

## THE STUDENT'S READING COMPREHENSION OF PROCEDURE TEXT AT XI GRADE OF OFFICE ADMINISTRATION PROGRAM OF SMK YPLP PGRI BANGKINANG.

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### **ABSTRACT**

The objective of the research is to describe the students' reading comprehension of procedure text. This research was conducted at SMK YPLP PGRI Bangkinang academic year 2016 – 2017. The subjects of this research consisted of 20 students of the second grade of office administration programme. The method of this research is descriptive research. The researcher used two instruments in this research, those were test and questionnaire. The test is used to know the students' reading comprehension of procedure text. Meanwhile, the questionnaire is used to get specific informations by the students' response dealing with the students' reading comprehension of procedure text. Based on the data analysis of the research showed that the average of the students' achievement at the second grade of office administration programme of SMK YPLP PGRI Bangkinang in reading comprehension of procedure text is 91. Furthermore, the students' reading comprehension of procedure text at the second grade of office administration programme of SMK YPLP PGRI Bangkinang showed that 19 or 94% students could understand and comprehend the procedure text. Meanwhile, 1 or 6% students could not understand of procedure text. It is concluded that the students' reading comprehension of procedure text is categorized into Excellent.

**Keywords:** *Students, Reading, and Comprehension*

### **ABSTRAK**

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana pemahaman membaca siswa pada teks prosedur. Penelitian ini dilakukan di SMK YPLP PGRI Bangkinang pada tahun pelajaran 2016 - 2017. Subjek penelitian ini berjumlah 20 siswa kelas 2 Adm. Perkantoran. Metode penelitian ini adalah penelitian deskriptif. Peneliti menggunakan dua instrumen dalam penelitian ini, yaitu tes dan kuesioner. Tes digunakan untuk mengetahui bagaimana pemahaman membaca siswa pada teks prosedur. Sementara itu, kuesioner digunakan untuk mendapatkan informasi spesifik dari tanggapan siswa yang berhubungan dengan pemahaman bacaan siswa pada teks prosedur. Berdasarkan analisis data dalam hasil penelitian menunjukkan bahwa rata-rata prestasi belajar siswa kelas 2 Adm. Perkantoran SMK YPLP PGRI Bangkinang dalam membaca pemahaman teks prosedur adalah 91. Selanjutnya, pemahaman bacaan siswa pada teks prosedur di kelas 2 Adm. Perkantoran SMK YPLP PGRI Bangkinang menunjukkan bahwa 19 atau 94% siswa dapat mengerti dan memahami teks prosedur. Sementara itu, 1 atau 6% siswa tidak dapat mengerti dan memahami teks prosedur. Kesimpulan nya bahwa

pemahaman siswa tentang teks prosedur dikategorikan dalam level yang sangat baik.

**Keywords:** *Siswa, Membaca, dan Pemahaman*

## INTRODUCTION

Reading is one of the four language skills and it is the most important process in learning English. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. Through reading various printed materials such as magazine, newspaper, fiction, or nonfiction books, language learner are able to get knowledge, information, pleasure, and problem solution.

Reading is a crucial skill for students both English as a Second Language (ESL) and English as a Foreign Language (EFL). By reading activities, in the writer's view, the students can get information that is needed and they can broaden their horizons. Moreover, ESL/EFL readers will make greater progress and attain greater development in all academic areas. Besides, indirectly they can communicate and interact with the people who have a different language, social and cultural background.

Reading is given from Junior High School to Senior High School as one important subject. Reading skill is emphasized on teaching English the other skills and it should be concerned of the language teacher. Knowing how important reading is, the teacher must encourage their students to make reading as their habit and make them accustomed to read in the classroom activity.

In the classroom activity, the language teachers should always facilitate their students and due to reading activity, teachers ought to correct the reading skill. This is not only important but also immensely satisfying. So that reading comprehension should be taught effectively and purposefully. So in teaching reading, the teacher must have appropriate techniques and strategies to help the student understand the English textbooks and improve their knowledge based on their field of study.

