

Laporan Hasil Penelitian Individual

**THE ABILITY OF THE GRADE X STUDENTS
OF SMA NEGERI 3 PADANGSIDIMPUAN
IN READING PROCEDURE TEXT**



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ABSTRACT

The aims of the research were to find out how the ability, the difficulties and the efforts of grade X students and English teacher of SMA Negeri 3 Padangsidimpuan in reading procedure text.

The research was conducted by descriptive analysis and quantitative approach. The population of the research was the students of grade X SMA Negeri 3 Padangsidimpuan. While, the sample of the research was grade X-10. Then, there were 2 instruments in collecting data: test and interview. Data was processed and analysed with descriptive analysis and quantitative process. Descriptive analysis was used to analyze the interview from the students and the English teacher and quantitative process was used to analyze students' mean score after doing the test, it was multiple choice test.

After doing the research to the students of grade X-10 SMA Negeri 3 Padangsidimpuan, it could be concluded that the ability of the grade X students of SMA Negeri 3 Padangsidimpuan in reading procedure text based on the test have done, the researcher concluded that the students' ability in reading procedure texts was categorized into good category. It was 70.55 mean score. After interviewing the students of grade X-10 SMA Negeri 3 Padangsidimpuan, the researcher concluded that the students' main problem in reading procedure text was in vocabulary mastery. They got difficulty in understanding and finding appropriate meaning of the words when based on the context of the text that they are reading. Besides it, the grammar point became essential because low understanding of imperative sentences and references of subjects, made them hard to answer the questions. The last is about topic sentence. The students don't know what is topic sentence and what is main idea. They think it is same. So, they are obvious to answer. While, the efforts were done by the English teacher were always keeping the students to learn, review, and explain detailed about the difficulties that the students got. About the vocabulary, the teacher gives more example, ask the students to go to the words near them first, then bring them to look the realia, next ask them looking at the text words that was difficult for them. After that, the teacher asked the students to write the difficult words they got from text then directly to translate them. Because the student still need dictionary to make them not to always guess the meaning and the last the students and the teacher discuss the suitable meaning of the new words based on the context of the procedure text.

ACKNOWLEDGEMENT



Fisrt, the researchers would like to convey grateful to Allah, The Most Creator and Merciful who has given us the health, time and chance for finishing this research. The research entitle “The Ability of the Grade X Students of SMA Negeri 3 Padangsidimpuan in Reading Procedure Text”. This research is written in order to fulfill one of the requirements for individual research IAIN Padangsidimpuan.

In finishing this research, the researchers are guided by advisor. Therefore, in this opportunity the reseachers would like to express gratitude to advisor. This research is still so far from being perfect based on the weakness of the researcher. Therefore, the researchers expected constructive criticisms and suggesstions from the readers in order to improve this research.

Padangsidimpuan, Maret 2018

Researcher

A handwritten signature in blue ink, appearing to read 'Sri Minda', written over a light blue horizontal line.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a universal language which is one of the languages in the world. Then, the existence of English states as an international language because there are many people used English by different countries. In Indonesia, the needed of English as foreign language has developed. It is an instrument to transfer modern knowledge, culture, and to grow up international relation. Realizing how important this language, our government had determined English as the first foreign language which taught in Indonesia. By English, the students are hoped to enrich their knowledge, so they are able to apply their knowledge in the life.

In Indonesia, English is a foreign language which is taught in every education level, from Elementary School up to university. Therefore, in Senior High School or *Sekolah Menengah Atas (SMA)*, English is a compulsory subject in curriculum which is taught and learnt in a formal education. It is caused by English is used as a tool of communication to express ideas and information. As stated in *Standar Kompetensi dan Kompetensi Dasar (SK - KD)* in School Based 2013 – 2013 Curriclum or *Kurikulum 2013* of *SMA: English is a tool of communication orally or written form. Communication is an understanding and giving ideas, thoughts, and developing knowledge, technology and culture. The communication skills is completely defined as the skill of understanding and producing orally and written form text which are*

listening, speaking, reading and writing that is used to communicate with others in daily life activity.

Then, the teaching of English subject in Indonesia is aimed to measure the students' ability in discourse; that is the ability to comprehend and to produce spoken or written texts which are implemented in four skills of language, that are listening, speaking, writing and reading. Talking about reading, reading is a subject which contains messages that should be absorbed by the reader. Reading is an activity that the writer shares their message by encoding it. Then the reader decodes the message into thought. Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages". Reading is one of English skills that ask the readers to comprehend the meaning of the text's contents.

Next, reading involves responding to text, rather than producing it. There are many text types that the students read. Some examples of written text types are letters, articles, postcards, information brochures, leaflets, poem, and reading long or short pieces of a text genre. Text has a communicative purpose. Based on that purpose, text is classified into many kinds of text which are named as genre of the text. There are many genres of the text; they are description, report, explanation, discussion, narrative, spoof, recount, anecdote, news item, exposition, and procedure text. A procedure text is a text which gives instructions on how to do something". A procedure text is a genre among reading genres which is taught in Secondary school or SMA/

MA. This text consists of a sequence of steps or procedures that should be followed by the reader to accomplish the goal of the text. Then, the effect of the English teacher teach reading procedure text is to improve students' understanding about instruction text given or the students know how to do something in the procedure text contents.

By reading procedure text, it can make the students are interacting with the feelings and thought, obtain information and improve the science knowledge. Reading is a way to get the information from something that was written. Reading involves the introduction of symbols that make up a language.

Because in reading procedure text contains goal of procedure text, so the students can interact the text to get what the aim of the procedure text given. Then, reading procedure text has a lot of significances. First, reading can add knowledge. Someone who likes reading has much information that they have saved in their memory.

While, eventhough reading has much beneficial things to be learnt, the reseacher found that most of the grade X students of SMA Negeri 3 Padangsidempuan, can read, but the problem is they cannot remember and understand what they have read, means that the students do not understand about the topic that they have read, do not understand about the main idea, supporting idea, lack of vocabularies, do not understand about the use of phrases, sentences and clause roles that they read. Especially for reading procedure text, the students do not understand what is the goal of procedure

text, what the materials (precise vocabularies) are told in the text, and what the steps or procedures that is explained in the text. Further, the students do not understand the command or imperative sentences and action verbs that is used in procedure text.

Those statements are stated by the English teacher of grade X students of SMA Negeri 3 Padangsidimpuan, Syarifuddin Siregar, S.Pd., that the students do not understand well about procedure text. They have less vocabularies so that they cannot understand what is the topic of procedure text, goal or the materials or familiar said by ingredients in the procedure text¹.

By reading, someone can add his/ her knowledge than looking and listening only. So that, reading is very important to enrich knowledge for example is to add knowledge about the materials of procedure text content. The last, by reading especially in reading procedure text, the students can develop capacity of thinking in doing something that the students just read from the procedure text. Reading is an activity or thinking process of cognition. When we are reading, our brain is the important factor. Students who do not have a high capacity of thinking will be very difficult to remember something that they read from the steps of procedure text. So that, reading is a way to develop capacity of thinking and they will be able to connect what they read and what they have read.

¹*Private Interview in Pre-Research to the English Teacher*, (Padangsidimpuan: SMA Negeri 3 Padangsidimpuan on Monday, May 4th, 2018 at 9 am).

Based on the above explanations, the researcher got interested in discussing about “**The Ability of the Grade X Students of SMA Negeri 3 Padangsidempuan in Reading Procedure Text**”.

B. Definition of Terminologies

1. Ability

Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It also can be determined as the skills, expertness, or talent.²

The ability means the quality or capacity of being able to do something well. As said by A. S. Hornby, the definition of Ability as follows, “Ability is:

- a. Capacity or power to do something physical and mental.
- b. Cleverness or intelligence.
- c. Special natural power to do something well that talent”.³

So, the ability means the power, capacity and quality of the grade X students SMA Negeri 3 Padangsidempuan in reading procedure text.

2. Reading

Reading is a way to get information from something that was written. It is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁴ It is also

²Victoria Neufelat and David B. Guralmik, *Webster New World Collage Dictionary*, (USA: Mac.Millan, 1995), p.2.

³Victoria Neufelat and David B. Guralmik.

⁴David Nunan, *Practical English Language Teaching*, (America: The Mc. Grow Hill Companies, 2003), p. 58.

the meaningful interpretation of written or printed verbal symbols.⁵In conclusion, reading is a fluent process of getting information from something and the readers' own background knowledge to build meaning which is in written form or printed verbal symbols.

3. Procedure Text

Procedure text is a text which is used to tell someone how to do or make something. This type of text comes in many forms, such as instruction manuals and recipes. It consists of three parts. They are title or goal, list of materials, and steps/ methods/ procedures. So, procedure text is the text telling how to make something which includes instruction manuals and recipes.

4. Reading Procedure Text

Reading procedure text is the process of getting information from the text telling how to make something which includes instruction manuals and recipes which is in written form or printed verbal symbols.

