CHAPTER I

INTRODUCTION

A.   Background of the Problem

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.

B.   Identification of problem

Based on the background the writer identified bellow :

1. SMK YPLP PGRI Bangkinang implement the learning and teaching process by using school based curriculum (KTSP)

2. The second grade of SMK YPLP PGRI Bangkinang use the reading material are suitable with the curriculum

3. The teacher still used conventional teaching technique in teaching reading

4. The students lack of vocabulary and low of motivation

5. The students became boring when learning process and get low score.

C.   The limitation of the problem

Because the scope of the problem is quite large, it necessary to limit this problem. In this occasion, the writer focuses and limits the problem of this research on an analysis students'reading comprehension of procedure text at XI grade of Office Administration Program of SMK YPLP PGRI Bangkinang.

D.   Research Questionnaire

How is the students reading comprehension of Procedure text at XI grade of Office Administration Program of SMK YPLP PGRI Bangkinang?

E. **The purpose of the Research**

The aim of this research is to describe student's reading comprehension of procedure text at XI grade of office Administration Programme of SMK YPLP PGRI Bangkinang.

F. **Significances of the Research**

1. To give contribution to the related institution that is SMK YPLP PGRI Bangkinang about an analysis on the students' reading comprehension of procedure text

2. To enlarge the writer's knowledge in analysis on the students' reading comprehension of procedure text.

3. To fulfil or requirements at the English Study Program University of Pahlawan Tuanku Tambusai Bangkinang.

G. **Definitions of Keyword**

In order to avoid misunderstanding and misinterpretation about the title, it is necessary to explain the definition of keyword used in this research. The definition of keyword are as follows:

1. **Reading Comprehension**; Klingner, Vaughn and Broadman (2007, 8) define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in

those interactions, the readers find difficulties in their reading comprehension.

2. **Procedure text**; Siswanto (2005:98) in Paramitha Fitriana Widayat (2016) said Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, and finally. Based on two explanation from experts, procedure text is how to do to make something to be done. The consist of three element of procedure texts are aim or goal, materials, steps.

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Review of the related literature

1. The Concept of reading

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, obstaining 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.

Based on the definition above, it can be concluded that reading is a process to get information including meaning from a passage or find out some message that can be a useful thing for a reader in their life, and in other reading refers to an activity of understanding what is printed material that are message or their read delivers in reading text. So, that more easy for them to understand the content and meaning to reading text that they read, and reading is not one skill but a large number highly interrelated skills that develop gradually over the year.

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.

2. The Purpose of reading

Reading printed word has different purpose. Reader can know and satisfy whitin if they read the information, as they need. It means that, the reader will help expectation of what they are going to read before them actually to do so.

Grellet said that there are two mains reasons in reading. They are reading for pleasure and reading for information (to find something or in order to do something with the information you got). Based on the explanation, pleasure means that the reader reads any literary to make reader's feeling happy, otherwise, reading for information means the reader look for information that has been expected previously.

In addition, the purpose of Reading recording Grabe and Stoller, it has been classified into four purpose, they are:

a. Reading to search for simple information and reading to skim. It is common reading ability, here the reader scan the text to find a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

b. Reading to learn from text. It's happen in academic and professional context, it also requires remembering the main idea and the supporting

idea, making a relation with readers' knowledge. This activity could bring stronger inference because it is help remember information.

c. Reading to integrate information, write, and critique text. This skill needs critical evaluation where reader integrate and decide the information that he/she wants. Then, it involves abilities such as composing, selecting, and making critic from the material.

d. Reading for general comprehension. It can be done by fluent reader very fast and automatically in the processing word, and effective coordination in many process of the text.

3. The Nature of reading comprehension

The first point to be made about reading process is reading comprehension. Reading with comprehension means understanding what has been read. Some experts have introduced several interesting views of reading comprehension concepts. They believe that reading comprehension is not only simple decoding process but also rather a very complex process.

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Reading comprehension is thus much more than decoding. Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

One reason for reading comprehension is that we want to understand other people's ideas, if we were identical, there would be no point in most communication. It means that the background knowledge of someone is important in understanding text. If the writer and the reader are closely similar in background, training, attitude, and so on, the reader is likely to interpret the text with no conscious effort.

The text it self (interest in text, understanding of the types). Therefore reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

Karlin (1985) divided 2 models of comprehension :

a. Bottom up

Bottom up comprehension is the process to find out the information only after the act of reading activities. It means that the reader's understanding of the text will depend on the meaning of the words, sentences, and paragraphs. The meaning of the words will contribute the meaning or a sentence, and paragraph.

b. Top down

Top down comprehension is the process where the reader can find out the information of the text, and understand the text based on their knowledge about text. Many readers do not fully understand the text, because they do not have appropriate background knowledge about the text. In order to read confidently, students should understand what they have read.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common question on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Comprehension results from the mind's ability to make links and ask questions regarding the particular reading events. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Two levels of comprehension:

a. Surface level. The surface level of comprehension is a literal level of understanding repreesented by the ability to recall factual information from the text.

b. Deep level. The deep level of comprehension is a conceptual level of understanding results from the reader's ability to thinhk beyond the text, thus integrating the author's intentions with the reader's point of view.

Comprehension will be usually found in the readers mind. It is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text wheter it is stated explicitly or not.

Meaning configuration, is described as student's reading the text, selecting some information from the text in the light of preliminary information, reinterpreting and re-configuring them in his mind by combining them with the preliminary information (Guneş : 2007). While the view of the correct pronunciation of the words mentioned in the text is the pre-condition of comprehension was common previously in recent years, all the scientific studies show that comprehension is a complex process based on the interaction between reader, text, teacher and learning environment(Flynt and Cooter, 1996). Calfee and Drum indicates that the power of reading comprehension consists of three components. These are interpretation of reading material (text), the reader and the text by the reader (Referred: Demirel, 2006). For Readers text to understand the differences often caused from insufficiencies seen in the analysis of the words of the text. (Torgesen, Rashotte, Alexander, Alexander and MacPhee, 2003).

4. Assesing Reading Comprehension of Procedure Text

To support this idea, Harris (1969) explains reading comprehension can be gained from several skills. They are:

a. If the students have a large amount of vocabulary

b. If the students have skill in identifying unfamiliar words

c. If the students have a good eye-movement habits

d. If the students have proper habits of posture, holding books, etc

e. If the students have speed and fluency in silent reading

f. If the students can develop oral reading skill; phrasing, expression, pitch.

Related to reading strategy, the reader should have effective reading strategies to gain the better reading comprehension. Reading strategies can be defined as "plans for solving problems encountered in constructing meaning" (Duffy in Richard & Renandya, 2002). It means that the strategy is a tool to achieve the reading goal. In other words, the goal of teaching reading strategies is to create students become strategic readers. Being strategic reader is not easy; it takes time and needs a lot of practices.

King and Stanly (in Goldstein 1997) state that there are five components of reading comprehension that may help the students to read carefully:

a. Finding Factual Information

Factual information requires the students to scan specific details. The factual information questions are generally prepared for students and usually appear with "Wh" question words, such as: when, where, who.

b. Finding Main Idea

Recognition of the main idea of a paragraph helps the students to understand the paragraph on the first reading and also helps them to remember the content later. The main idea of a paragraph develops.

c. Finding the Meaning of the Vocabulary in Context

The reader develops his 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 of the text that is read.

d. Identifying Reference

Instead of repeating the same word of phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, he, they, this, etc.

e. Making Inference

Inference is a skill where the reader has to be able to read between the lines, such as draw logical inferences and make accurate prediction.

Related to the theories of Reading comprehension above, the indicator for Reading comprehension of Procedure Text are ;

1) Identifying the goal of the text

2) Identifying the material

3) Finding supporting details

4) Reference

5) Word Meaning

5. Procedure text

Anderson (2003:50) argue that "Procedure text is piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done". Text procedure is one type of text material monologue that must be learned by the Students which consists of several steps that the purpose of the text is reached. The

purpose of procedural text is to tell the reader how to do or make something and the Characteristic of the texts It has a communicative purpose as giving instructions on how to do things through actions or steps that sequence.

Generic structure Procedure text has Generic Structure consisting of three parts;

a. An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.

b. A list of the materials that will be needed to complete procedure: This may be a list or a paragraph and This step may be left out in some procedures.

c. A sequence of steps in the order they need to be done: Numbers can be used to show first, second, third, and so on, The order is usually important; such word as now, next, and after this can be used, and Usually the steps begin with a command such as add, stir, or push.