In teaching learning process actually there are language skills to be learnt by the students such as reading, listening, speaking and writing. Reading Community can be taught together at the same time while we are teaching vocabulary, lack of vocabulary but there are many students who low motivations in the reading. They do not realize that reading is very important for them to find much more information from it. To realize the

importance of reading, students can get the information from reading material meaningful. The importance of English in academic life of Indonesia can be seen a lot of books and scientific reading materials.

There are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item and so forth. Procedure text is one of genre of text should be taught to students of vocational high school especially in II grade. Comprehension is an active process and the reader must interact and be engaged with the text for it work. Reading comprehension can be described as understand a text that is read, or process of constructing meaning from a text.

Reading comprehension defined as the level of understanding of a text or message. This understanding comes from the written and how they trigger knowledge outside the text or message. Comprehension is dependent on several cognitive processes, including decoding, word recognition, and knowledge. Reading comprehension, the students analyze the text to get the ideas and meaning. If the learners do not understand the message, they can not reading the text well. Reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. So depends on the experts it can be concluded that reading is the ability to read a text, process and understand the meaning.

Vocational Senior high school YPLP PGRI Bangkinang is one school of Senior High School in Bangkinang. As a formal school, this school uses curriculum based on competence as a guide in learning process that include reading subject and in order to accomplish students' needs toward reading. School Based Curriculum (KTSP) provides reading as one of the skills in English mastery that must be taught and learned in senior high school. Vocational Senior high school YPLP PGRI Bangkinang uses School Based Curriculum (KTSP) as guidance in arranging lesson plan, including in reading skill. English is taught twice a week with duration 45 minutes for one meeting. It means that they have to learn English 180 minutes in a week and Curriculum Standard Competence of English Study scores, in School Based Curriculum. There are some texts for Senior High. School that should be taught by the teacher. According to syllabus 2015/2016 as the basic stated for second year students is that students are expected to be able to comprehend procedure text, descriptive text and Narrative text. In this research, the writer only focuses on comprehending the procedure text.

Based on the writer's preliminary study, it is known that the English teacher of the second year at Vocational high school YPLP PGRI Bangkinang used conventional teaching technique in teaching reading of procedure text. The teacher used the three phases technique. There were three activities namely beginning activity, the main activity, and the last activity. At the beginning activity the teacher asked students' knowledge about the text. At the main activity the teacher asked the students to read the text individually and the last activity the teacher asked the students to answer the questions about the text, and the teacher collected the students' tasks.

Event though, most of students still have many problem in reading comprehension especially on procedure text. Then writer found the causes of the problem, such as ; the students lack of vocabulary, low of motivation and also the teacher still used conventional teaching technique, Therefore the students became boring when learning process and get low score.

Based on those fenomena that the writer found, it is important to describe the student's reading comprehension of Procedure text at XI Grade of Office Administration Program of SMK YPLP PGRI Bangkinang.

Reading is an active thinking process where a reader uses both important textual information and prior understanding of that information to comprehend the passage, Lado1977: 233) Reading in the content is not just reading as kind of transfer for written symbols to a sound like reading aloud, but reading established with understand the meaning of the words, sentence and paragraph sensing relationship among the ideas.

Reading is not only the acquirement of ideas, enlarging interest, seeking support ideas, obtaining the information needed to getting answer to question given, but also the communication trough language, it always involves two element namely the ideas or experiences that one to be communicated and the signs that are used to convey these ideas or experiences. The sign or symbol may be natural or conventional. Thus in communication process involves the use of the sign. It includes the motor reactions of the sign maker (the speaker and writer) and the reception of the listener and the reader.

Reading is one of the most important skills in learning a language. Reading is making meaning from print and from visual information. Reading is a means of the language acquisition of communication and information sharing of ideas. According to Andrew reading integrates visual and nonvisual information. During the act of reading,

the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what is in your head is just as important as what is on the page in the process of creating meaning (reading).