So, based on the above explanations there it is research title is The Ability of the Grade X Students of SMA Negeri 3 Padangsidempuan in Reading Procedure Text the power, capacity and quality of the grade X students of SMA Negeri 3 Padangsidempuan in which they are getting information from the text telling how to make something which includes

⁵Albert J. Harris, *How to Increase Reading Ability*, (New York: MC Kay Company, 1969), p.3.

instruction manuals and recipes which is in written form or printed verbal symbols.

C. Formulations of the Problem

1. How far is the ability of the grade X students of SMA Negeri 3 Padangsidempuan in reading procedure text?
2. What are the difficulties of grade X students of SMA Negeri 3 Padangsidempuan in reading procedure text?
3. What are the efforts of the English teacher of SMA Negeri 3 Padangsidempuan to overcome the difficulties of grade X students in reading procedure text?

D. Aims of the Research

1. To find out how the ability of grade X students of SMA Negeri 3 Padangsidempuan in reading procedure text.
2. To find out the difficulties of grade X students of SMA Negeri 3 Padangsidempuan in reading procedure text.
3. To find out the efforts of the English teacher of SMA Negeri 3 Padangsidempuan to overcome the difficulties of grade X students in reading procedure text.

E. Significances of the Research

This research has significances for :

1. Information of Headmaster; to encourage English teacher to do the best for teaching.

2. Information of English Teachers; to overcome the problems in teaching reading that can make it more enjoyable and interesting to study, especially in teaching reading procedure text.
3. Information of objects; to give an alternative way how to develop their reading skill in learning English, especially in learning reading procedure text.
4. Information of Researchers; Being a contribution to find out the best method for teaching reading procedure text.

F. Outline of Script

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters and they are drawn as follows:

The first chapter consists of The Background of Problem includes what the problems faced by the students and the reasons why the researcher was interested conducting this research, Identification of the Problem means limited problems that taken by the researcher, Limitation of the Research, The Formulationsof Problem, Aims of the Research is the researcher aims to conduct the research, Significancesofthe Research means how beneficial the research is, Definition of Terminologies is the defenitions of the key terms that includes in the research and The Outline of Script is the systematical outline of the research related to the reseacrh design.

The second chapter is A Theoretical Review which is consisted of the definition of reading, aspects of reading,reading goals, the kinds of reading, the level of reading, reading evaluation, and the things related to procedure

text. The last is the related findings that as similar variables with this research.

The third chapter is The Research Methodology consists of The Research Design, Place and Time of the Research, The Sources of Data, Instruments of Collecting Data.

The fourth chapter is Result of Research that consists of “The Ability of the Grade X Students of SMA Negeri 3 Padangsidempuan in Reading Procedure Text” based on the instruments and based on the formulation given in Chapter I.

The fifth chapter is conclusion consists of researcher’s conclusions and suggestion about the ability of the grade X students of SMA Negeri 3 Padangsidempuan in reading procedure text.

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Reading is really crucial for our knowledge, it is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, magazines, newspaper and many articles. By reading, people get knowledge and information as much as possible as long as the reader reads. Reading is an important language skill either for education purpose or daily life demands. It is transactional between a reader and writer; it is an interactive process between a reader and the text. The reader will get much information through reading. It means that reading is the commonest way of learning beside listening, practicing, and other ways modeled by the scientist of education.

There are a lot of definitions of reading. Linguists give definitions about reading; their opinions about reading are varied. Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter R. Hill, “Reading is what the reader does to get the meaning he needs from textual sources”.⁶ Meanwhile, Guy L. Bond and Eva Bond Wagner explained that the meaning of reading as the process of acquiring and author’s meaning and of interpreting, evaluating, and effecting upon those meanings.⁷ Next, F. Dubin explained also that the meaning of reading is primarily a cognitive process, which means that the brain does most of the work.⁸ It can be concluded that reading as the process of author’s brain thinking and as a prime of cognitive process.

Then, according to Douglas Brown that reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction.⁹ Marilyn considers also,

Reading is one of the principal means of obtaining information. The information may be in printed form, such us a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information”.¹⁰

It can be said that reading as the printed material that is efficient way to learn because the reader can control the flow of information in it.

Furthermore, David Nunan states “Reading is a fluent process of readers combining information from a text and their own background

⁶Walter. R. Hill, *Secondary School Reading Process, Program, and Procedure*, (Boston: Allyn and Bacon, 1979), p.4.

⁷Guy L. Bond and Eva Bond Wagner, *Teaching the Child to Read*, (New York: The Macmillan Company, 1969), p.4.

⁸F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes*, (California: Edison-Wesley Publishing Company, 1986), p.6.

⁹H. Douglas Brown, *Language Assessment*, (USA: Longman, 2004), p. 189.

¹⁰Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication*, (New York: Mc. Green- Hill, 2003), p. 68.

knowledge to build meaning”.¹¹ While, according to Kathleen “Reading, at first, may appear to be routine activity in which individual words are combined to produce meaning”.¹² Actually reading a textbook is how reader can build a complete comprehension base on many words structurally in a text. Also the process must be routine to enrich our comprehension what the text tell about.

Next, reading is the readers’ activities to get meaning or message from an author. An author gives the meaning or message to reader in printed or written material.¹³ A process where an author combines words in a unity that has meaning is called by reading. If an author cannot build a complex meaning in a text, they reader will not understand what text tell about. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading English is required. With strengthened reading skills, learners will make greater progress and development in all areas of learning. Therefore, reading is a fluent process of reader combining information from a text or passage and their own background knowledge in bringing meaning to and getting meaning from printed or written material.

¹¹David Nunan, *Practical English Language Teaching*, (New York: Mc. Graw Hill, 2003), p. 68.

¹²Kathelen T. McWhorter, *Efficient and Flexible Reading*, (USA: Harper Collins Publisher, 1992), p. 23.

¹³Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahsa*, (Bandung: Agkasa, 2005), p. 6.

Finally, the researcher concludes that reading is the interactive process between a reader and the text which the reader's activities in reading is to get meaning or message from an author's message, to combine the reader's background knowledge, and to enrich the reader's comprehension of what the contextual sources tells about.

2. Aspects of Reading

Although a reader's background knowledge is important to be successful reading comprehension; specific skill knowledge is also important and must be learnt by students. Therefore, the reader must know the aspect of reading comprehension. The aspect of reading comprehension consists of:

- a. **Comprehension units**
The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.
- b. **Processing skills**
The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simple form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills and so forth.
- c. **Knowledge base** the background knowledge and specific skills knowledge important to understand and evaluate the message in a text (syntax), (semantic), (factual information), (logic), and (schema).
- d. **Strategic knowledge**
The meta-cognitive strategies for evoking skills and knowledge designed to monitor and check on going comprehension.¹⁴

¹⁴H. Douglas Brown., p. 41.

Next, Henry Guntur Taringan states, “Ada dua aspek dalam memahami bacaan”(that there are two aspects in reading comprehension that had been translated into English as follows):

- a. Mechanical skills in the lower order. It includes letters recognition, linguistics recognition (words, phrase, sentences, phoneme, and clause roles), pronunciations recognition, and the speed reading.
- b. Comprehension skill in higher order, this aspect includes comprehension simple definition, understanding significance or meaning evaluation of speed flexible reading.¹⁵

From the explanation above, it can be concluded that before the reader read the text, the reader must know the aspects of reading in order to comprehend the text well. The reader has to understand comprehension unit, processing skills, background knowledge and strategic knowledge that is stated by Douglas Brown. Then, the aspects that must be understood also are about the mechanic skills in the lower order includes linguistic recognition (words, phrase, sentence, phoneme, and clause roles), and comprehension skill in higher order includes comprehension simple definition, understanding significances or meaning evaluation of speed flexible reading.

3. The Reading Goals

The main goals of reading comprehension are to get and search information include content and meaning of the text.¹⁶ Here are some goals of reading comprehension, such as:

- a. Reading is for identifying important information.

¹⁵Henry Guntur Tarigan.,p. 7-8.

¹⁶Henry Guntur Tarigan.,p. 9.

- b. Reading is for main ideas.
- c. Reading is for finding the specific information.
- d. Reading is for underlining the important information.
- e. Reading is to classify the difficult word.
- f. Reading is to evaluate.¹⁷

So, the goals of reading which is based of theory of procedure text according to the reading goals above is reading for main ideas or for procedure text is said by reading for identifying goal, reading for specific information (for procedure text is said by reading for identifying the materials in the text), reading for identifying important information (the steps in the procedure text), and reading is to classify the difficult word is reading for getting meaning from the underline words, or phrase.

4. Kinds of Reading

In reading comprehension, reading process can be divided in two kinds, they are:

a. Silent reading

Silent reading is using visual memory and condition of not speaking and a sound track, to train the students to really pay attention to can understand the text. According to Oxford dictionary, “Silent is condition of not speaking and a sound track”.¹⁸ Then, Henry Guntur Taringan says “Silent reading is using only visual memory”.¹⁹ In addition, Kasihani says that silent reading is to train the students to

¹⁷Henry Guntur Tarigan, p. 10

¹⁸A. S. Hornby., p. 887.

¹⁹Henry Guntur Taringan.,p. 22.

really pay attention to can understand the text.²⁰ Further according to David Nunan, silent reading generally focuses in the classroom should be on getting the meaning from print when comparison is the goal of reading²¹. That is why by silent reading, the students train to understand the material of the text.