Dominant of language features in procedure text are; use in sentence pattern imperative (command), for example, cut, do not mix, and so on, using action verbs, e.g, turn, put, do not, mix, etc. Uses connectives (conjuction) to sort of activities, such as then, while, etc. Uses adverbials (adverb) to express details of time, place, accurate manner, for example for five minutes, 2 hours, etc, using the simple present (S+V1+Complement).

In summary,Usually we read a text how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a community, and how to get to some places. Those kinds of text are called procedure text.

In addition, According Teteregoh (2011) said that procedure is 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 get something done. For example, early in the morning, you help your mother prepare cups of tea for all members of your family. In making cups of tea, you have to follow certain procedure in order to get a nice drink. Most of our daily activities are related with procedures. That is why, you should understand what a procedure text is, how to make and use it. The generic structure of procedure has three principal components namely (1) the goal, (2) material and (3) steps.

Procedure text is kind of text which teaches on how to make something completely. Procedure text is dominantly structured with imperative sentence since it actually an instruction. Procedure text usually explain the ingredient or material which is need, though sometime it is omitted, after that procedure text will explain step by step how to make the thing.

Based on the explanation above procedure text is commonly stated as instruction text. Dominantly procedure text is arranged in imperative

sentence. Thus, writer can conclude that procedure text is a text that aims to inform the reader about how to create or operate something.

In summary of procedure text is a text that gives us instructions for doing something.Instruction is like the written text that contains of procedural steps for making or doing something, it is more general than recipe. As the example of procedural text, instruction also has many steps which give the manual or ways to the readers to be used.

B. Review of Related Findings

Some researchers have conducted research related student's reading comprehension which are cited briefly below:

*First,*In 2011, a research was a paper done by Asep Suarmanthe teacher of SMPN 1 Cinangka Serang entitled "The Analysis of a student procedure text (using systemic fuctional linguistics to view texts)". He found that the teacher not only give a simple procedure text, but also explain the students how are tthe shematic structure and the criteria of procedure text to make the students comprehension in reading especilly in procedure text.

Second, in 2012, a research was done by M. Nashruddin Akhyar. S.Pd with title The Teaching of Procedural text by using cooperative learning method. An Experimental Study at the Twelfth Grade of SMK Indonesia Global Depok. Thesis of English Education Department at Faculty of Tarbiyah and Teacher's Training of State Islamic University Syarif Hidayatullah Jakarta.The study was carried out to know whether is there significant difference of teaching procedural text using cooperative learning

and Grammar Translation Method at Twelfth Grade students of SMK Indonesia Global academic year 2012-2013.

Based on two researchers above ,it can be concluded that both of the studies took a research about procedure text, But those studies are not in the same design.

C. Theoritical Framework

Reading needs comprehension and understanding what the text tell the reader. A reader will get nothing from his reading if he cannot comprehend and understand the text. In teaching reading, teacher should be creative to build an enjoyable atmosphere during the teaching process and the students should motivate themselves in comprehending the text.

The main of this study is to know more about the second year students' reading comprehension in procedure texts at Vocational High School of XI Grade of Office Administration Proggramme of SMK YPLP PGRI Bangkinang.

The Framework of Reading Comprehension of Procedure Text
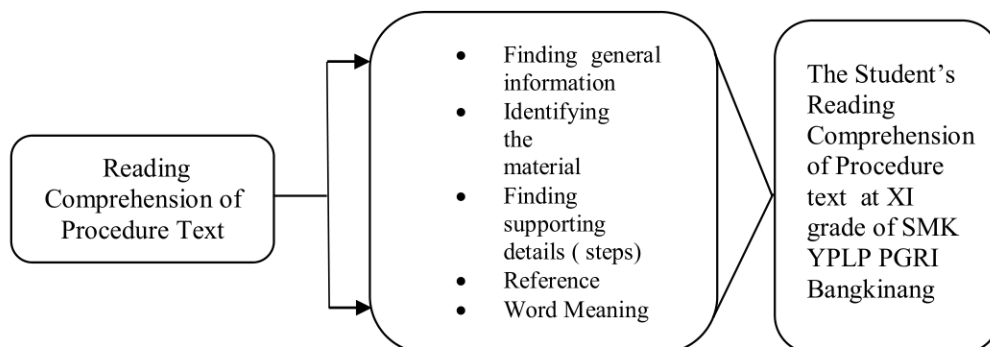
This framework just give a describing of few a reading comprehension in procedure text, it can be draw in the framework. the indicator for Reading comprehension of procedure text are; finding general information, identifying the material, finding supporting details (step), reference and word meaning.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. **Time and Location of the Research**

Location of the research is at the second grade Office Administration of SMK YPLP PGRI Bangkinang on Jl. Lukman Koto Menanti Salo Bangkinang, Kampar Regency. This research was conducted from March until July 2017.

Timing of the research can be seen as follows:

Table 3.1

Time Allocation of the Research

No	Activities	March 2017				April 2017				May 2017				June 2017				July 2017			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filing Title of the Research		√																		
2	Proposal Writing						√														
3	Seminar Proposal												√								
4	Implementation of the Research													√							
5	Data Processing and Preparation of thesis															√					
6	Thesis Defence																			√	

B. The population and sample of the research

1. Population

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

The population of the research can be seen as follows:

Table 3.2

The number of the second grade students of SMK YPLP PGRI Bangkinang

POPULATION				
NO	CLASS	MALE	FEMALE	TOTAL
1	XI AP	6	14	20
2	XI AK	3	12	15
3	XI MM	0	4	4
	TOTAL	9	30	39

2. Sample

The sample is part of a population that is expected to represent the population in the study. Kumar (1996:148) explains sampling is the process of selecting a few from bigger group to become the basis for estimeting or predicting a fact, situation or outcome regarding the bigger group. Therefore, from the population of SMK YPLP PGRI Bangkinangwhich consist of 39 students, the writer used cluster random

sampling technique. Cluster random sampling technique is a technique selecting sample randomly by the groups not individuals. In this case, XI AP was selected as sample of this research which consist of 20 students.

C. Method of the Research

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.

D. Instruments of the Research

1. Test

According Sukardi (2007: 138) test is systematic procedure in where individual being tested is represented by a set of stimuli their answers that can demonstrate to the figures. Test is a way that can be used or procedures that can be taken within the framework of measurement and assessment that can take the form of assign mentor set of tasks that can be generated value that can symbolize achievement. This test was used to measure the students' reading comprehension of procedure text.

Table 3.3

Blue Print of the Test of Reading Comprehension of Prosedure Text

No	Items to be Tested	Number of Test Items	Time
1	Finding general information	1,6,11,16,21,26	
2	Identifying the material	2,7,12,17,22,27	45 MINUTES
3	Finding supporting details (steps)	3,8,13,18,23,28	
4	Reference	4,9,14,19,24,29	
5	Word Meaning	5,10,15,20,25,30	

2. Questionnaire

Questionnaire is a list of questions for the specific purpose system that allows an analyst to collect data and opinions of the respondents who have been. It was contained about some questions for the respondents dealing with the factors that influence the students' reading comprehension of Procedure text.

E. Technique of Collecting Data

1. Test

Test, it is used to measure the students' reading comprehension of Procedure text at the second grade Office Administration SMK YPLP PGRI Bangkinang. This test consisted of 30 items. The tests applied are multiple choices test, each item had four option: a, b, c,d and e. The writer choose multiple choices test because this test allows students to answer the questions of the test and allows teachers to check the answers of the students. The test can be seen as follows:

2. Questionnaire

Questionnaire, it was contained about some questions for the respondents dealing with students' responses on reading comprehension of Procedure text at the second grade of SMK YPLP PGRI Bangkinang. The questionnaire consisted of 5 items. Each item had two options : Yes and No. And the students were asked to wrote the reasons of their answer.

F. Technique of Analyzing Data

The data were analyzed by using descriptive method. The writer wanted to find out how the students' reading comprehension of Procedure text and the factors that influences the students' reading comprehension of Procedure text.