By looking at the description above, it is clear that reading is important skill that has to be mastered by the students. By reading we can get much information, so that we can develop our knowledge. We also can know what the author wants to say and the message that the author tell to us.

The act of reading is the process of discovering meaning in written language meaning comes from an interaction of the written message of the writer. However, Russell (1976: 26) identified reading as a thinking process. Micheal's major contributor to the goal of the thinking ability. It means the readers not only interact mentally with the message to the comprehend it but also thinking of another purpose of an author thinking of the next happen of the text.

Grellet divided four categories of main ways in reading as follows:

a. Skimming

Skimming is reading quickly over a text to get the gist of idea.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

c. Extensive Reading

Extensive Reading is a reading longer texts, usually for one's own pleasure, mainly involve global understanding.

d. Intensive Reading

Intensive Reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

For instance, reading is a process which the readers get information that they need, elaborate meaning and the readers also focuses on message that writer made. Reading also important skill which have to be learn by students or teacher. They extract meaning from the discourse that they see or read. It is purpose to get general or detail information from the text and the reader had to comprehend the text in order get information effectively.

## METHODOLOGY

This research is descriptive method According to Nazir (1988: 63) says that Descriptive method is a method in researching the status of a group human, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive study was to create a description, picture, or painting in a systematic, factual and accurate information on the facts, properties and relationships among phenomena investigated.

Sugiyono (2005: 21) says that descriptive method is a research used to describe or analyze the results of the study but not used to make broader conclusions. This method is conducted to determine the value of an independent variable, either one or more variables (independent) without making comparisons, or connect with other variables.

Based on the experts above, it can be concluded that descriptive research is a research method which systematically describe the facts and characteristics of the object and the subject under study accurately where the writer tries to analyze. In this research, the researcher will describe the students' reading comprehension of Procedure text at the second grade Office Administration of SMK YPLP PGRI Bangkinang.

The population of this research is the second grade Office Administration students SMK YPLP PGRI Bangkinang. It consists of 3 classes and the total number of students 39 students, there are from Office.

## FINDINGS AND DISCUSSION

### A. The Description of Data

This research was conducted in SMK YPLP PGRI Bangkinang located in jalan Lukman Koto Menanti Salo, Bangkinang, Kampar, Riau. The totals of students are 20. They are consist of 6 male and 14 female. The main concern of this study was focused on describing student's reading comprehension of procedure text at the second grade of office administration programme SMK YPLP PGRI Bangkinang.

In order to get the data of this research, the researcher used the test and questionnaire. The test was to measure the students' reading comprehension of procedure text at the second grade of office administration programme SMK YPLP PGRI Bangkinang. The researcher gave test to the student regard to the indicator of reading comprehension of procedure text. Reading comprehension of procedure text was divided

into five indicators. They were reading comprehension in finding general information, identifying the material, finding supporting details, reference, and word meaning of procedure text. The questionnaire was used to get specific information by the students' responses dealing with the students' reading comprehension of procedure text.