It can be concluded that silent reading is a process who done and used by readers to get message from the written by condition not speaking and without sound track and as reading activity who done without voice of the text.

It means that the researcher can conclude that there are many skills that are claimed in silent reading. Silent reading is reading without voice or not speaking out and a sound track, and as only the visual memory.

b. Loud reading

Then, the second types of reading comprehension is loud reading; loud reading is to train the students to be able to read with good pronunciation and to say the correct intonation. According to Kasihani, “Loud reading is to train the students able to read with good pronunciation or speaking, the aim of loud reading is able to tell good words, phrase, and sentence of English”.²² In addition, according to H. Douglas Brown, “Loud reading is the test – taker separate letters,

65. ²⁰Kasihani K. E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), p.

²¹David Nunan., p. 69.

²²Kasihani K. E. Suyant., p. 64.

word, and or short sentences and read them loud, one by one, in the presence of an administrator since the easement is reading comprehension, any recognize sable oral approximation of the target response is considered correct".²³ So, from the above definitions, the researcher concludes that loud reading is the process of reading loudly; it is done by good pronunciation and well speaking to tell good words, phrase, and sentence of English.

Further, Bambang Setiyadi says that loud reading is the oral reading, it is:

Oral reading is relatively uncommon in modern language process, this type of reading is still important in improving learners pronunciation. Working in groups will make language learners feel confident to pronounce word in foreign accent and practice is really is really recommended in this method, this is really helpful for language learners who are reluctant and say to imitate the teacher expression individually.²⁴

In addition, Henry Guntur Taringan says that loud reading is activity to read, using voice and saying the correct intonation, so the listener and reader can get information like thinking, feeling, attitude, or writer's experience.²⁵ It is concluded that loud reading is oral matter, therefore, in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension, for this case, reading text must be chosen which the content and language is easier to understand.

²³H. Douglas Brown., p. 90.

²⁴Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha ilmu, 2006), p. 67.

²⁵Henry Guntur Tarigan.,p. 22.

Besides, Albert J. Harris stated that there are three types of reading comprehension; they are developmental reading, functional reading and reactional reading.²⁶ The further explanation as follows:

- 1) Developmental reading
 - a) Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.
 - b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.
- 2) Functional reading
 - a) Ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopedia, use of library card files, use of other bibliographic aids.
 - b) Ability to comprehend informational material, development of specific skills needed by special subject matter, e.g; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to outline.
- 3) Reactional reading
 - a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interest and tastes through reading.
 - b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest,

²⁶Albert J. Harri., p. 35.

achievement of personal development through reading.

- c) Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to seek for deeper symbolic messages.²⁷

It can be meant that there are 3 types of reading loudly. They are developmental reading which the reader tries to explore his skill in the mechanic of reading and reading comprehension. The second type is functional reading which the reader tries to locate needed reading material and to comprehend information material. The last is recreational reading which the reader tries to make enjoy his reading, improvement and refinement of reading interest and literary judgment and taste.

5. The Level of Reading

Reading comprehension means reading with understanding. The comprehension of written language involves the knowledge of vocabulary, structure, and then situation in which language used, in other word, comprehension is the combination of knowledge among structure, vocabulary and situation on largely comprehension, because the same structure or vocabulary on the combination of them might have the different situation.

Smith in Wayne Otto said that there are four levels of comprehension:

- a. Literal comprehension

²⁷Albert J. Harri., p. 35

Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little thinking or reasoning.

b. Interpretation

Definitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature, so, it is easy to understand content and to differ between origin language and literary language, the reader may make generalization determine clause and affect, identify motives, find relationship, predict ending, and make comparison.

c. Critical reading

When individuals read critically they evaluate what they read, that is way, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity of worth.

d. Creative reading

Creative reading going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to form new concept or to expend add ones, through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.²⁸

It can be concluded that there are four levels comprehension in reading; they are literal comprehension, interpretation, critical reading, and creative reading. Where, in literal comprehension is little thinking that is needed by reader, because literal is a basic comprehension. Then, in interpretation level, the readers have to identify the idea of text. Further, in critical reading, the readers have to enable to evaluate what they read. The last, in creative reading, the reader have to enable to recombine the author idea to new concept, and creates new idea.

²⁸Wayne Otto., p. 152-153.

6. Reading Evaluation

After giving the lesson to the students, it is necessary to know how far their ability/ comprehension about the lesson they read and learnt, to know their comprehension the teacher gives the test to the students, because testing is tool to measure. There some techniques to make reading test based on Barbara Gross Davis, they are: multiple choice, true – false, conclusion, clozed procedure, matching test and essay tests.²⁹ The detailed as follows:

a. *Multiple choice*

Arthur Hughes explains that a multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problem enumerated.³⁰ Then, Multiple - choice items can be used to measure both simple knowledge and complex concepts. Since students can answer multiple – choice questions quickly, the teacher can assess their mastery of many topics on a fifty – minute exam. In addition, the items can be easily and reliably scored.

So, the researcher concludes that multiple choices are a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list of alternative.

²⁹Barbara Gross Davis, *Tools for Teaching*, (USA: Jossey Bass, 2000), p. 365- 366.

³⁰Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1989), p. 120.

b. *True - false*

Athur Hughes explains also;

“Because guessing will produce the correct answer half the time, true - false tests are likely to produce high scores. Place true - false items in a separate section, not interspersed with other types of items. Some faculty add an “explain” column in which students write a sentence or two justifying their response”.³¹

So, true-false is there are 2 section of true-false, first, students must read the text first, then, place true - false items in a separate section, not interspersed with other types of items or this true-false is said by justifying the response.

c. *Cloze procedure*

Cloze procedure test seem to offer the students the ideal indirect but integrative testing item. They can be prepared quickly and if the claims made for them are true, they are an extremely cost effective way of finding out about a testee's overall knowledge. “Cloze, in its purest form, is the deletion of every certain word in a text (somewhere between every fifth or tenth word)”.³²

So, Because the procedure is random, it avoids test designer failings. This test is useful for reading test, because after they read, the students have to fill the cloze tests or the missing word that the teacher provide.

³¹Arthur Hughes, hal. 121.

³²Arthur Hughes

d. *Matching tests*

Barbara Gross states that the matching format is an effective way to test students' recognition of the relationships between words and definitions, events and dates, categories and examples, and so on.³³ So, matching test is the students match the words and definitions, events and dates, categories and examples, and so on after the students read a text.

e. *Conclusion*

One of the reading evaluation that is used by the teacher is conclusion. "Conclusion is choosing the best summary of the paragraph of the whole text".³⁴so, it is used for analyzing the reading score of the students by asking them by reading first than summarizing or conclusion of what the text tells about.

f. *Essay tests*

Essay tests require students to organize, integrate, and interpret material, and to express themselves. In Barbara Gross book, "Tools for Teaching";

"Research indicates that students study more efficiently for essay exams than for multiple - choice tests: students preparing for essay tests focus on broad issues, general concepts, and interrelationships rather than on specific details, and this approach results in somewhat better test performance on all types of exam questions. Essay tests also give instructors an opportunity to comment on students' progress,

³³Barbara Gross Davis., p. 365.

³⁴Barbara Gross Davis,

the quality of their thinking, the depth of their understanding, and the difficulties they are having. However, because essay tests pose only a few questions, their content validity may be low".³⁵

In addition, the reliability of essay tests can be compromised by subjectivity or inconsistencies in grading. A variation of an essay test asks students to correct sample essay answers. One faculty member uses the following technique: Two weeks before the exam, he distributes ten to twelve essay questions, which he discusses with students in class. For the exam, he selects four of the questions and prepares well-written but intellectually flawed answers for the students to edit, correct, expand, and refute. The sample essays contain common misunderstandings, correct but incomplete responses, and illogical inferences.

g. *Short - answer tests*

Short - answer questions can call for one or two sentences or a long paragraph. Short - answer tests are easier to write than multiple - choice tests, but they take longer to score.³⁶ In conclusion, short - answer questions is more than one questions that must be answered by the researcher after reading long paragraph and the teacher take longer time to score of short - answer questions.

Here, the researcher wants to analyze students' reading procedure text achievement at grade X of SMA Negeri 3 Padangsidimpuan by using

³⁵Barbara Gross Davis, p. 366.

³⁶Barbara Gross Davis, p. 120-122.

multiple test and matching test. It is based on Barbara Gross Davis' suggestion that firstly, multiple choices test is suitable to used in reading test, then the students are ordered to match the relationships between words and definitions, events and dates, categories and examples, and so on or named by matching test. It means that the first reading procedure test will be the multiple choices test and then the students come to understand the matching test. The students will meet 2 columns in which they have to understand the relationships between words and definitions, events and dates, or categories and examples.

B. Procedure Text

1. Definition of Procedure

According to A. S. Hornby in his dictionary "Oxford Advanced Learners' Dictionary", "a. Procedure is a way of doing something, especially the usual or correct way, b. the official or formal order or way of doing something, especially in business, law or politics, c. a medical operation."³⁷ Here, the researcher takes the conclusion of procedure related to this research is that procedure is a way of doing something, especially the usual or correct way.