The formula used to analyze the data from the sample in this research were:

1. To find the individual score of the students can be calculated by following formula:

$$M = \frac{X}{N} \times 100$$

Where: M = Individual score

X = The Number of correct answer

N = The Number of Item   (Wayan and Sumartana 1986)

2. To find out mean score of the students in answering the test used the following formula :

$$M = \frac{Fx}{N}$$

where; M = Mean

Fx = Total number of score

N = Total number of students

Table 3.4

The Classification of the Students' Score

NO	SCORE / RANGE	ABILITY LEVEL
1	80 - 100	Excellent
2	70 - 79	Good
3	60 - 69	Fairly good
4	50 - 59	Weak
5	0 - 49	Poor

(Hartono, 2004:30)

CHAPTER IV

RESEARCH FINDING 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 got 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 got 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

Picture 4.1

The Percentage of the Students' Reading Comprehension of

ProcedureText in Finding general information of Test
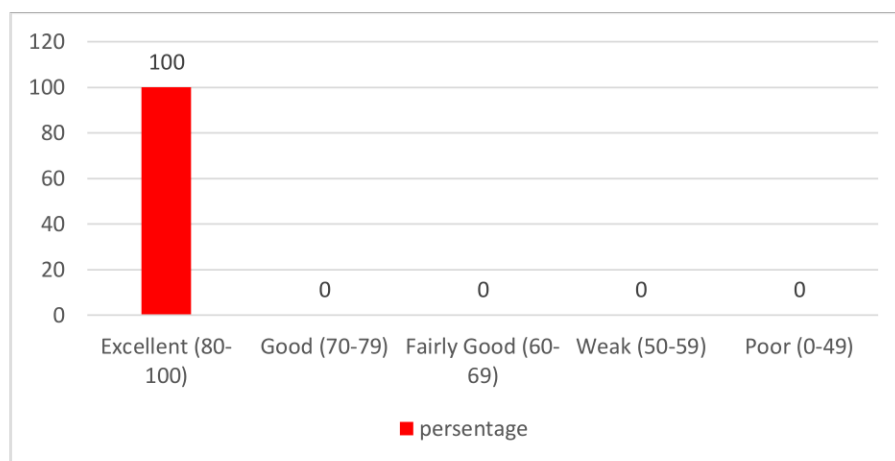
Based on the diagram above, seen that are 20 students (100%) obtained excellent level,. The mean score result of the students' reading comprehension of procedure text in finding general information of test is 94.15. It mean that the students' reading comprehension of procedure text in finding general 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
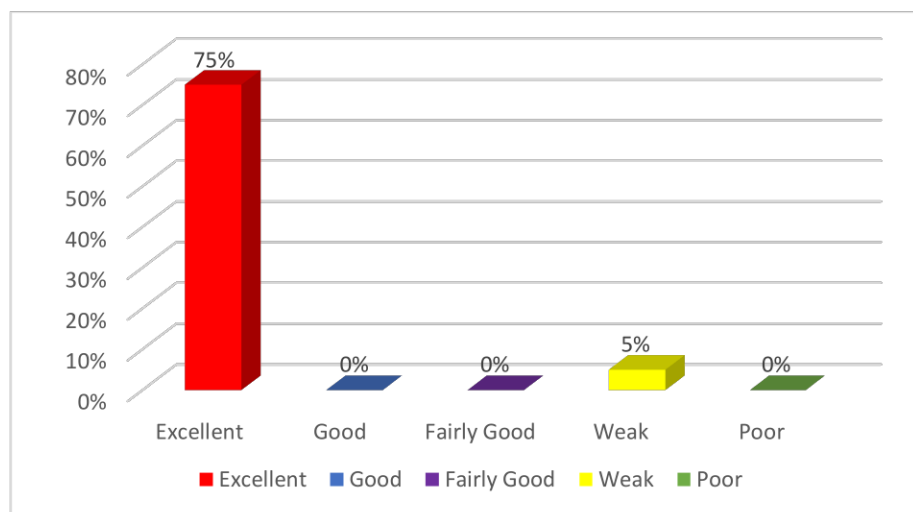
Based on the diagram above, seen that are 15 students (75%) obtained excellent level, 5 students (25%) obtained weak level. The mean score result of the students' reading comprehension of procedure text in reference of test is 78.35. It mean that the students' reading comprehension of procedure text 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
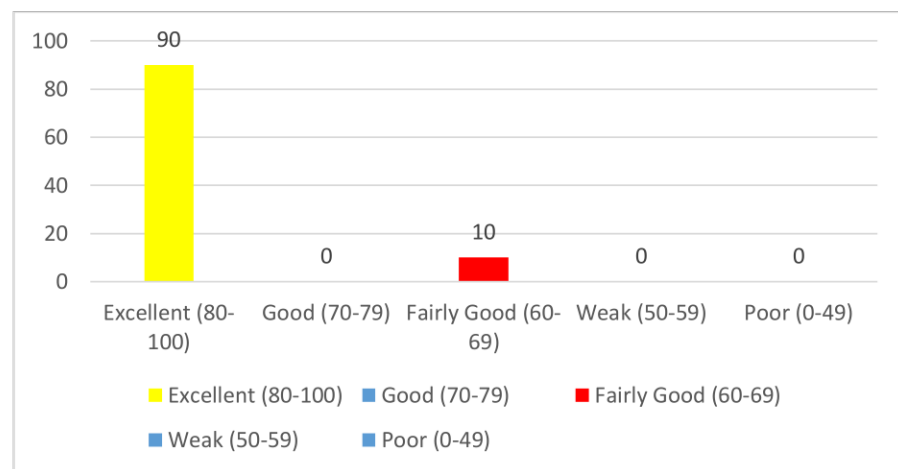
Procedure Text in Word Meaning of Test
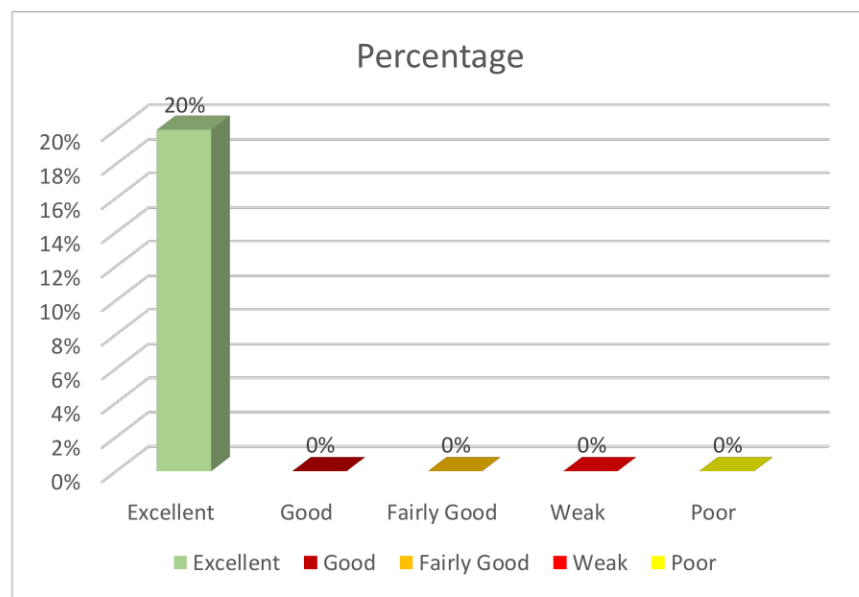
Based on the diagram above, seen that are 20 students (100%) obtained excellent level. The mean score result of the students' reading comprehension of procedure text in word meaning of test is 97.5. It mean that the students' reading comprehension of procedure text in word meaning of test is categorized in excellent level.