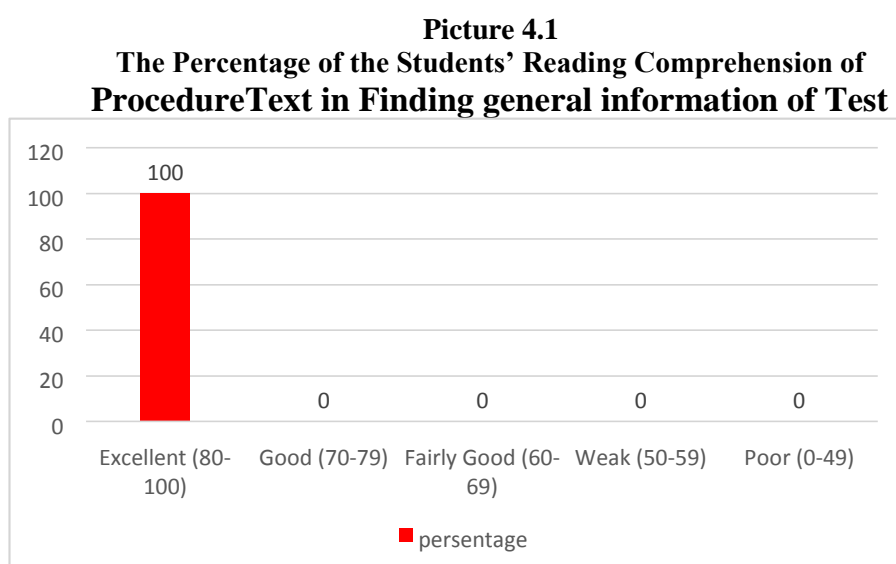
## **B. The Data Analysis**

### **1. The Students' Reading Comprehension of Procedure Text**

The writer carried out the research at the second grade of office administration programme of SMK YPLP Bangkinang, the result was analyzed in order to find out the students' reading comprehension of procedure text test. In this research, the researcher took 20 students as the sample in order to find out the students' reading comprehension of procedure text and the researcher used the test. In this test, the students were asked to answer the question related to the indicators reading comprehension of procedure text. The indicators are finding general information, identifying the material, finding supporting details, reference, and word meaning of procedure text.

### **2. The students' reading comprehension of procedure text test in each indicators ;**

- a. The Percentage of the Students' Reading Comprehension of ProcedureText in Finding general information of Test

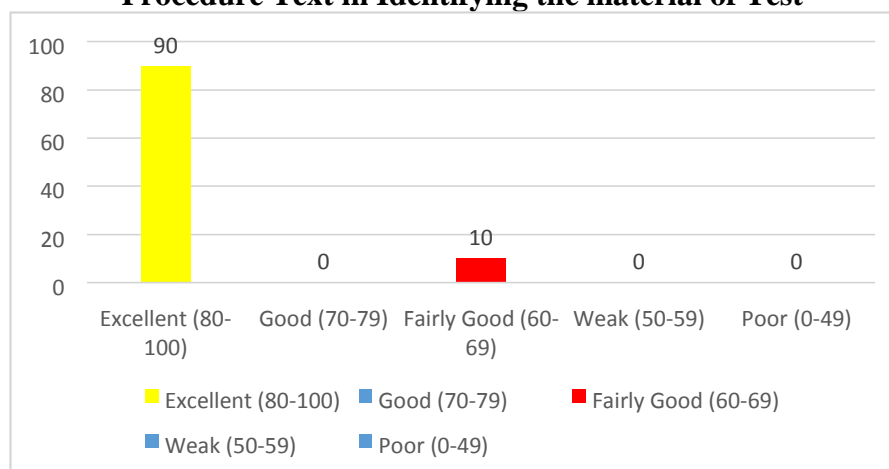


Based on the diagram above, seen that are 20 students (100%) obtained excellent level,. The mean score result of the students' reading comprehension of procedure text in

finding general information of test is 94.15. It mean that the students' reading comprehension of procedure text in finding general information of test is categorized in excellent level.

b. The Percentage of the Students' Reading Comprehension of Procedure Text in Identifying the material of Test

**Picture 4.2**  
**The Percentage of the Students' Reading Comprehension of Procedure Text in Identifying the material of Test**