2. Definition of Text

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause or a

³⁷A. S. Hornby., p. 1050.

sentence. According to American Heritage Dictionary, text is a subject refers to a topic and is a noun refers to:

- a. The original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation.
- b. The words of a speech appearing in print.
- c. Words, as of a libretto, that are set to music in a composition.
- d. Words treated as data by a computer.
- e. The body of a printed work as distinct from headings and illustrative matter on a page or from front and back matter in a book.
- f. One of the editions or forms of a written work: *After examining all three manuscripts, he published a new text of the poem.*
- g. Something, such as a literary work or other cultural product, regarded as an object of critical analysis.
- h. A passage from the Scriptures or another authoritative source chosen for the subject of a discourse or cited for support in argument.
- i. A passage from a written work used as the starting point of a discussion.
- j. A textbook.³⁸

So, the text is the printed form or written which is a passage form written work or a passage or a textbook, the body of a printed work, manuscript, computer data and literary work. In this research, text is the written form from the textbook of grade X students of SMA Negeri 3 Padangsidempuan.

3. Definition of Reading Procedure Text

“A procedural text is a text which gives instructions on how to do something”.³⁹ A procedural text is a genre among reading genres which

³⁸Gugun Rimansyah, “What Is Text” taken from <http://www.answers.com/topic/text> accessed at June 7, 2013 retrieved on 2 p.m.

³⁹Mike Steward, “Glossary of Linguistic Terms - What is a Procedural Text”, 2010, p. 8, (<http://www.sil.org>).

is taught in Secondary school. This text consists of a sequence of steps or procedures that should be followed by the reader to accomplish the goal of the text. Then, the main purpose of procedure text is to direct, inform, and explain. A procedure text explains how to do something. Like J. B. Heaton explains in his book “Writing English Language Text”, “Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior”.⁴⁰ Furthermore, Pardiyono states,

*“Dalam konteks komunikasi, seringkali seseorang harus menjelaskan tentang bagaimana suatu pekerjaan harus diselesaikan secara urut (in sequent steps). Petunjuk tentang langkah-langkah yang harus dilakukan agar suatu pekerjaan dapat diselesaikan dengan baik dapat dikemas dalam suatu teks jenis prosedur”.*⁴¹

(In the communication context, one sometimes must explain how to do working by sequent steps. The procedures about the steps that must be done so that the working can be done well, then said by procedure text type).

In the term of reading text, the purpose of procedural text is to give the manual instructions or steps of making, arranging, and doing something to the readers. So, the readers not only read the whole text, but also follow the instructions based on the right steps that are given in the text.

While, Farida Auladomar, et al., state in their article:

⁴⁰J. B. Heaton, *Writing English Language Tests*, (New York: Longman Inc., 1988), p. 5.

⁴¹Pardiyono, *PastiBisa! Teaching Genre - Based Writing*, (Yogyakarta: CV. Andi Offset, 2007), p. 125.

“Procedural texts consist of a sequence of instructions designed with some accuracy in order to reach an objective (e.g. assemble a computer). In our perspective, procedural texts range from apparently simple cooking recipes to large maintenance manuals (whose paper versions are measured in tons e.g. for aircraft maintenance). They also include documents as diverse as teaching texts, medical notices, social behavior recommendations, directions for use, do it yourself and assembly notices, itinerary guides, advice texts, savoir-faire guides, etc.”⁴²

So, based on those explanations, procedure text means the written form from a grade X students’ textbook which gives the steps or procedures on how to do something. Procedure can be meant by instruction, step and way that can be done by someone for doing, making, and arranging something based on the right instructions.

4. The Generic Structures of Procedure Text

Every text actually has some structures. The structures of the text will be different that depends on the goal of the text. The structures represent the written information to the reader. Mark Anderson and Kethy Anderson considers,

“A Procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal”.⁴³

From the explanation above, the researcher divides the structures of procedure text into three parts. First structure of procedural text is goal.

Here, the writer defines goal as the title sentence (objective) that shows

⁴²Farida Aouladomar, *et al.*, “On Argumentation in Procedural Text”, *Schedae Journal* published at 27, 2006, p. 13-18.

⁴³Mark Anderson and Kathy Anderson, *Text Types in English*, (Perth: Macmillan Education Australia, 1998), p. 28.

what actually will be done, will be made, and what will be accomplished according to the text. Then, second structure is materials. Materials are the equipment or also can be defined as utensils which are used to make something based on the text. Finally, the last structure is steps. It is defined as the steps or directions of procedures for making something.

Next, the last structure of procedure text is actually the main structure of the text, because it gives the procedures how do we make something based on the orderly procedures. So, the reader can follow the sequence steps according to the procedures that are given in the text.

5. The Language Features of Procedure Text

Based on Ghea Faizah's blog, she characterizes the characteristics of procedural text into three parts; the more explanation is as follows:

That are a) the use of simple present tense, usually in imperative sentences, like *put...*, *mix....*, *don't mix...* Then, b) it also uses temporal conjunction, such as *first*, *second*, *then*, *next*, *finally*. Then, c) the last feature of procedural text is the use of action verb, like *turn on*, *stir*, and *cook*.⁴⁴

Based on the explanation above, the researcher concludes that the language features can be seen as the characteristics. The characteristics of procedural text consist of:

- a. Using simple present tense or imperative sentences. Example: *stir*, *mix*, *pour*, *prepare*, etc.

⁴⁴Ghea Faizah, "Procedure – Text", 2012, (retrieved on 2015, May 12th from <http://www.sherikell.com>).

- b. Using conjunction of temporary. It is as the sign of sequent event.Example: *First, second, then, after that, finally*, etc.
- c. Using action verb.Example: *cook, prepare, add, turn off*, etc.

6. The Examples of Procedure Text

In the article *engaging in and exploring procedural writing*, it gives the examples of procedural text, such as:

- a. Recipes; Recipes with sub-headings – Ingredients; Method; Serving Suggestions.
- b. Instructions or manuals.Instruction; e.g. How to do, use or make something.⁴⁵

On the Oxford Advanced learners' Dictionary, "Recipe is a set of instructions that tells you how to cook something and the items of food you need for it".⁴⁶So, the researcher concludes that recipe is one of the examples of procedural text because it gives the sequenced - instruction of how to cook something, how to make something based on the instructions that are mentioned in a text.

Another example of procedural text is instruction manuals. On Cambridge Advanced Learners' Dictionary, a word "Instruction is meant as advice and information about how to do or use something, often written in a small book or on the side of a container."⁴⁷ So, 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

⁴⁵Engaging in and Exploring Procedural Writing, *Journal Literacy Secretariat*, (Department of Education and Childrens' Services), 2011, p. 1.

⁴⁶A. S. Hornby, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Press, 2000), p. 1103.

⁴⁷A. S. Hornby., p. 1509.

text, instruction also has many steps which give the manual or ways to the readers to be used.

While, in book *Communication Builder, English for Vocational School for Intermediate Level (Grade XII)*, there is an example of procedural text in terms of manual like stated in the following box:

How the Microwave Oven Works

Microwaves are a form of energy similar to radio, television waves and ordinary daylight. Normally, microwaves spread outwards as they travel through the atmosphere and disappear without effect. Microwave ovens, however, have a magnetron which is designed to make use of the energy in microwaves. Electricity, supplied to the magnetron tube, is used to create microwave energy. These microwaves enter the cooking area through openings inside the oven. A turntable or tray is located at the bottom of the oven. Microwaves cannot pass through metal walls of the oven, but they can penetrate such materials as glass, porcelain and paper, the materials out of which microwave-safe cooking dishes are constructed. Microwaves do not heat cookware, though cooking vessels will eventually get hot from the heat generated by the food.⁴⁸

Then, here is the example of procedure text “How to Make a Cardboard Photo Frame”:

a. Text Structure:

1. **Goal:** how to make cupboard photoframe.
2. **Materials/ equipment:** (Language features: Use of nouns and noun groups, e.g: glue, paint, sticky tape)
 - a) **Materials:** Glue, Photo Paint, Sticky tape, and ruler.
 - b) **Equipment:** Equipment needed:Cardboard, paper, string, etc.
3. **Steps:**Inchronologicalorder; (Language features: Use of action verbs, e.g. find, measure.Use of command, e.g. Find photo, Measure up.Use of causal conjunctions, e.g. so that.Use of adverbial phrase, e.g. with the same overlap, in different ways).

⁴⁸Eri Kurniawan and Arief Kurniawan, *Communication Builder: English for Vocational School for Intermediate Level (Grade XII) Vocational School (SMK/MA)*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 64.

- a) Find photo.
- b) Measure up frames.
- c) Cut out first frames.
- d) Cut out second frame so that the first frame can fit on top without slipping through.
- e) Make the third frame with the same overlap.
- f) Paint the frame in different ways.
- g) Attach stand or handle.

C. Review of Related Findings

The research about procedure text research is not as beginner, but there are the researchers who have done the research before. They are as follows:

M. Nashruddin Akhyar in his thesis, "The Teaching of Procedural Text by Using Cooperative Learning Method (An Experimental Study at the Twelfth Grade Students of SMK Indonesia Global Bojongsari Depok)".⁴⁹ He found that the experimental class that use cooperative learning method got 85 score, while the conventional class got 65 score. It means that the class that use cooperative learning method is higher than conventional class.⁵⁰ So, cooperative learning method is better to apply in the class of teaching procedure text.