Table 4.1

The Recapitulation of Mean Score of Total Frequence 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%
Total		**9067**	

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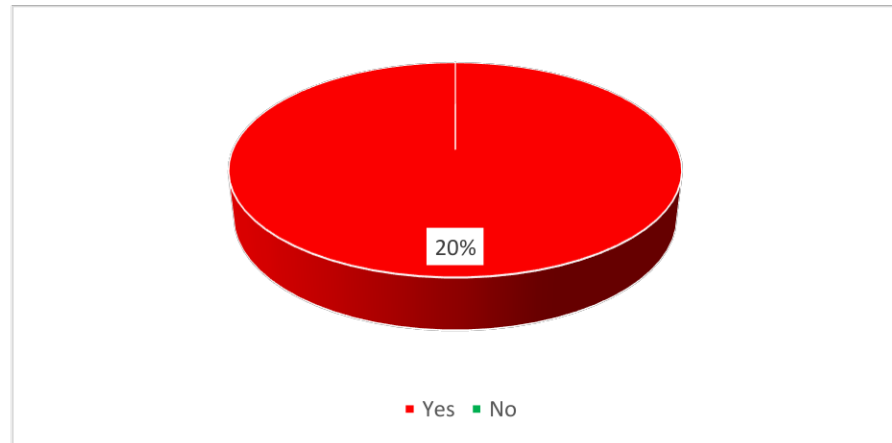
Based on the picture of the first question, 20 students or 100% the students can guess the title of the text. This is caused by the title of the text already stated at procedure text test. They said that to finding general information is easy, because they can get from the tittle of the text. It mean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

Picture 4.7

The Students' Response Identifying The Material
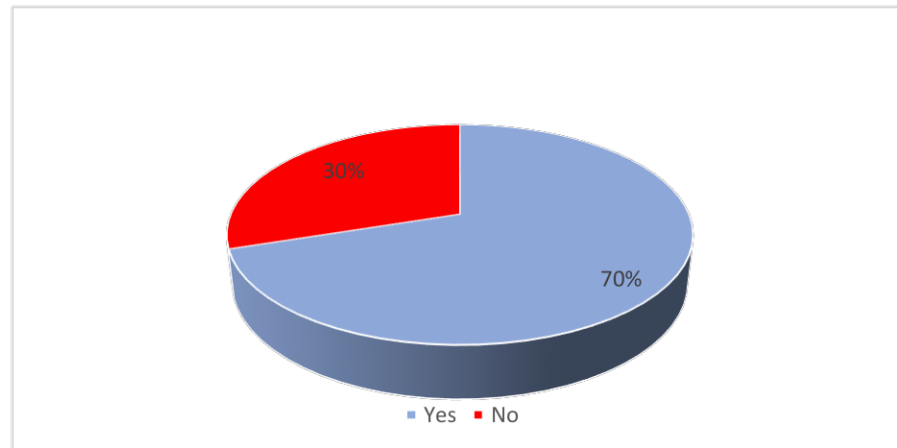
Based on the picture of the second question, 14 or 70% the students can identifying the material of procedure text test. Meanwhile, 6 or 30% the students who do not identifying the material at the procedure text test, eventhough the materials have stated on the text. Based on the students's answered, they said that to identifying the material of test is easy becaused already stated on the text. It mean that the students' reading comprehension of procedure text in identifying the material of test is categorized in excellent level.

Picture 4.8

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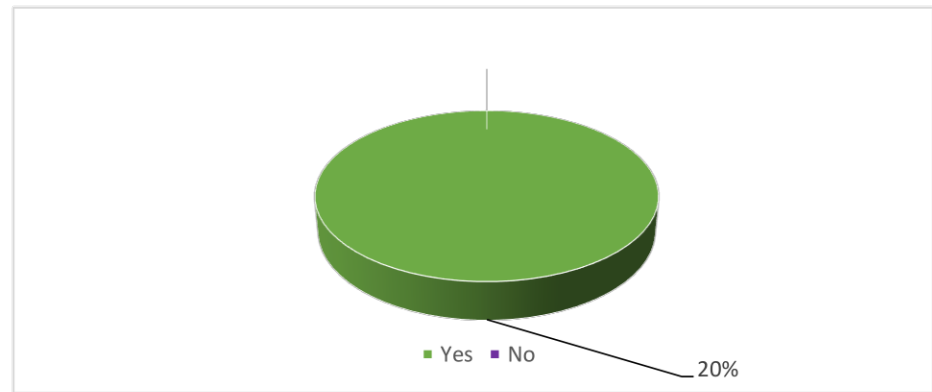
Based on the picture of the third questions, 20 or 100% the students are understand step by step in reading procedure text, on the other word the students can finding supporting details in procedure text. From the students's answered can concluded that at the text has been composed a sequences of steps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

Picture 4.9

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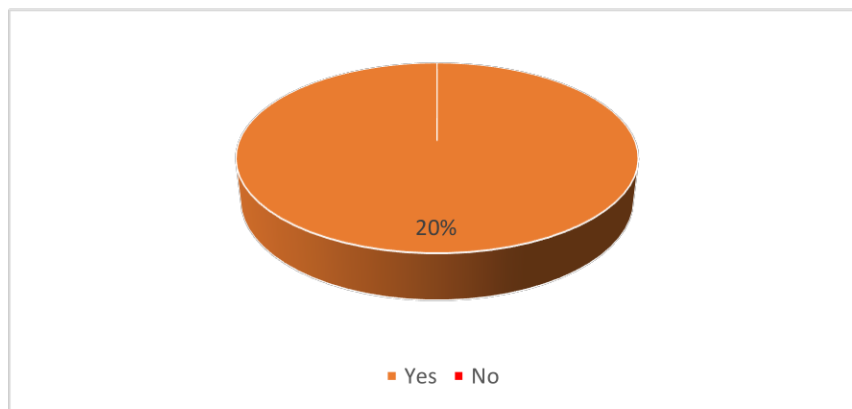
Based on the picture of the fourth question, 20 or 100% of students can make what a reference of the procedure text. They mentioned that the title could describe the contents of the text.

Picture 4.10

The Students' Understand the word Meaning
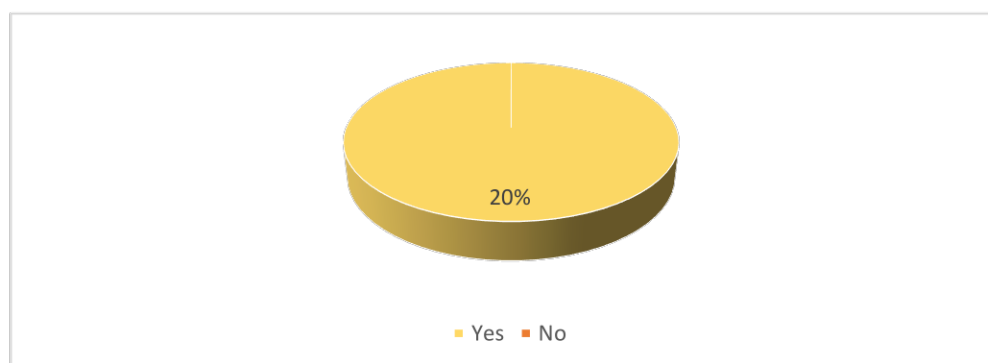
Based on the picture of the fifth question, 20 or 100% the students consult with dictionary if they found difficult word, but they also said these

test is not difficult to understand caused the test used simple word and easy to understand.

C. 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The 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.

B. **The Suggestion**

1. Suggestion for the Students

    The students should be active in Learning English by doing some exercise and watching video about procedure text so that learning process to be interesting.

2. Suggestion for the Teacher

    The teacher should using various method and techniques in teaching language especially reading comprehension of procedure text and the teacher should be creative in making the class alive and interesting it will make learning become fun.

3. Suggestion for the Further Researcher

    The further researcher can use the result of this study as reference to other researchers with different skills or subject.

BIBLIOGRAPHY

Anderson, Neil. 2003. Reading in David Nunan (penyunting), *Practical English Language Teaching*. Bandung : Pedagogiana Press.

Brown, H. G. (2001). Teaching by Principles : *Interactive Approach to Language Pedagogy.*New york : San Francisco State University.

Calfee, Robert and Pricilla Drum, 1986. *Reaserch on teaching reading*

Duffy and Roehler. 1989. Improving classroom Reading Instruction. New York : Radom House.

Grabe, W. and Stoller, F. L. 2011. Teaching and Researching Reading. Great Britain: Pearson Education Limited.