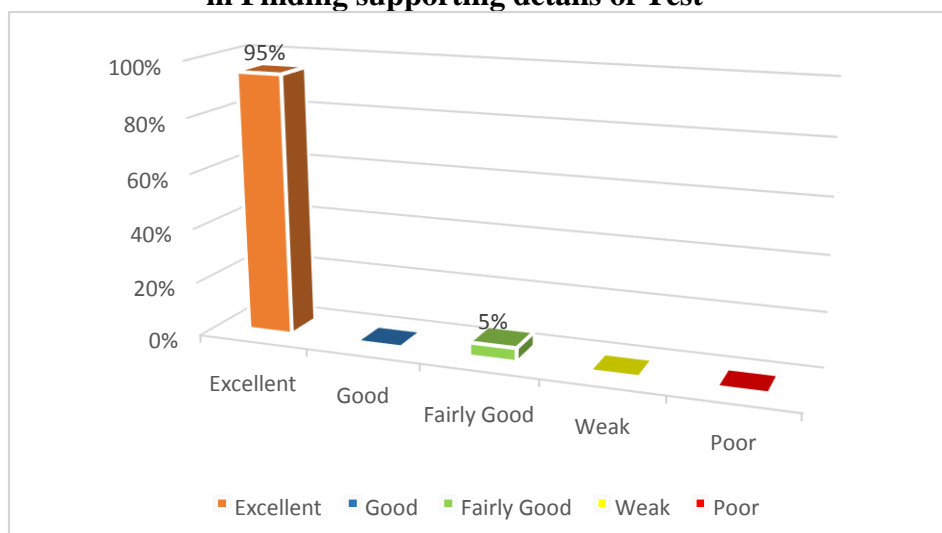


Based on the diagram above, seen that are 18 students (90%) obtained excellent level, 2 students (10%) obtained fairly good level. The mean score result of the students' reading comprehension of procedure text in identifying the material of test is 92.5. It mean that the students' reading comprehension of procedure text in identifying the material of test is categorized in excellent level.



- c. The Percentage of the Students' Reading Comprehension of Procedure Text in Finding supporting details of Test.

**Picture 4.3**  
**The Percentage of the Students' Reading Comprehension of Procedure Text in Finding supporting details of Test**

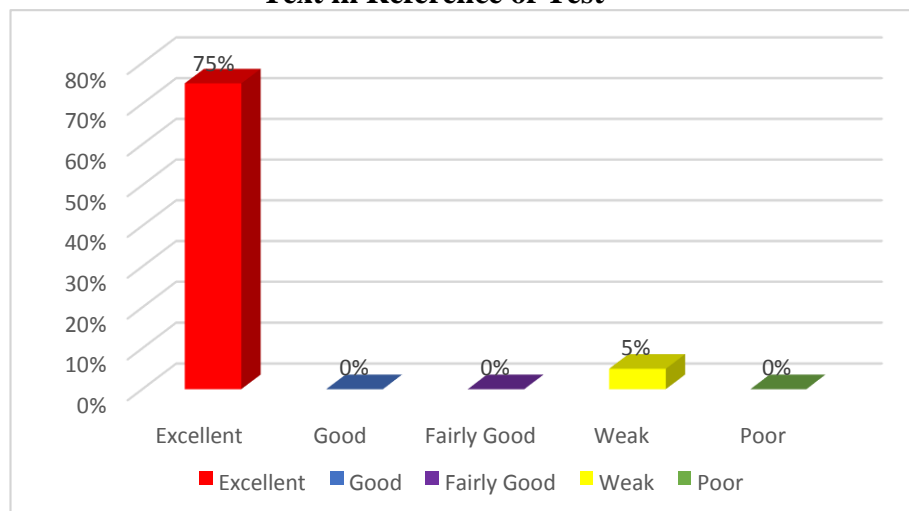


Based on the diagram above, seen that are 19 students (95%) obtained excellent level, 1 students (5%) obtained fairly good level.

The mean score result of the students' reading comprehension of procedure text in finding supporting details of test is 90,45. It mean that the students' reading comprehension of procedure text in finding supporting details of test is categorized in excellent level.

- d. The Percentage of the Students' Reading Comprehension of ProcedureText in Reference of Test.

**Picture 4.4**  
**The Percentage of the Students' Reading Comprehension of Procedure Text in Reference of Test**



Based on the diagram above, seen that are 15 students (75%) obtained excellent level, 5 students (25%) obtained weak level. The mean score result of the students' reading comprehension of procedure text in reference of test is 78.35. It mean that the students' reading comprehension of procedure text in reference of test is categorized in good level.