Then, Melinda Prawati, Sofian, and Endang Susilawati in their thesis: "Teaching Writing Procedure Text through Demonstration to the

⁴⁹M. Nashruddin Akhyar, "The Teaching of Procedural Text by Using Cooperative Learning Method (An Experimental Study at the Twelfth Grade Students of SMK Indonesia Global Bojongsari Depok)", (Jakarta: UIN Syarif Hidayatullah, 2012), p. 86.

⁵⁰M. Nashruddin Akhyar, p. 89.

Conversation Elementary III at E-Collink Education Centre”.⁵¹They found that demonstration is better to be applied.Using demonstration is an effective way to teach writing of procedure text to the students. The students became encouraged to write, actively involved, paid more attention and interested in teaching and learning process. The students achievement is increased; the score of post-test is better than the score of pre-test ($70.75 > 47.75$) and the effectiveness of teaching procedural text through demonstration is categorized as highly effective with $ES > 0.8$ ($1.92 > 0.8$).⁵² So, it means that demonstration can increase students’ writing ability. It is based on the score of students in post-test is better than pre-test.

So, the researcher hoped that the ability of the grade X students in reading procedure text is very good so that the researcher was interested to make the research about “The Ability of the Grade X Students of SMA Negeri 3 Padangsidempuan in Reading Procedure Text”. Then, the result was good category. It was 70.55, the data score was based on the means score of the students score of grade X-10.

⁵¹Melinda Prawati dkk, “Teaching Writing Procedure Text through Demonstration to the Conversation Elementary III at E-Collink Education Centre”, (Pontianak: Universitas Tanjungpura, 2012), p. 102.

⁵²Melinda Prawati dkk.,

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research have beendone at SMA Negeri 3 Padangsidimpuan. It is located atJl. Perintis kemerdekaan KM.4, Padangsidimpuan. This subject of research will be the grade X students atSMA Negeri 3 Padangsidimpuan 2017/2018 Academic years.

This research started from September 2015 till finish. It was about 8 months. It was about from September 2015 till March 2016.

B. Research Design

Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically.⁵³ Through a research design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings.

From the above explanation, the researcher usedquantitative research. Quantitative method is “A method which describe condition of the present time naturally, descriptive is carried out to obtain information about the

⁵³Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rded, (India: SAGE Publication, 2011), p.94.

references, attitudes, practices or interest some group of people.⁵⁴ Underlying quantitative research method is the belief or assumption that we inhabit a relatively stable, uniform, and coherent world that can be measured, understood, and generalized about.⁵⁵ Then, the researcher uses a method of quantitative descriptive approach.

According to Moh. Nazir descriptive methods are:

Suatu metode dalam penelitian suatu kelompok manusia, suatu objek, suatu set kondisi, suatu sistem pemikiran, ataupun suatu kelas peristiwa pada masa sekarang. Tujuan penelitian deskriptif ini adalah untuk membuat deskripsi, gambaran atau lukisan secara sistematis, aktual, akurat mengenai fakta-fakta, sifat-sifat serta hubungan antara fenomena yang diselidiki.⁵⁶

(A method in the study of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. Purpose of this descriptive study was to create a description, picture, or drawing systematically, actual, accurate regarding facts, properties and relationships between phenomena under investigation).

Further, descriptive method which is the research that described and interpreted the object research⁵⁷. It means that this research described and interpreted the ability of the grade X students of SMA Negeri 3 Padangsidempuan in reading procedure text.

From the above quotations, the researcher concludes that this research is the quantitative descriptive research that is describing the students' ability

⁵⁴L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (USA: New Jersey, 2000), p. 279.

⁵⁵L. R. Gay and Peter Airasian, p. 9.

⁵⁶Moh. Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 2005), p. 54.

⁵⁷Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosdakarya, 2000) p. 5.

in reading procedure text by measuring the students' score in numeral data at grade X SMA Negeri 3 Padangsidimpuan.

C. Population and Sample

1. Population

Population is generalization area that consists of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and then to be concluded.⁵⁸Then, L. R. Gay and Airasian said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable.⁵⁹From the above statements, the researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher. In this research, the researcher chose the entire grade X students of SMA Negeri 3 Padangsidimpuan 2015/ 2016 academic year. Further explanation as follows:

Table 1
Grade X Students of SMA Negeri 3 Padangsidimpuan

No.	Room	Sex		Total
		Male	Female	
1.	X- 1	13	23	36
2.	X- 2	16	22	38
3.	X- 3	11	23	34
4.	X- 4	10	26	36
5.	X- 5	11	23	34

⁵⁸Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 1994), p. 45.

⁵⁹L. R. Gay and Peter Airasian., p. 14.

6.	X- 6	12	24	36
7.	X- 7	9	25	34
8.	X- 8	11	24	35
9.	X- 9	14	23	37
10.	X- 10	16	20	36
Total		123	233	356

2. Sample

A *sample* is any subset of the population of individuals or things under study. Then, according to Gay and Airasian stated that sample was a number of individuals for a study in such a way that they represent the larger group from they were selected.⁶⁰

In this research, the researcher decides to take the sample by using random sampling technique. The researcher takes one class as a sample. Ranjit Kumar says that withdraw the entire sample by using random sampling technique, each element in the population has equal opportunities and probabilities to chose.⁶¹ So, the researcher's reason used random sampling technique is because of all the sample has the same chance to be chosen. Then, the researcher used the trick to using a lottery technique of taking random sampling. The class was X-10 (36 students) chosen as the sample that is taken by random sampling by using lottery technique.

⁶⁰L. R. Gay & Peter Airasian, *Educational Research*, (USA : Prentice Hall, Inc., 2000), p.121.

⁶¹Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, (New Delhi: SAGE Publication, 2011), p. 208.

D. The Instruments of Collecting Data

The researcher must have the instrument in this research, because a good instrument can go guarantee for taking the valid data. In this research, the researcher will use test, observation and interview as the instruments for collecting the data. The test is from the students, the observation is from the condition of school, and the interview is from both of the students and the English teacher. Further explanation as follows:

1. Test

Brown defines that test a method of measuring a person's ability; knowledge or performance in a given domain.⁶² Then, the test is used for analyzing the students' ability in reading procedure text in order to know the students' score objectively and measured learning out come directly. Next, the is multiple choice test to choose A, B, C, and D about students' ability in reading procedure text. The researcher uses reading test, which is 20 items of multiple choices.

Then, the indicators of students' test in reading procedure text can be seen as table below:

Table 2

The Indicatorsof Reading Procedure Test

No	Types of Test	Indicators	Number of Item	Score	Total Score
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⁶²H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

1	Multiple choices test	Type of the text	1,14, 27, and 40	2	8
2		Topic sentences	2, 6, 9, 15, 19, 23, 28, 32, 36, 41, and 45	2	22
3		Reference	3, 7, 10, 11, 16, 20, 24, 29, 33, 37, 42, and 46	2	24
4		Vocabulary	4, 12, 17, 21, 25, 30, 34, 38, 43, 47, 49 and 50	2	24
5		Grammar	5, 8, 13, 18, 22, 26, 31, 35, 39, 44, and 48	2	22
Total					100

2. Interview

Interview is a purposeful between two people, focused on one person trying to get information from the other person.⁶³The questions/ list of the interview was used for getting data about the students' problems and teacher efforts of grade X students of SMA N 3 Padangsidimpuan in reading procedure text. Interview was given for both students and the English teacher.

E. The Test Validity

Multiple choices test vocabulary was an instrument that needs to be tested to determine the reliability and validity of the test to be used in this study. To know validity of each question will be refer to content validity to establish the validity of instrumentthat is test. The researcher takes content

⁶³H. Douglas Brown.,p.219.

validity of the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content universe under consideration. As stated by Ranjit Kumar “Content validity is judge on the basis of the extent to which statements or questions represent the issue they are supposed to measure, as judge by you as a researcher, your readership and expert in the field”.⁶⁴ In this case, the researcher uses the multiple choices test as the starting point of making the test.

In applying the research, the researcher validated multiple choices test. The test means to analyze the items of the test comprehensively, and the basic question is: ‘Do the items of the test measure what is supposed to measure? In this case, because the test functions is to measure the student ability in reading procedure text. So, the test should be multiple choices test which is answered by reading texts first. This process of analysis has showed the content validity of the test, in other words, the researcher concludes that the multiple choices will be validated by checking the test to the expert person. He is the English teacher of grade X students itself. The English teacher will check and recheck whether the test has been suitable to the syllabus and curriculum of the English subject or not, especially whether the procedure text test has been suitable to the syllabus and curriculum of grade

⁶⁴Ranjit Kumar., p.180.

X or not. More, the test was signed by the English teacher and legalized by the headmaster of grade X students of SMA Negeri 3 Padangsidempuan.