Grallet. F (1986) *Developing Reading Skill. Cambridge* : Cambridge University

Grallet, Francoise, 1981 *Developing Reading Skill. A Practical guide to reading comprehension exercise*

Klingnen, Jannete K, Sharon Vaughn, and Alison Boardman. 2007 *Teaching Reading Comprehension to students with learning Difficulties (second edition).*

Karlin, Samuel, "*a first course in stochastic process" academic press,*1969 New York

Lado R, 1977. *Language Testing*. London. Longman Group

Merlin C. Witrock, *handbook of reaserch on teaching*. New york : Mac Millan

Nation. P. 1989. *Improving Speaking Fluency, system* 17 (3) 377-384

Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge

Nazir, 1988. *Metode Penelitian*. Jakarta : Ghalia Indonesia

Nurkancana, Wayan & Sumartana. 1986. Evaluasi Pendidikan. Surabaya: Usaha Nasional

Sugiyono 2008. *Statistika untuk penelitian*. Bandung : Alfabeta

Sukardi 2007. *Metodologi penelitian pendidikan*. Yogyakarta : Bumi Aksara

Hung & Tzeng,2001 *Reading is Simplest,* Retrieved on ; 13/07/2017 02.15 pm (https://nccur.lib.nccu.edu.tw/bitstream/140.119/37302/6/51013206.pdf)

Grabe, W. and Stoller, F. L. 2011. Teaching and Researching Reading. Great Britain: Pearson Education Limited.

 from http://ejournal.unp.ac.id/index.php/elt/article/view/4627

Harahap, A. F. *Improving Students' Reading Comprehension through Two Stay – Two Stray Learning Model*.

Hatch, E. M & Farhady, H. 1982. *Research design and statistics for applied linguistics.* University of California, Los Angeles

Indriyati, Fitri. 2013. *Improving Students' Reading Comprehension on Report Text through KWL Reading Strategy.* Teacher Training and Education, Faculty Tanjungpura University Pontianak

Minarnis, Elya. 2012. *Improving Students' Reading Comprehension of Narrative Texts Through Jigsaw Technique at Grade VIII A of SMPN I Bangkinang.* English Education Section Language Education Program Graduate Program State University Of Padang

Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge

Niningsih, Sumitri. 2010. *Teaching Junior High School Student To Write Recount Text Through Picture Sequence*. Retrieved on 28th Agutus 2016 from http://sumitrininingsih.blogspot.co.id/2010/08/teaching-junior-high-school-student-to.html

Nurkancana, Wayan & Sumartana. 1986. *Evaluasi Pendidikan*. Surabaya: Usaha Nasional

Rahman, Aulia. 2013. Improving Students' Reading Comprehension of Narrative Text through Directed Reading Thinking Activity Strategy at the Second Grade of MTSn Kediri 1.

Sholihin, Ubaydillah Ibnu. 2015. *The Definition of Recount Text.* Retrieved on 28th Agutus 2016 from http://rujukanskripsi.blogspot.co.id/2015/01/the-definition-of-recount-text.html

Sudjana. 1996. *Metoda Statistika*. Bandung: Tarsito

Ulfah, Rizka. 2014. *The Effect of Using Inference Background Evidence in the Text (IBET) Strategy on Students' Reading Comprehension at Senior High School 1 Bangkinang*. State Islamic University of Sultan Syarif Kasim Riau

Widya. 2013. *Improving Reading Comprehension on Narrative Text through Reciprocal Teaching Technique*. English Education Study Program, and Languages and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University in Pontianak

Wu, Shiyu. 2016. *The Use of L1 Cognitive Resources in L2 Reading by Chinese EFL Learners*. Routledge

2013. *Improving Students' Reading Comprehension On Narrative Text Through Story Mapping Strategy*. Retrieved on 17th April 2016 from http://etiksetiyaningsih.blogspot.co.id/2013/11/improving-students-reading.html

APPENDIX 1

TEST

NAME   :

CLASS   :

<u>Read the text and answer the questions</u>

HOW TO MAKE AN ENVOLOPE

Material : a sheet of paper, a tube of glue, a cutter, a ruler

Steps   :   1. Take a sheet of paper

                          2. Draw a pattern by using your ruler

                          3. Cut the paper following the pettern

                          4. Fold it

                          5. Put some glue on it

                          6. Press it to get a good form

Questions

1. What is the text about ?
    a. Making of paper
    b. How to make an envelope
    c. Paper of envelope
    d. Form of envelope
    e. Small an envelope
2. What are materials do you need to make an envelope ?
    a. Sugar, glue and paper
    b. Ruler, glue and pencil
    c. A sheet of paper, glue, cutter and ruler
    d. Cutter and ruler
    e. Glue and paper

3. What do you have to prepare first to make an envelope?
    a. First, we take a sheet of paper
    b. Fold it

  c. Cut the paper

  d. Draw a pattern by ruler

  e. Take it glue

4. " Put some glue on _**it**_ , the word It, refers to.......

  a. Ruler

  b. Cutter

  c. Paper

  d. Glue

  e. An envelope

5. What is the meaning of " _Draw_ "

  a. Rol / penggaris

  b. Laci

  c. Amplop

  d. Gambar

  e. Lem

HOW TO MAKE AN ICE CREAM

Ingredients ;
- 2 cups heavy cream
- 1 cup whole milk
- 2/3 cup sugar
- 1 tea spoon vanilla extract

Steps ;

- First, mix the ingredients
- Second, heat they until the sugar is dissolved
- Third, chill the mixture in the refrigerator
- Next, freeze the ice cream in an ice cream maker
- After that, add chopped chocolate bar
- Finally, finish freezing the ice cream

Question

6. What is the title of the text ?

  a. How to make an ice cream

  b. How to buy an ice cream

  c. How to sell an ice cream

  d. How to get ice cream

  e. Ice cream chocolate

7. What are ingredients we need to make an ice cream ?

a. 2 cup heavy cream, 1 cup whole milk, 2/3 cup sugar, 1 teaspoon vanilla extract

b. 1 cup heavy cream, 1 cup whole milk, 2/3 cup sugar, 1 teaspoon vanilla extract

c. 2 cup heavy cream, 1 cup whole milk, 2/3 cup sugar, 1 teaspoon chocolate extract

d. 2 cup heavy cream and 2 cup sugar

e. Mix all the ingredients

8. What should we do first to make an ice cream based on the text ?

a. Buy the ingredients

b. Mix the ingredients

c. Heat until the sugar is dissolved

d. Add chopped chocolate bar

e. Mix the sugar and ice

9. "Second, heat **they** until the sugar is dissolved" the word is underlined refers to ?

a. Ice cream

b. Ingredients

c. Sugar

d. Chocolate extract

e. Milk

10. The meaning of word " Refrigerator" is..?

a. Kulkas

b. Laci

c. Sendok teh

d. Sendok makan

e. Sendok takar

MIXED ICE

Ingredients :

½ of avocado

3 tubes of condensed milk

1 can of coconut water and coconut shavings

Some ice cubes

How to make it :

Cut the avocado into small pieces

Put ice cubes into the glass

Fill ½ of the glass with some coconut water and coconut shavings

Add the sliced avocado

Add the condensed milk on the top of avocado

It is ready to be served

Combine flour and baking powder.

Questions

11. The text tells you about… ?
    a. How to make mixed ice
    b. About avocado
    c. How to make ice
    d. How to eat mixed ice
    e. Avocado juice
12. How much coconut water and coconut shavings do you need ?
    a. 1 glass
    b. ½ can
    c. ½ glass
    d. ¼ glass
    e. 1 bowl
13. What is the last steps of making a mixed ice ?
    a. Add chopped chocolate bar
    b. Finish freezing the ice cream
    c. Mix the ingredients
    d. Can served
    e. Freezing the mixed ice in refrigerator
14. " **It** is ready to be served ". The word is underlined refers to…?
    a. Avocado
    b. Mixed ice
    c. Chocolate bar
    d. Ice

15. The meaning of word is underlined "condensed milk"
    a. Susu bubuk
    b. Susu kental
    c. Susu murni
    d. Pewarna

e. Serutan es

HOW TO ACTIVATE A HANPHONE

Now days we need a hand phone to connect our friends, family and relatives. We can get it easily in the shop. When we buy it we shall get a hand phone, a SIM card, a battery, and a charger. These are the ways to activate the hand phone ;

1. First, open the cover of the hand phone
2. Secondly, insert the SIM card after being installed
3. Third, insert the battery inside
4. Fourth, close the battery with a cover of the hand phone
5. Fifth, connect the lead from the charger to the bottom of the hand phone
6. Sixth, connect the charger to an AC wall outlet. Charging the battery supplied with the phone may take four up to six hours
7. Seventh, when the battery is fully charged, the bar stop scrolling.