- e. The Percentage of the Students' Reading Comprehension of procedure Text in Word Meaning of Test

**Picture 4.5**  
**The Percentage of the Students' Reading Comprehension of**

**Procedure Text in Word Meaning of Test**



Based on the diagram above, seen that are 20 students (100%) obtained excellent level. The mean score result of the students' reading comprehension of procedure text in word meaning of test is 97.5. It mean that the students' reading comprehension of procedure text in word meaning of test is categorized in excellent level.

**Table 4.1**  
**The Recapitulation of Mean Score of Total Frequency Rang**  
**Ability in Answer Procedure Text Test**

No.	Indicators of Reading Comprehension of Recount Text	Frequency	Percentage
1	Finding General Information	1883	94.15 %
2	Identifying The Material	1850	92.50 %
3	Finding Supporting Details	1817	90.85 %
4	Reference	1567	78.35 %
5	Word Meaning	1950	97.50%
<b>Total</b>		<b>9067</b>	

Based on the table above, the mean score result of total frequency range ability in answering procedure text test of test is 91. The mean score of the students' reading comprehension of procedure text of test is located at category 80 – 100. So, the

categorize of the students' reading comprehension of procedure text of test is excellent level.

**Table 4.2**  
**The Percentage of the Students' Score in Answering Question of Procedure Text in Test**

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	20	100
2	70 – 79	Good	0	0
3	60 – 69	Fairly Good	0	0
4	50 – 59	Weak	0	0
5	0 – 49	Poor	0	0
			20	100 %

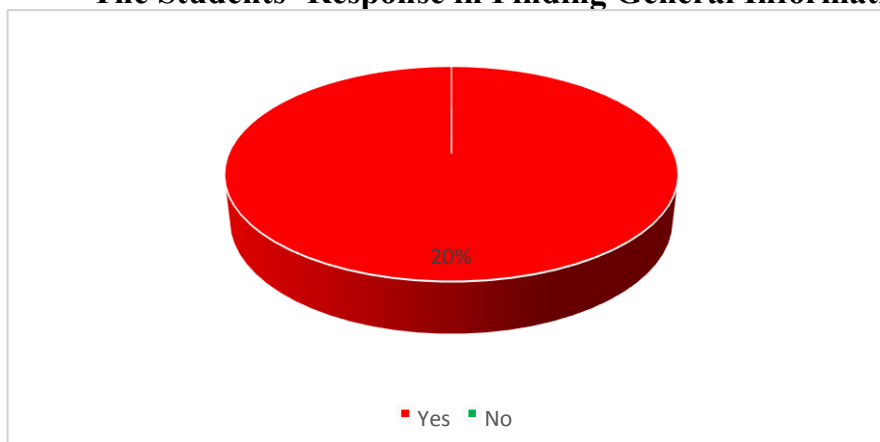
Based on the table above, seen that are all of the students obtained excellent level. The mean score result of the students' individual score in answering question of procedure text in test is 91. It can be conclude that the students individual score in answering question of procedure text is categorized in excellent level.

### **3. The Result of Questionnaire**

The result of questionnaire was analyzed to get specific information dealing with students' reading comprehension of procedure text at the second grade of office administration of SMK YPLP PGRI Bangkinang. To make them clear, the researcher analyzed each categorize of the questionnaire as follows:

