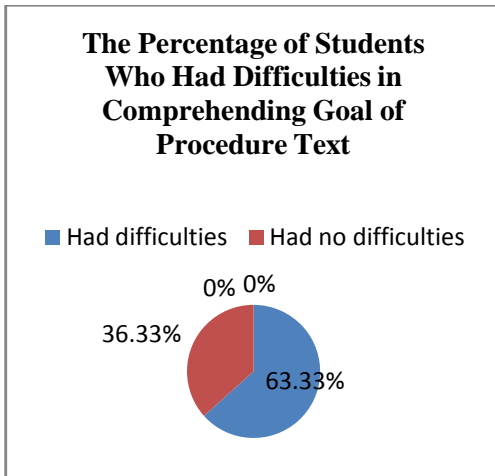
The result of analyzing data gathered from listening test showed that the students' had difficulties in comprehending procedure text. It also revealed that the highest score was 19 and the lowest score was 5. Mean and Standard Deviation were 10.77 and 4.51 respectively. The result of data analysis shows that 11 students (56.67%) had no difficulties in comprehending procedure text and 19 students (63.33%) had difficulties in comprehending procedure text. To make it clear the frequencies of students' who had difficulties in comprehending procedure text is shown in Table 1

**Table 1: The Frequencies of Students Who Had Difficulties in Comprehending Procedure Text**

No	Aspects	Have Difficulties		Have No Difficulties	
		Below Mean plus 0.5 SD		The same with or Above Mean plus 0.5 SD	
		F	%	F	%
1	Goal	19	63.33%	11	36.67%
2	Material	19	63.33%	11	36.67%
3	Step	19	63.33%	11	36.67%

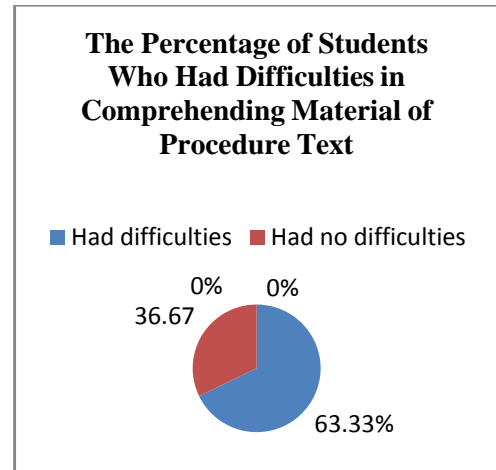
### 1. Students' Difficulties in Comprehending the Goal of Procedure Text

Based on the result of data analysis on listening test, the researcher found that the highest score was 2 and the lowest score was 1. Meanwhile, mean of students' score in comprehending the goal of procedure text was 1.36 and standard deviation was .48. The students who had difficulties in comprehending goal of procedure text were 19 students (63.33%) and 11 students (36.67%) had no difficulties. In short, more than half of the students had difficulties in comprehending the goal of procedure text.



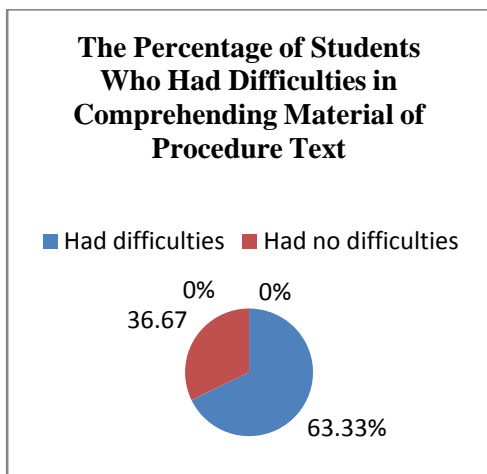
## 2. Students' Difficulties in Comprehending the Materials of Procedure Text

In comprehending material of procedure text, the researcher found that the highest score was 9 and the lowest score was 2. The result of analyzing data gathered using test showed that mean and standard deviation were 5.2 and 3.29. There were 11 students (36.67%) who had no difficulties and 19 students (63.33%) who had difficulties in comprehending the material of procedure text. It means that more than half of the students had difficulties in comprehending the material of procedure text.



## 3. Students' Difficulties in Comprehending the Steps of Procedure Text

Based on the result of data analysis in comprehending the step of procedure text the researcher found that that the highest score was 8, and the lowest score was 2. It also demonstrated that mean and standard deviation were 4.06 and 1.65 respectively. The number of students who had no difficulties was 11 students (36.67%) and 19 students (63.33%) had difficulties in comprehending the step of procedure text. The result indicated that more than half of the students had difficulties in comprehending the step of procedure text.



## Discussions

### 1. Students' Difficulties in Comprehending Goal of Procedure Text

Based on the result of the data analysis in listening test, it was found that 63.33% students had difficulties in comprehending of procedure text. The finding of this research indicated that most of students were still confused about goal of procedure text. Based on the students' answer sheet many students still got difficulties to choose the best answer about the goal and for example. The question "What is the goal of the text?" the students confused in choosing between how to make omelet or someone's experience in cooking. There were 19 students still had difficulties in comprehending the goal of procedure text.

### 2. Students' Difficulties in Comprehending Material of Procedure Text

As already mentioned, according to the result of data analysis in listening test, it was found that 63.33% students had difficulties in comprehending the materials of procedure text. The finding of this research indicated that most of students could not comprehend questions about materials needed to do the instructions. They did not know the material that is needed based on the text; they could not the differences between the material that uses in making something or not, and for example. The question "How much milk do we need to make an ice cream based on the text?" There were 11 students could answer correctly.

### 3. Students' Difficulties in Comprehending Step of Procedure Text

The finding of this research was that majority of students 63.33% had difficulties in comprehending the steps of procedure text. The finding showed that many students still got difficulties in comprehending the steps of procedure text. In comprehending the steps, they should comprehend all of the steps included in text from the first until the

final step. Based on data analysis, some students' had difficult to comprehend the step in procedure text, the students did not know about the instruction that include in step of procedure text, they could not listen carefully about the step, then they did not know how much step that need in make something for example. The question" What is the last step of making an omelet?" There were 11 students could answer correctly. It means some of students had difficulties to comprehend procedure text.

### **Conclusions**

Based on the findings and discussion in the previous chapter, the researcher had some conclusions as the following:

1. The second year students of MTsN Kuranji Padang had difficulties in comprehending the goal of procedure text. It was proved by the fact that 63.33% students had difficulties in comprehending the goal of procedure text orally (listening skill).
2. The second year students of MTsN Kuranji Padang had difficulties in comprehending the material of procedure text. It was proved by the fact that 63.33% students had difficulties in comprehending the materials of procedure text orally (listening skill).
3. The second year students of MTsN Kuranji Padang had difficulties in comprehending the steps of procedure text. It was proved by the fact that 63.33% students had difficulties in comprehending the steps of procedure text orally (listening skill).

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