F. The Techniques of Collecting Data

After preparing the test, the researcher gave the test to the sample of the research, than tried to find out the result. There are some steps to collect the data:

1. The researcher made preparation of the tests for the students which are all the items of the tests related to the material, procedure text test.
2. The researcher made validity of the test by checking it to the English teacher and legalized by the headmaster. It is content validity.
3. After making the item test valid, the researcher gave students the tests and the time to do the tests.
4. Collecting the item of students' answer.
5. Coming again to the school to get the observation data from the school includes places, facilities, subject of research, event, time and experience.
6. Giving the list of interview to both of the students and English teacher.
7. Analyzing the data from the test and interview.

G. The Techniques of Data Analysis

After collecting the data, the researcher analyzed the data by quantitative data; it is presented in statistic formula. Data is analyzed by statistical analysis with following steps:

1. Identifying and correct the answer of the subject research from the test.
2. Using mean score to analyze the test result:

$$x = \frac{\sum x}{N} \times 100\%$$

Explanation: X : The mean of the student.

$\sum x$: The total scores.

N : The students' size.

3. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.⁶⁵

Table 3

The Criteria Score Interpretation of Means Score

Range of Real Score	Category
80-100	Very good
70-79	Good
60-69	Enough
50-59	Poor ⁶⁶

4. Next, students result with meanscore will be calculated into the classification quality.
5. Taking conclusion from 2 instruments (test and interview), it will be done to conclude the discussion solidly and briefly.

⁶⁵Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Remaja Rosda Karya, 2000), p.153.

⁶⁶Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet.1,2005), p. 89.

CHAPTER IV

THE RESULT OF RESEARCH

A. Data Description

1. The Description of the Ability of the Grade X Students of SMA Negeri

3 Padangsidimpuan in Reading Procedure Text based on the Test

Based on the result of the ability of the grade X students of SMA N 3 Padangsidimpuan in reading procedure text based on the test have done, the researcher concluded that the students' ability in reading 3 procedure texts was included into good category. It could be seen in the table below;

Table 4

The Grade X Students' Score in Reading Procedure Text

No	Students' Initial	Total Score
1	AK	76
2	AH	66
3	AM	74
4	ASS	84
5	AGS	74
6	AKN	68
7	AUH	52
8	BRS	84
9	FSDR	64
10	HNAS	68
11	HH	76
12	HPL	82
13	HM	60
14	IAF	70
15	JAS	76
16	KS	64
17	LS	70
18	LHM	76
19	MARS	80
20	MS	70
21	MLR	76
22	M	56
23	NAL	70

24	PP	48
25	PRS	58
26	QRH	70
27	RDN	76
28	RNI	70
29	RT	58
30	RYPS	82
31	SW	82
32	SK	74
33	THR	70
34	TH	70
35	WD	80
36	Y	82
Highest Score		84
Lowest Score		48
Sum		2558
Mean Score		71,05
Mode		70
Median		70

So, based on the table above, it shows that the mean score of the ability of the grade X students of SMA N 3 Padangsidimpuan in reading procedure text was categorized into “good” category; it was 71.05, the total score of all the students was 2558, the highest score that the student of grade X gotten was 84, while, the lowest score that the student of grade X gotten was 48. While, mode score was 70 and median score was 73. Next, the calculation of how to get it can be seen in the appendix 6.

Then, to know the description about classification or the criteria of mean score ability of the grade X students of SMA N 3 Padangsidimpuan in reading procedure text in 2017/ 2018 academic year, look the following table:

Table 5
The frequency distribution of the students score
in Comprehending Procedure Text

No	Interval	Mid Point	Frequency	Percentages
1	48 – 53	50.5	2	5.55%
2	54– 59	56.5	3	8.33%
3	60 – 65	62.5	4	11.11%
4	66 – 71	70.5	10	27.77%
5	72 – 77	74.5	8	22.22%
6	78 – 83	80.5	6	16.66%
7	84 – 89	86.5	3	8.33%
Total			36	100%

Based on the table above, it can be drawn at histogram as follow:

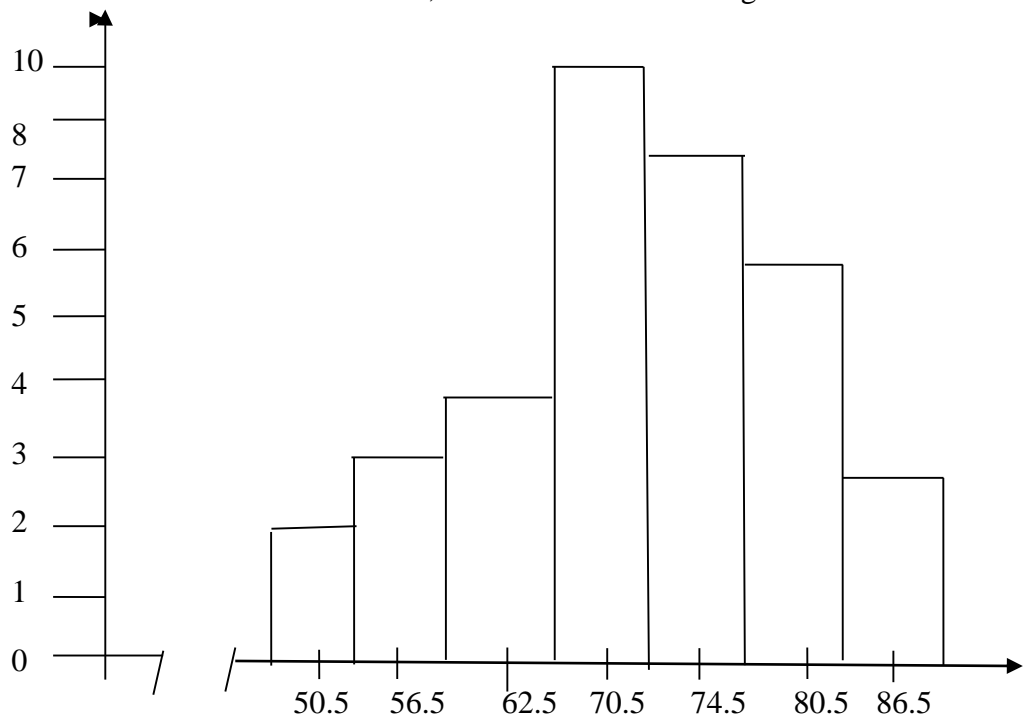


Figure 1: Histogram of students' ability in reading procedure text.

2. The Analysis of the Data

From the data above, it could be found that the formula of mean score as below:

$$\text{Mean} = x = \frac{\sum x}{N}, \quad X = \frac{2558}{36} = 71.05$$

Thus, the value of mean score could be categorized into good category. It could be said that the students' ability in reading procedure text was good. In addition, the description data of the students' ability in reading procedure text could be applied into the distribution frequency as follows:

$$\text{Range} = \text{high score} - \text{low score} = 84 - 46 = 38$$

$$\begin{aligned} \text{Total of Classes} &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log (38) \\ &= 1 + 3,3 (1.57) \\ &= 1 + 5.21 \\ &= 6.21 = 6 \end{aligned}$$

It means that:

$$1. i = \frac{38}{\text{BK}} = \frac{38}{6} = 6.33 = 6$$

Then, the result of the score above could be applied into the table distribution frequency as below:

Next, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 6

The Criteria Score Interpretation of Mean Score

<i>Class of score</i>	Predicate
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Poor

a. Median

$$\begin{aligned} \text{Me} &= \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{fi} \right) i \\ \left[\frac{1}{2}n = \frac{1}{2}(36) = 18 \right] \\ \text{Me} &= 55 + \left(\frac{18-3}{6} \right) 6 \\ &= 55 + (2.5) 6 \\ &= 55 + 15 \\ &= 70 \end{aligned}$$

b. Mode (the score that the most students got) = 70

3. The Description of the Students' Difficulties at the Grade X Students of SMA Negeri 3 Padangsidempuan in Reading Procedure Text based on the Interview to the Students and the English Teacher

In this discussion, the researcher afforded to reveal the real problems in which students got in learning about reading procedure text. The researcher had conducted interview to the grade X students at SMA N 3 Padangsidempuan and English teacher to get the data needed in this research. To validate the data the researcher conducted deep interview with participants to minimize the data error. However, the researcher realized that could not avoid doing mistakes.

The researcher interviewed students and English teacher by asking questions what students' difficulties in reading procedure text and what the causes of those difficulties.