Questions

16. The text describes about….?
    a. How to get a hand phone
    b. How to activate a hand phone
    c. The materials of a hand phone
    d. How to insert a hand phone
    e. How to buy a hand phone and SIM card

17. The consist of hand phone are….?
    a. Cover
    b. Charger
    c. SIM card, a battery and charger
    d. Battery inside
    e. Charging

18. What should we do after insert the battery inside?
    a. Close the hand phone
    b. Close the battery with a cover of the hand phone
    c. Charging for 6 hours
    d. Open the cover of the hand phone
    e. Connect to wall outlet

19. " We can get **it** easily in the shop ". The word is underlined refers to?
    a. Sim card
    b. Battery
    c. Hand phone
    d. Charger

    e. Memory card

20. The meaning of cover is…?
    a. Baterai
    b. Kartu memori
    c. Charger
    d. Sampul
    e. Telpon genggam

HOW TO MAKE PANCAKE

Ingredients ;

* 1 egg
* 1 1/4 cup all purpose flour
* 1 1/4 cup milk
* 1/2 teaspoon salt
* 3 tablespoons baking powder
* 3 tablespoons butter, melted
* 1 tablespoon sugar
* 1 teaspoon real vanilla extract

Steps :

* Use a large bowl and mix they together the baking powder, flour, salt and sugar
* Add egg, milk, butter and vanilla extract to the bowl and whisk well with the dry ingredients until become nice smooth batter
* Heat skillet over medium heat. Once hot, add batter at about 1/4 cup at a time
* Once bubbles appear in the pancake and the sides are golden brown, flip over with a large spatula for another minute or so until golden brown
* Your Pancake is ready to be served

Questions

21. What is the text tell about ?
    a. How to make cake
    b. The material to make a cake
    c. How to make pancake
    d. How to make milk cake
    e. Making ice milk

22. How much sugar that we need to make Pancake based on the text ?
    a. ½ kg sugar
    b. 1 tablespoon sugar
    c. 2 teaspoons sugar
    d. ¼ spoon sugar

e. 1 spoon sugar

23. what is the last steps to make pancake ?
    a. Your Pancake is ready to be served
    b. Heat skillet over medium heat. Once hot, add batter at about 1/4 cup at a time
    c. Pancake is finishing
    d. whisk well with the dry ingredients until become nice smooth batter
    e. all the steps

24. "Use a large bowl and mix **they** together the baking powder, flour, salt and sugar" the word is underlined refers to…?
    a. (Baking powder, flour, salt, sugar)
    b. Pancake
    c. Sugar
    d. Salt
    e. Powder

25. The word is underlined " *golden brown*" mean….
    a. Tepung
    b. Mentega
    c. Coklat keemasan
    d. Keemasan
    e. Garam

HOW TO MAKE ICE TEA

If you want to make ice tea, first prepare a half glass of tea, one or two spoonful sugar and ice. Next step is put the sugar into the glass of tea, stir it well. After that, add some pieces of ice into the glass and stir it again and the ice is ready to serve.

Quistion

26. What is the text about ?
    a. How to make ice tea
    b. How to make ice
    c. A glass of tea
    d. Nice tea
    e. Fresh tea

27. What is the ingredients to make an ice tea ?
    a. Ice cream
    b. Sugar
    c. Glass
    d. Sugar, tea and ice

e. A glass of tea

28. What is the first prepare to make an ice tea ?
    a. A half glass of tea, one or two spoonful sugar and ice.
    b. Put the sugar into the glass of tea, stir it well and add some of ice and stir it again.
    c. Mix all ice
    d. Mix sugar and tea
    e. Add glass of tea with sugar.

29. " Next step is put the sugar into the glass of tea, stir **it** well" the word is underlined refers to ?
    a. Sugar mix the glass of tea
    b. Ice
    c. Sugar
    d. The glass of tea
    e. A cup of sugar

30. The meaning of **a half glass of tea** is…?
    a. Teh
    b. Gula
    c. Es
    d. Setengah gelas teh
    e. Setengah gelas gula

Appendix 2

Questionnaire

Name   :

Class   :

This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no right or wrong answers. We will appreciate your cooperation and help.

Directions: Please answer each question by choose A or B that can best indicate what you really do while reading in English and give a reason.

1. Can you guess what the procedure text about from the title? why ?

   a. Yes   b. No

   Explain

      …………………………………………………………………….

2. Can you usually find the material of procedure text easily?

   a. Yes   b. No

      Explain

      ……………………………………………………………………….

3. Can you usually understand step by step in reading procedure text ?

   a. Yes   b. No

   Explain

   …………………………………………………………………………..

4. Can you identify the reference of your reading text ?

a. Yes　　　　　　b. No

Explain

………………………………………………………………………

5. Do you always consult with your dictionary for every difficult word in your reading text ?

a. Yes　　　　　　b. No

Explain

…………………………………………………………………… ….

Appendix 3

Key Answer of Test

1.	B	11.	A	21.	C
2.	C	12.	C	22.	B
3.	A	13.	D	23.	A
4.	C	14.	B	24.	A
5.	D	15.	B	25.	C
6.	A	16.	B	26.	A
7.	A	17.	C	27.	D
8.	B	18.	B	28.	A
9.	B	19.	C	29.	D
10.	A	20.	D	30.	D

APPENDIX 4

THE STUDENTS SCORE OF TEST IN EACH INDICATOR

OF READING PROCEDURE TEXT

A.   FINDING GENERAL INFORMATION

No	Name	Test							
		Finding General Information							
		1	**6**	**11**	**16**	**21**	**26**	**total**	**Score**
1	AFRIMA YOSI	1	1	1	0	1	1	5	83
2	ANDRE AFRIANSYAH	1	1	1	1	1	1	6	100
3	ASRI NURUL JANNAH	1	1	1	1	1	1	6	100
4	AYU TRI P.S	1	1	1	1	1	1	6	100
5	BIMA LANA ARSYADI	1	1	1	1	1	1	6	100
6	CINTIYA PRASTIKA	1	1	1	1	1	1	6	100
7	DIAN NOVENDRA	1	1	1	1	1	1	6	100
8	DIMAS GINARIAN .P	1	1	1	1	1	1	6	100
9	EKO SAPUTRA	1	1	1	1	1	1	5	83
10	IKA PRIHASTYA. N	1	1	1	1	1	1	6	100
11	ISLA AMALIA	1	1	1	0	1	1	5	83
12	NAHURAHMAN	1	1	1	1	1	1	6	100
13	NURAIZAH	0	1	1	1	1	1	5	83
14	NURCAHAYA	1	1	1	1	1	1	6	100
15	PUTRI MELATI. H	1	1	1	1	1	1	6	100
16	SEPTI DWI IRAWATI	1	1	1	1	1	0	5	83
17	SITI NUR AINUN	1	1	1	1	1	1	6	100
18	ULYY HANDAYA.N	1	1	1	1	1	1	6	100
19	WINDA UTARI	1	1	1	0	1	1	5	83
20	YULIA ASTUTI	1	1	1	0	1	1	5	83
	TOTAL	19	20	20	16	20	19	113	1883

B. IDENTIFYING THE MATERIAL

No	Name	Test							
		Identifying the Material							
		2	7	12	17	22	27	total	Score
1	AFRIMA YOSI	1	1	1	1	1	1	6	100
2	ANDRE AFRIANSYAH	1	1	0	1	1	1	5	83
3	ASRI NURUL JANNAH	1	1	1	1	1	1	6	100
4	AYU TRI P.S	1	0	1	1	1	1	5	83
5	BIMA LANA ARSYADI	1	1	1	1	1	1	6	100
6	CINTIYA PRASTIKA	1	1	1	1	1	1	6	100
7	DIAN NOVENDRA	1	1	1	1	1	1	6	100
8	DIMAS GINARIAN .P	1	1	0	1	1	0	4	67
9	EKO SAPUTRA	1	1	0	1	1	0	4	67
10	IKA PRIHASTYA. N	1	1	1	1	1	1	6	100
11	ISLA AMALIA	1	1	1	1	1	1	6	100
12	NAHURAHMAN	1	1	1	1	0	1	5	83
13	NURAIZAH	1	0	1	1	1	1	5	83
14	NURCAHAYA	1	1	1	1	1	1	6	100
15	PUTRI MELATI. H	1	1	1	1	1	1	6	100
16	SEPTI DWI IRAWATI	1	1	1	1	1	1	6	100
P17	SITI NUR AINUN	1	1	0	1	1	1	5	83
18	ULYY HANDAYA.N	1	1	1	1	1	1	6	100
19	WINDA UTARI	1	1	1	1	1	1	6	100
20	YULIA ASTUTI	1	1	1	1	1	1	6	100
	TOTAL	20	18	16	20	19	18	111	1850