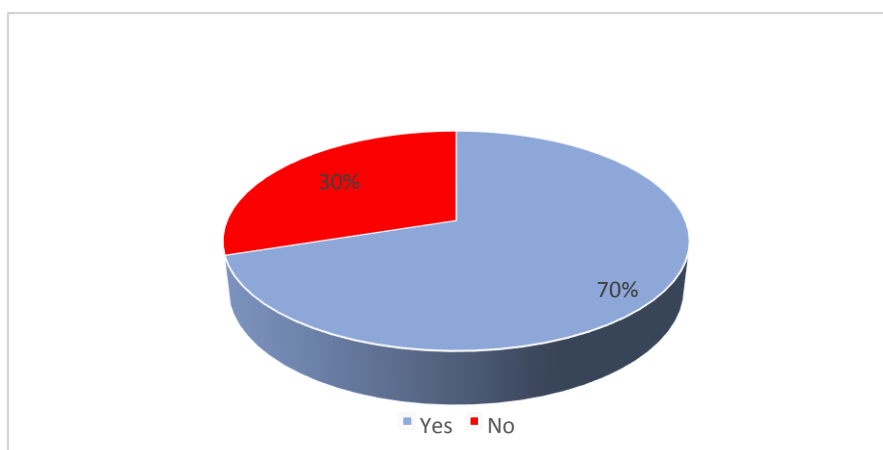
Picture 4.6

### The Students' Response in Finding General Information



Based on the picture of the first question, 20 students or 100% the students can guess the title of the text. This is caused by the title of the text already stated at procedure text test. They said that to finding general information is easy, because they can get from the title of the text. It means that the students' reading comprehension of procedure text in finding general information of test is categorized in excellent level.

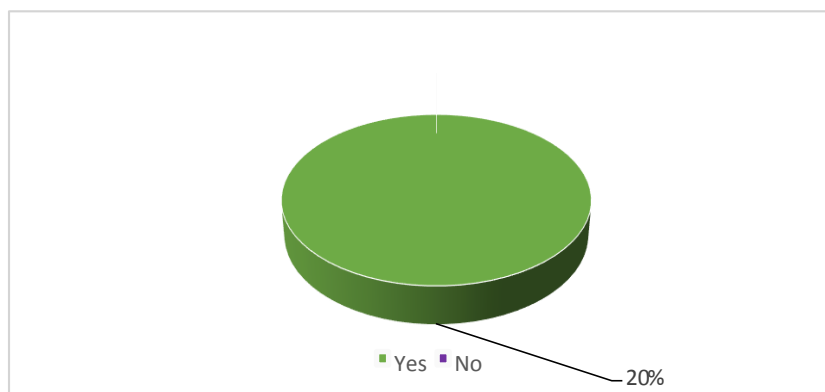
### The Students' Response Identifying The Material



Based on the picture of the second question, 14 or 70% the students can identify the material of procedure text test. Meanwhile, 6 or 30% the students who do not identify the material at the procedure text test, even though the materials have stated on the text. Based on the students' answers, they said that to identify the material of test is easy because already stated on the text. It means that the students' reading

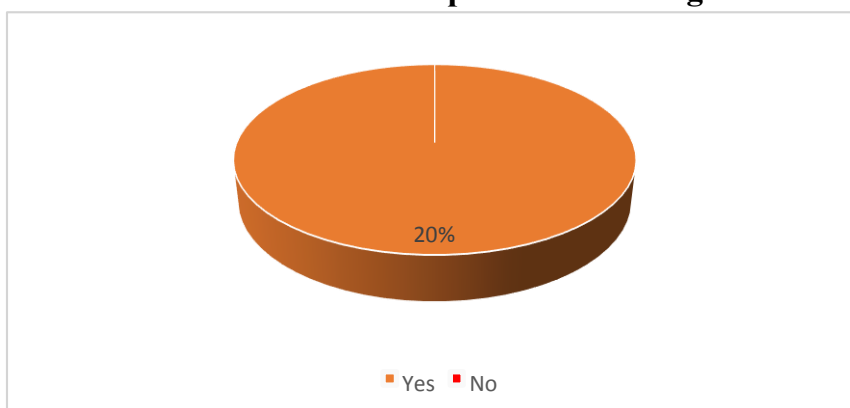
comprehension of procedure text in identifying the material of test is categorized in excellent level.