The researcher interviewed in the first meeting before the reading test given, and the researcher got the result like their answers as follows:

Putri Rifani Siregar as she got the lowest score in doing the reading procedure text, she stated that her difficulties in reading procedure text were firstly, she doesn't master more about vocabularies so that it is difficult to understand the meaning of the words and to find out the materials or ingredients of making something in that text, secondly, she think that it is quiet difficult to understand the direction or imperative sentence in the procedure text.⁶⁷

Then, Ade Khoirison stated that her problem in reading procedure text was lack of vocabulary, similar with Putri Rifani Siregar's problems. He said that the cause of problem because she had no much time to enrich his vocabulary, and he is lazy to review and review the new vocabulary he just got.⁶⁸

Azwah Ulfah Hasibuan stated that her difficulty in reading procedure text was about the grammar or imperative sentence. It is a fairly

⁶⁷Putri Rifani Siregar, The Student of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

⁶⁸Ade Khoirison, The Student of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

difficult to remember the step by step of procedures in making something in the text.⁶⁹

Heny Melinda said that her difficulty in reading, especially in reading procedure text was less of understanding about the topic sentence and reference or the grammar point such as; the underline word of subjects (I, you, they, we, she, he, and it refers to what). She added that the causes of those difficulties were; she did not maximize her effort to master English. She memorized vocabulary rarely and he did not practice his reading skill maximally.⁷⁰

Further, Mulky told her difficulties in reading procedure text were her understanding about topic sentence, reference, and vocabulary were lack. He said that he couldn't differentiate between topic sentence or main idea. He thinks it is same. Then, he didn't know how to find the reference of a certain subject.⁷¹

More, Rizky Trinanda explained same like Mulky that understanding about topic sentence, reference, and vocabulary were lack. He said that he couldn't differentiate between topic sentence or main idea. He thinks it is same. Then, he didn't know how to find the reference of a certain subject.⁷²

⁶⁹Azwah Ulfah Hasibuan, The Student of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

⁷⁰Heny Melinda, The Student of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

⁷¹Mulky, The Student of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

⁷²Rizky Trinanda, The Student of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

Whereas, Putri Pratiwi told that her problems in reading procedure text was because of she was a bit lazy to read the longer text. she added she has no suitable ways how to understand text more quickly.⁷³

Hence, after interviewing the students of grade X-10 SMA Negeri 3 Padangsidempuan, the researcher concluded that their main problem in reading procedure text was in vocabulary mastery. They got difficulty in understanding and finding appropriate meaning of the words when based on the context of the text that they are reading.

Beside their problem in vocabulary mastery, the grammar point became essential because low of understanding of imperative sentences and references of subjects, made them hard to answer the questions. The last is about topic sentence. The students don't know what is topic sentence and what is main idea. They think it is same. So, they are obvious to answer.

The researcher also interviewed Mrs. Siti Zubaidah Pemilu, S.Pd., as an English teacher of X-10 SMA Negeri 3 Padangsidempuan. She said,

Students' problem in reading procedure text is about the lack of vocabularies, the students don't have many vocabularies so that it is difficult for them to know the meaning of words, even the meaning of what is talking in the text. Then, the underline words that is given in the multiple choices test is difficult for them too, ecause they are lack of vocabulary mastery so that they don't know the synonym of the words given. The students are also lack of understanding about procedure text, eventhough they have studied about it. They are a bit lazy to review, review and review what they just learnt. Although I as the English teacher has told that they have

⁷³Putri Pratiwi, The Student of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

to review the topic again and again at home or with their friends. Further, about the grammar, because of the students' background in grammar is still less, because they are still in grade X so that it is quite difficult for them to understand step by step the procedures telling in the procedure text.⁷⁴

From Mrs. Siti Zubaidah' Pemilu's statement, the researcher might conclude that students' problems in developing skill were not so different with the previous learning. She emphasized on their self-confidence and motivation which made them shy in practicing their speaking skill. Concerned with developing students' speaking skill, she had encouraged the students to speak in English, for more effective, she planned to form such regulation to obligate students in speaking English.

To check the trustworthiness of data above, the researcher used Participatory modes of research (deep interview). It is the technique of validating data. The researcher checked the result of the all interviews with the participants. If the answers from all participants had similarities it meant that the data were already valid.

After interviewing all the participants, the researcher concluded that the validity of the data had already been valid, because the researcher had validated the data by comparing the result of the interview from all participants, the researcher found that the sameness of answer concerned students' ability at grade XI IPA 4 SMA Negeri 3 Padangsidimpuan.

⁷⁴Mrs. Siti Zubaidah Pemilu, S.Pd., The English teacher of X-10, *Research Written Interview*, on Monday, March 21st 2018, at 09.05 am.

3. The Description of the efforts of the English Teacher at the Grade X Students of SMA Negeri 3 Padangsidempuan in Reading Procedure Text based on the Interview

Before knowing the efforts that the English teacher done to make the students more understanding in reading procedure text, it is better to know first about the students difficulties so that it is easier to describe the efforts. Based on the English teacher said above, there were 3 difficulties that the students got. They were:

a. Lack of vocabulary

So, the effort of the teacher was; she asked the students not to think that memorizing the words is hard, make them easy to memorize the word. The English teacher used efforts. One of English teacher ordered effort was the English teacher brought the students to a place or to the text. Next, the teacher ordered the students to write the new vocabularies from the text. The last, they memorized the new vocabularies found from the text. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary. Then the teacher also ordered them to memorize the vocabularies.

b. Less understanding about topic sentence

To make the students were easier in finding the topic sentence, the English teacher gave the detailed explanation about the topic

sentence, gave the example, and often to ask the students look at the text directly and discuss the topic sentence together.

c. Less understanding about grammar; reference and imperative sentence.

The teacher and the students often repeat the lesson then gave the more examples which the near example or familiar example with students life, for example the using of the simple past tense in comprehending procedure text. The English teacher must repeat again and again about simple present tense for them like finding the imperative sentence or action verbs and reference of the certain subjects in procedure text. Sometimes, the English teacher ordered to memorize the patterns and write the example of students by using simple present tense.

B. Discussion

After analyzing the data, it was known that the ability of the grade X students of SMA N 3 Padangsidempuan in reading procedure text was categorized into good category or 71.05 score; it was gotten from the result of students' means score in doing about reading procedure text. It can be known from the table 6 above. Next, the students got difficulties in reading procedure text at grade X-10 SMA Negeri 3 Padangsidempuan were; *the first*, the students had difficulties in grammar; they didn't understand about the imperative sentence or the direction given by using action verbs in the

procedure text. *The second*, the students had difficulties in vocabulary; they didn't have many vocabularies so that they couldn't find out well the explicit and implicit meaning of that text. It was because of their lack of vocabulary, they are lazy to remember, review, and memorize the new vocabulary they just gotten. *The third*, the students didn't have more understanding about topic sentences topic, they are difficult to compare between topic sentence and main idea. It was stated also by the English teacher that the students were a bit lazy to learn more, more, and more about text, especially about procedure text.

In conclusion, the researcher concluded that the students' reading procedure text at grade X-10 SMA Negeri 3 Padangsidimpuan was 71.05 mean score or it can be categorized into good category according to this research title was "*The Ability of the Grade X Students of SMA Negeri 3 Padangsidimpuan in Reading Procedure Text*".

C. Threats of the Research

In conducting this research, the researcher realized that there were so many threats in doing reading procedure text ability research. It started from arranging proposal until finishing thesis. The researcher realized that to conduct a quantitative descriptive research needed long time research. Due to the limitation of time and finance, and materials; this research was conducted in short time which made it far from perfection; it was just one month. It was because of the school of the research place where the researcher did the test gave the researcher time limitation, because the students will have a test

semester. So, the students can't be disturbed too long. It can disturb the students' focus in learning to prepare themselves in joining the test semester later.

In conducting the interviews, the results obtained might be less valid, due to the grade X-10 students who might not be too serious in answering any questions from the interview, there was a mutual cheating, bias, psychological support in activities such interview and the limited time available. Then, because of the researcher's home is far from the research field, the researcher get difficulties to go there. Next, because of the students' time limitation is not enough (1 lesson was 45 minutes), while the researcher gave many interview questions. The last, the researcher got the students were not serious in doing the reading procedure text test, because there was not their English teacher observed their class while the researcher did the research there. Some of them are still busy to look their friends' answer or they answered randomly without considering the answer carefully.

However, the researcher had done the best in this research. The researcher was very aware of the threats that exist in this paper, but with hard work, this paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teachers, both of the researcher's advisors, friends and readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the researchertakes the conclusions about this research as the following:

1. The result of this research which the title “The Ability of the Grade X Students of SMA Negeri 3 Padangsidimpuan in Reading Procedure Text” can be categorized into good category. It can be seen from the value of the Percentage from mean score gotten by the students, that is 71.05 score.
2. The students’ difficulties in reading procedure text at grade X SMA Negeri 3 padangsidimpuan:
 - a. Lack of vocabulary
 - b. Less understanding about topic sentence
 - c. Less understanding about grammar; reference and imperative sentence.
3. The efforts of the English teacher in reading procedure text at grade X SMA Negeri 3 padangsidimpuan:
 - d. Lack of vocabulary; English teacher ordered effort was the English teacher brought the students to a place or to the text. Next, the teacher ordered the students to write the new vocabularies from the text. The last, they memorized the new vocabularies found from the text. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary. Then the teacher also ordered them to memorize the vocabularies.
 - e. Less understanding about topic sentence; To make the students were easier in finding the topic sentence, the English teacher gave the detailed

explanation about the topic sentence, gave the example, and often to ask the students look at the text directly and discuss the topic sentence together.

- f. Less understanding about grammar; reference and imperative sentence; The teacher and the students often repeat the lesson then gave the more examples which the near example or familiar example with students life, for example the using of the simple past tense in comprehending procedure text. The English teacher must repeat again and again about simple present tense for them like finding the imperative sentence or action verbs and reference of the certain subjects in procedure text. Sometimes, the English teacher ordered to memorize the patterns and write the example of students by using simple present tense.