C. FINDING SUPPORTING DETAILS

No	Name	Test							
		Finding Supporting Details							
		3	8	13	18	23	28	total	Score
1	AFRIMA YOSI	1	1	0	1	1	1	5	83
2	ANDRE AFRIANSYAH	1	1	1	1	1	1	6	100
3	ASRI NURUL JANNAH	1	1	1	1	1	1	6	100
4	AYU TRI P.S	1	1	1	1	1	1	6	100
5	BIMA LANA ARSYADI	1	1	0	1	0	1	4	67
6	CINTIYA PRASTIKA	1	1	0	1	1	1	5	83
7	DIAN NOVENDRA	1	1	0	1	1	1	5	83
8	DIMAS GINARIAN .P	1	1	1	1	1	1	6	100
9	EKO SAPUTRA	1	1	1	1	1	1	6	100
10	IKA PRIHASTYA. N	1	1	0	1	1	1	5	83
11	ISLA AMALIA	1	1	0	1	1	1	5	83
12	NAHURAHMAN	1	1	0	1	1	1	5	83
13	NURAIZAH	1	1	1	1	1	1	6	100
14	NURCAHAYA	1	1	1	1	1	1	6	100
15	PUTRI MELATI. H	1	1	1	1	1	1	6	100
16	SEPTI DWI IRAWATI	1	1	1	1	1	0	5	83
17	SITI NUR AINUN	1	1	0	1	1	1	5	83
18	ULYY HANDAYA.N	1	1	1	1	1	1	6	100
19	WINDA UTARI	1	1	0	1	1	1	5	83
20	YULIA ASTUTI	1	1	1	1	1	1	6	100
	TOTAL	20	20	11	20	19	19	109	1817

D. REFERENCE

No	Name	Test							
		Reference							
		4	9	14	19	24	29	total	Score
1	AFRIMA YOSI	1	1	1	1	1	1	6	100
2	ANDRE AFRIANSYAH	1	0	1	1	0	0	3	50
3	ASRI NURUL JANNAH	1	1	1	1	1	0	5	83
4	AYU TRI P.S	1	1	1	1	1	0	5	83
5	BIMA LANA ARSYADI	1	1	1	1	1	0	5	83
6	CINTIYA PRASTIKA	1	1	1	1	1	0	5	83
7	DIAN NOVENDRA	0	0	1	1	1	0	3	50
8	DIMAS GINARIAN .P	1	0	1	1	0	0	3	50
9	EKO SAPUTRA	1	0	1	1	0	0	3	50
10	IKA PRIHASTYA. N	1	1	1	1	1	0	5	83
11	ISLA AMALIA	1	1	1	1	1	1	6	100
12	NAHURAHMAN	0	1	1	1	1	1	5	83
13	NURAIZAH	1	1	1	1	1	0	5	83
14	NURCAHAYA	1	1	1	1	1	0	5	83
15	PUTRI MELATI. H	1	1	1	1	1	0	5	83
16	SEPTI DWI IRAWATI	1	1	1	1	1	0	5	83
17	SITI NUR AINUN	0	1	0	1	1	0	3	50
18	ULYY HANDAYA.N	1	1	1	1	1	0	5	83
19	WINDA UTARI	1	1	1	1	1	1	6	100
20	YULIA ASTUTI	1	1	1	1	1	1	6	100
	TOTAL	17	16	19	20	17	5	94	1567

E. **WORD MEANING**

No	Name	Test							
		Word Meaning							
		5	**10**	**15**	**20**	**25**	**30**	**Jlh**	**Score**
1	AFRIMA YOSI	1	1	1	1	1	1	6	100
2	ANDRE AFRIANSYAH	1	1	1	1	1	1	6	100
3	ASRI NURUL JANNAH	1	1	1	1	1	1	6	100
4	AYU TRI P.S	1	1	1	1	1	1	6	100
5	BIMA LANA ARSYADI	1	1	1	1	1	1	6	100
6	CINTIYA PRASTIKA	1	1	1	1	1	1	6	100
7	DIAN NOVENDRA	1	1	1	0	1	1	5	83
8	DIMAS GINARIAN .P	1	1	1	1	1	1	6	100
9	EKO SAPUTRA	1	1	1	1	1	1	6	100
10	IKA PRIHASTYA. N	1	1	1	1	1	1	6	100
11	ISLA AMALIA	1	1	1	1	1	1	6	100
12	NAHURAHMAN	1	1	1	1	1	1	6	100
13	NURAIZAH	1	1	1	1	1	1	6	100
14	NURCAHAYA	0	1	1	1	1	1	5	83
15	PUTRI MELATI. H	1	1	1	1	1	1	6	100
16	SEPTI DWI IRAWATI	1	1	1	1	1	1	6	100
17	SITI NUR AINUN	1	1	1	0	1	1	5	83
18	ULYY HANDAYA.N	1	1	1	1	1	1	6	100
19	WINDA UTARI	1	1	1	1	1	1	6	100
20	YULIA ASTUTI	1	1	1	1	1	1	6	100
	TOTAL	19	20	20	18	20	20	117	1950

THE MEAN SCORE OF STUDENTS ANSWER TEST

Students	Test	
	Correct Answer	Total Score
1	28	93
2	25	83
3	29	97
4	28	93
5	27	90
6	28	93
7	25	83
8	25	83
9	25	83
10	28	93
11	28	93
12	27	90
13	27	90
14	29	97
15	29	97
16	27	90
17	24	80
18	29	97
19	28	93
20	28	93
Total	544	1813
Mean	27	91

THE INDIVIDUAL SCORE'S STUDENTS ANSWER TEST

No	Name	Score Test	
		Correct Answer	Individual Score
1	AFRIMA YOSI	28	93
2	ANDRE AFRIANSYAH	25	83
3	ASRI NURUL JANNAH	29	97
4	AYU TRI PUSPITA SARY	28	93
5	BIMA LANA ARSYADI	27	90
6	CINTIYA PRASTIKA	28	93
7	DIAN NOVENDRA	25	83
8	DIMAS GINARIAN .P	25	83
9	EKO SAPUTRA	25	83
10	IKA PRIHASTYA. N	28	93
11	ISLA AMALIA	28	93
12	NAHURAHMAN	27	90
13	NURAIZAH	27	90
14	NURCAHAYA	29	97
15	PUTRI MELATI. H	29	97
16	SEPTI DWI IRAWATI	27	90
17	SITI NUR AINUN	24	80
18	ULYY HANDAYA.N	29	97
19	WINDA UTARI	28	93
20	YULIA ASTUTI	28	93
∑x			**1813**
X			**91**

THE INDIVIDUAL SCORE'S STUDENTS ANSWER TEST

No	Name	Score Test	
		Correct Answer	Individual Score
1	AFRIMA YOSI	28	93
2	ANDRE AFRIANSYAH	25	83
3	ASRI NURUL JANNAH	29	97
4	AYU TRI PUSPITA SARY	28	93
5	BIMA LANA ARSYADI	27	90
6	CINTIYA PRASTIKA	28	93
7	DIAN NOVENDRA	25	83
8	DIMAS GINARIAN .P	25	83
9	EKO SAPUTRA	25	83
10	IKA PRIHASTYA. N	28	93
11	ISLA AMALIA	28	93
12	NAHURAHMAN	27	90
13	NURAIZAH	27	90
14	NURCAHAYA	29	97
15	PUTRI MELATI. H	29	97
16	SEPTI DWI IRAWATI	27	90
17	SITI NUR AINUN	24	80
18	ULYY HANDAYA.N	29	97
19	WINDA UTARI	28	93
20	YULIA ASTUTI	28	93
∑x			**1813**
X			**91**