### The Students' Response in Finding Supporting Details



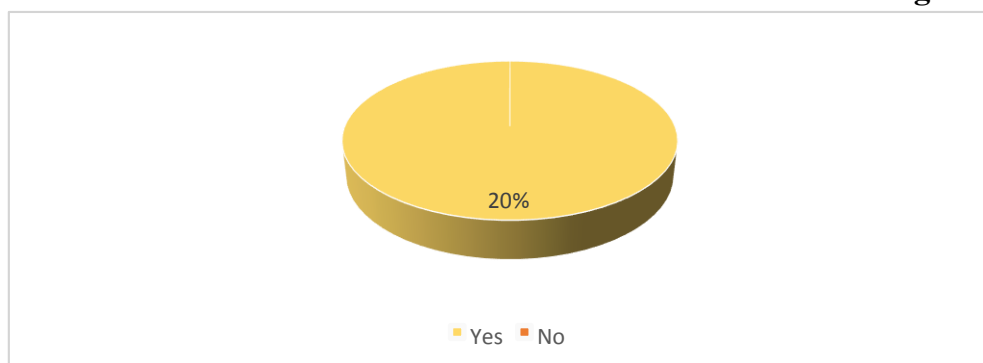
Based on the picture of the third questions, 20 or 100% the students are understand step by step in reading procedure text, on the other word the students can finding supporting details in procedure text. From the students's answered can concluded that at the text has been composed a sequences of steps to be done. It mean that the students' reading comprehension of procedure text in finding supporting details of test is categorized in excellent level.

### The Students' Opinion in Making Reference



Based on the picture of the fourth question, 20 or 100% of students can make what a reference of the procedure text. They mentioned that the title could describe the contents of the text.

### The Students' Understand the word Meaning



Based on the picture of the fifth question, 20 or 100% the students consult with dictionary if they found difficult word, but they also said these test is not difficult to understand caused the test used simple word and easy to understand.

## Discussion

This part covers the discussion of the students' reading comprehension of procedure text. The discussion based on how the students's reading comprehension of procedure text at the second grade of office administration of SMK YPLP PGRI Bangkinang. The researcher found that the students' reading comprehension of procedure text is excellent level.

It is relationship with the result of questionnaire. The researcher saw that 100% students can guess what the procedure text about from the title, it's mean all of the students can finding general information. 70% students can find the material of procedure text easily, it's mean 14 students can identifying the material of the text and 30% or 6 students couldn't make correct answer. The most of students can finding supporting details, it's mean that 20% students can understand step by step in reading procedure text. 20% the students can understand to identifying the reference of the reading text. Mosf of the students always consult with dictionary when they were found

the difficult word, but they are understand what's the meaning of word in the reading text.

According to Russell (1976 : 26) reading as a thinking process. It means the readers not only interact mentally with the message to the comprehend it but also thinking of another purpose of an author thinking of the next happen of the text.

Reading is the fastest and simplest way to raise people's educational level (Hung & Tzeng, 2001). In short, reading is the best and only way of enabling humans to absorb new experience and replace old views.

According to the opinion of the experts it is relation with this research that reading is a simple process to thinking of purpose the message to comprehend the text and simplest way to get education.

Based on the research, the research saw that the students have understand to reading comprehension especially in procedure text. Although they already understand but teacher must continue to provide motivation and make the learning to be attractive and active and the students do not boring in teaching and learning process.

## CONCLUSION

This chapter deals with the conclusions concerning the result of the research. This research focused on the students' reading comprehension of procedure text at the second grade of office administration of SMK YPLP PGRI Bangkinang.

Based on data presentation and analysis in the previous chapter, the researcher gets conclusion from the research. The students' reading comprehension of procedure text is chategorized into excellent level. The result shows the mean score is 91.

It is supported by the data from questionnaire that the students could understand and comprehend especially in procedure text and the students are able to specify some indicators in reading procedure text as finding general information, identifying the material, finding supporting details, reference and word meaning. They said that they could understand caused the test is simple text and easy to understand.

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