THE INDIVIDUAL SCORE'S STUDENTS ANSWER TEST

No	Name	Score Test	
		Correct Answer	Individual Score
1	AFRIMA YOSI	28	93
2	ANDRE AFRIANSYAH	25	83
3	ASRI NURUL JANNAH	29	97
4	AYU TRI PUSPITA SARY	28	93
5	BIMA LANA ARSYADI	27	90
6	CINTIYA PRASTIKA	28	93
7	DIAN NOVENDRA	25	83
8	DIMAS GINARIAN .P	25	83
9	EKO SAPUTRA	25	83
10	IKA PRIHASTYA. N	28	93
11	ISLA AMALIA	28	93
12	NAHURAHMAN	27	90
13	NURAIZAH	27	90
14	NURCAHAYA	29	97
15	PUTRI MELATI. H	29	97
16	SEPTI DWI IRAWATI	27	90
17	SITI NUR AINUN	24	80
18	ULYY HANDAYA.N	29	97
19	WINDA UTARI	28	93
20	YULIA ASTUTI	28	93
∑x			**1813**
X			**91**

THE RESULT OF STUDENTS' QUESIONNAIRE TEST

No	Name	Number of Questionaire					Total
		1	2	3	4	5	
1	AFRIMA YOSI	1	1	1	1	1	5
2	ANDRE AFRIANSYAH	1	0	1	1	1	4
3	ASRI NURUL JANNAH	1	1	1	1	1	5
4	AYU TRI P.S	1	1	1	1	1	5
5	BIMA LANA ARSYADI	1	1	1	1	1	5
6	CINTIYA PRASTIKA	1	1	1	1	1	5
7	DIAN NOVENDRA	1	0	1	1	1	4
8	DIMAS GINARIAN .P	1	0	1	1	1	4
9	EKO SAPUTRA	1	0	1	1	1	4
10	IKA PRIHASTYA. N	1	0	1	1	1	4
11	ISLA AMALIA	1	1	1	1	1	5
12	NAHURAHMAN	1	0	1	1	1	4
13	NURAIZAH	1	1	1	1	1	5
14	NURCAHAYA	1	1	1	1	1	5
15	PUTRI MELATI. H	1	1	1	1	1	5
16	SEPTI DWI IRAWATI	1	1	1	1	1	5
17	SITI NUR AINUN	1	1	1	1	1	5
18	ULYY HANDAYA.N	1	1	1	1	1	5
19	WINDA UTARI	1	1	1	1	1	5
20	YULIA ASTUTI	1	1	1	1	1	5
	Total	20	14	20	20	20	94
	Mean %	100	70	100	100	100	94

THE MEAN SCORE'S STUDENTS ANSWER QUESIONNAIRE

No.	Question	Answer			
		Yes		No	
1	Can you guess what the procedure text about from the title? Why?	20	100	0	0
2	Can you usually find the material of procedure text easily?	14	70	6	30
3	Can you usually understand step by step in reading procedure text?	20	100	0	0
4	Can you identify the reference of your reading text?	20	100	0	0
5	Do you always consult with your dictionary for every difficult word in your reading text?	20	100	0	0
	Jumlah	94	470	6	30
	Mean	19	94	1	6

THE PERSENTAGE OF EACH   INDICATORS IN READING COMPREHENSION OF PROCEDURE TEXT TEST

No.	Indicators of Reading Comprehension of procedure 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
	Total	**9067**	

**THE STUDENTS' SCORE AND LEVEL IN ANSWERING QUESTIONS
OF PROCEDURE TEXT IN EACH INDICATORS**

A. FINDING GENERAL INFORMATION

Students	N	R	Score	Level
1	6	5	83	Excellent
2	6	6	100	Excellent
3	6	6	100	Excellent
4	6	6	100	Excellent
5	6	6	100	Excellent
6	6	6	100	Excellent
7	6	6	100	Excellent
8	6	6	100	Excellent
9	6	5	83	Excellent
10	6	6	100	Excellent
11	6	5	83	Excellent
12	6	6	100	Excellent
13	6	5	83	Excellent
14	6	6	100	Excellent
15	6	6	100	Excellent
16	6	5	83	Excellent
17	6	6	100	Excellent
18	6	6	100	Excellent
19	6	5	83	Excellent
20	6	5	83	Excellent
Total	120	113	1883	

B. IDENTIFYING THE MATERIAL

Students	N	R	Score	Level
1	6	6	100	Excellent
2	6	5	83	Excellent
3	6	6	100	Excellent
4	6	5	83	Excellent
5	6	6	100	Excellent
6	6	6	100	Excellent
7	6	6	100	Excellent
8	6	4	67	Fairly good
9	6	4	67	Fairly good
10	6	6	100	Excellent
11	6	6	100	Excellent
12	6	5	83	Excellent
13	6	5	83	Excellent
14	6	6	100	Excellent
15	6	6	100	Excellent
16	6	6	100	Excellent
17	6	5	83	Excellent
18	6	6	100	Excellent
19	6	6	100	Excellent
20	6	6	100	Excellent
Total	120	111	1850	

C.   FINDING SUPPORTING DETAILS

Students	N	R	Score	Level
1	6	5	83	Excellent
2	6	6	100	Excellent
3	6	6	100	Excellent
4	6	6	100	Excellent
5	6	4	67	Fairly good
6	6	5	83	Excellent
7	6	5	83	Excellent
8	6	6	100	Excellent
9	6	6	100	Excellent
10	6	5	83	Excellent
11	6	5	83	Excellent
12	6	5	83	Excellent
13	6	6	100	Excellent
14	6	6	100	Excellent
15	6	6	100	Excellent
16	6	5	83	Excellent
17	6	5	83	Excellent
18	6	6	100	Excellent
19	6	5	83	Excellent
20	6	6	100	Excellent
Total	120	109	1817	

D.   REFERENCE

Students	N	R	Score	Level
1	6	6	100	Excellent
2	6	3	50	Weak
3	6	5	83	Excellent
4	6	5	83	Excellent
5	6	5	83	Excellent
6	6	5	83	Excellent
7	6	3	50	Weak
8	6	3	50	Weak
9	6	3	50	Weak
10	6	5	83	Excellent
11	6	6	100	Excellent
12	6	5	83	Excellent
13	6	5	83	Excellent
14	6	5	83	Excellent
15	6	5	83	Excellent
16	6	5	83	Excellent
17	6	3	50	Weak
18	6	5	83	Excellent
19	6	6	100	Excellent
20	6	6	100	Excellent
Total	120	94	1567	

E.   WORD MEANING

Students	N	R	Score	Level
1	6	6	100	Excellent
2	6	6	100	Excellent
3	6	6	100	Excellent
4	6	6	100	Excellent
5	6	6	100	Excellent
6	6	6	100	Excellent
7	6	5	83	Excellent
8	6	6	100	Excellent
9	6	6	100	Excellent
10	6	6	100	Excellent
11	6	6	100	Excellent
12	6	6	100	Excellent
13	6	6	100	Excellent
14	6	5	83	Excellent
15	6	6	100	Excellent
16	6	6	100	Excellent
17	6	5	83	Excellent
18	6	6	100	Excellent
19	6	6	100	Excellent
20	6	6	100	Excellent
Total	120	117	1950	

THE PERCENTAGE OF CATEGORY LEVEL TEST IN EACH INDICATOR OF READING PROCEDURE TEXT

Finding general information

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 %

Identifying the material

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	18	90
2	70 – 79	Good	0	0
3	60 – 69	Fairly Good	2	10
4	50 – 59	Weak	0	0
5	0 – 49	Poor	0	0
			20	100 %

Finding supporting details

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	19	95
2	70 – 79	Good	0	0
3	60 – 69	Fairly Good	1	5
4	50 – 59	Weak	0	0
5	0 – 49	Poor	0	0
			20	100 %

Reference

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	15	75
2	70 – 79	Good	0	0
3	60 – 69	Fairly Good	0	0
4	50 – 59	Weak	5	25
5	0 – 49	Poor	0	0
			20	100 %

Word meaning

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 %

THE ANALYSIS OF STUDENT'S SCORE IN READING COMPREHENSION OF PROCEDURE TEXT

No	Students	Number of Each Items																														Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93
2	2	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	25	83
3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29	97
4	4	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	93
5	5	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	27	90
6	6	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	93
7	7	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	25	83
8	8	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	25	83
9	9	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	25	83
10	10	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	93
11	11	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93
12	12	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	27	90
13	13	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27	90
14	14	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	93
15	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29	97
16	16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	27	90
17	17	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	24	80
18	18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29	97
19	19	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93
20	20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	97
	Total	19	20	20	17	19	20	18	20	16	20	20	16	11	19	20	16	20	20	20	18	20	19	19	17	20	19	16	18	7	20	544	1813