B. Suggestions

After take the conclusions, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the headmaster; to motivate his teacher to keep motivating their students in studying English.
2. It is suggested to the English teacher to:
 - a. Before studying about reading procedure text, the students have to know and master about generic structure/ element and the grammar point using in procedure text.
 - b. Apply the suitable strategies, methods, ways, or procedures which can improve or help the students in understanding English Especially in reading procedure text.

3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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APPENDIX 1

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi Sekolah (SMA Negeri 3 Padangsidempuan).
(The location of the school (SMA Negeri 3 Padangsidempuan))
2. SaranadanPrasaranaSekolah.
(The facilities of the school (SMA Negeri 3 Padangsidempuan))
3. Guru-Guru Bahasa Inggris di SMA Negeri 3 Padangsidempuan.
(English Teachers in SMA Negeri 3 Padangsidempuan)
4. Siswa-siswa kelas X di SMA Negeri 3 Padangsidempuan.
(The grade X students of SMA Negeri 3 Padangsidempuan)

APPENDIX 2

The List of Interview

B. Interviews to the Teacher

1. Metode-metode/ teknik-teknikapa saja yang digunakan bapak/ibu dalam mengajarkan membaca teks prosedur di SMA Negeri 3 Padangsidempuan?

(What are the methods/techniques that used by the English teacher in teaching reading procedure text at SMA Negeri 3 Padangsidempuan?)

Answer:

2. Apa-apa saja yang bapak/ibuajarkansebelummenugaskansiswauntukmembaca prosedur teks di SMA Negeri 3 Padangsidempuan?

(What are that English teacher teach before order the students to read procedure text at SMA Negeri 3 Padangsidempuan?)

Answer:

3. Bagaimanakansistempengajarandalammengajarkan prosedur teks di SMA Negeri 3 Padangsidempuan?

(How the teaching system in teaching procedure text at SMA Negeri 3 Padangsidempuan?)

Answer:

4. Bagaimanakahhasilbelajarsiswadalammembaca prosedur teks?

(How about the students' result in reading procedure text?)

Asnwer:

5. Kesulitan-kesulitanapasaja yang dihadapisiswadalammembaca prosedur teks?

(What are the students' difficulties in reading procedure text?)

Answer:

6. Bagaimana Bapak/ Ibu memecahkan masalah tersebut?
(How the English teacher solve this problems?)

Answer:

Padangsidempuan, Maret 2018

English teacher of Grade X-10,

Headmaster,

Syarifuddin Siregar, S.Pd

Drs. H. Hasbullah Sani Nasution

NIP. 19690602 199512 1 002

NIP. 19560919 198602 1 002

C. Interviews to the Students

Name :

Class : X SMA Negeri 3 Padangsidempuan

1. Apakah Adik belajar teks prosedur?

(Do you study procedure text?)

Answer:

2. Apakah menurut Adik membaca prosedur teks itu sulit?

(Is reading procedure text difficult for you?)

Answer:

3. Kesulitan-kesulitan apa saja yang Adik hadapi dalam membaca prosedur teks?

(What are your difficulties in reading procedure text?)

Answer:

4. Bagaimana Adik memecahkan masalah tersebut?

(How is your solution to solve this problem?)

Answer:

APPENDIX 3

Reading Test

Name :

Class : X (Tenth Grade)

Petunjuk :

1. **Pilihlah jawaban yang benar dari pilihan gander tersebut (A, B, C, atau D).**
2. **Test ini hanya bertujuan untuk mengetahui data dari siswa-siswi tentang kemampuan siswa dalam menguasai dan memahami pelajaran membaca.**

This text is for question number 1 – 17:

"Fried rice" or nasi goreng is a familiar food from Indonesia; if you want to know how to prepare nasi goreng, this is the procedure how to make nasi goreng. Just follow this explanation: you need 350 grams long grain rice, 2 table spoon vegetable oil, 3 eggs, 1 onion, 2 green chillis, minched chillis, 1 garlic, clove, 1 leek, 1 teaspoon ground coriander, 1 teaspoon ground cumin, 250 grams chicken meat, 250 grams shelled prawns, 3 table spoon kecap manis.

Then, after you finished preparing all the materials needed, you do the following steps; This dish is best made from cold leftover rice, but you can cook a fresh batch and leave it to cool for at least 4 hours. Beat the eggs and make into an omelette, slice it into strips and set it aside. Heat the oil in a wok or large frying pan. Add the chopped onion, leek, garlic and chillis in it. Fry until the onion is soft. Add the coriander and cumin. Slice chicken into strips and add with the prawns to the onion mixture and cook, stirring occasionally until they are well mixed. Add the rice, soya sauce and omelet strips and cook them for a further 5 minutes. Decorate fried rice with some of the leftover leek and serve it hot. Enjoy your food.

1. What is the text type?
 - A. Narrative text
 - B. Procedure text

- C. Explanation text
 - D. Descriptive text
2. What is the suitable topic of the passage?
- A. Making fried rice.
 - B. Making fried egg.
 - C. Making fried chicken.
 - D. Making fried meat.
3. “....., but you can cook a fresh batch and leave it to cool for at least 4 hours.”
The word it refers to
- A. Fresh batch
 - B. Hours
 - C. Batch
 - D. Fresh
4. “Fry until the onion is soft.....”, the underline word means
- A. Well-cooking
 - B. Not too cooked
 - C. Over-cooking
 - D. Mixed-cooking
5. What are the imperative sentences that asked the reader to do to make fried rice?
- A. *Prepare* material, *make* the omelette, and then *add* the rice and soya sauce till 5 minutes, the last *serve* hot.
 - B. *Prepare* material, *make* the omelette, *fry* the coriander and cumin, and then *add* the rice the last *serve* hot.
 - C. *Prepare* material, *make* the omelette, *slice* chicken, prawn, and onion, *stirr* till well mixed, and then *add* the rice and soya sauce till 5 minutes, and the last *serve* hot.
 - D. *Prepare* material, *make* the omelette, *fry* the coriander and cumin, *slice* chicken, prawn, and onion, *stirr* till well mixed, and then *add* the rice and soya sauce till 5 minutes, next *decorate* with leek and the last *serve* hot.
6. What ingredients are needed 250 grams?

- A. Long grain rice and shelled prawn.
 - B. Chicken meat and shelled prawn.
 - C. Long grain rice and chicken meat.
 - D. Coriander and chicken meat.
7. "**This dish** is best made from cold leftover rice, but you can cook a fresh batch and leave it to cool for at least 4 hours". The underline words refer to
- A. Cold leftover rice
 - B. Fresh batch
 - C. Fried rice
 - D. Rice
8. What is the meaning of coriander in Indonesia?
- A. Merica
 - B. Ketumbar
 - C. Cabai
 - D. Nasi
9. The suitable topic for paragraph 1 is
- A. The preparation things how to make fried rice.
 - B. The steps how to make fried rice.
 - C. The utensils how to make fried rice.
 - D. The ingredients how to make fried rice.
10. "Add the rice, soya sauce and omelet strips and cook **them** for a further 5 minutes". The word **them** refers to
- A. Omelette
 - B. Soya sauce
 - C. Rice, soya sauce, and omelette strips
 - D. Rice and soya sauce
11. How do you make the omelette after cooking it?
- A. *Slice* the egg.
 - B. *Make* it into the omelette, *slice* it into strips and *set* it aside.
 - C. *Slice* it into strips and *set* it aside.

- D. *Beat* the egg, *make* it into the omelette, *slice* it into strips and *set* it aside.
12. What is the best topic for paragraph 2?
- A. The ingredients how to make fried rice.
 - B. The preparation things how to make fried rice.
 - C. The utensils how to make fried rice.
 - D. The steps how to make fried rice.
13. "Decorate fried rice with some of the leftover leek and serve **it** hot. Enjoy your food". The underline and bold word means
- A. Leftover leek
 - B. Rice
 - C. Food
 - D. Fried rice
14. "Heat the oil in a wok or large frying pan. Add the chopped onion, leek, garlic and chillis in **it**". **It** refers to
- A. Oil
 - B. A wok or large frying pan.
 - C. Chilis
 - D. Chopped onion
15. With what do you decorate your fried rice?
- A. Flower
 - B. Pepper
 - C. Coriander
 - D. Some of the leftover leek.
16. What are the TRUE ingredients below?
- A. Long grain rice, vegetable oil, eggs, onion, green chilis, chicken meat, shelled prawns, and soya sauce (kecap manis).
 - B. Long grain rice, vegetable oil, eggs, onion, garlic, clove, leek, chicken meat, shelled prawns, and soya sauce (kecap manis).

- C. Long grain rice, vegetable oil, eggs, onion, green chilis, minced chilis, garlic, clove, leek, ground coriander, shelled prawns, and soya sauce (kecap manis).
- D. Long grain rice, vegetable oil, eggs, onion, green chilis, minced chilis, garlic, clove, leek, ground coriander, ground cumin, chicken meat, shelled prawns, and soya sauce (kecap manis).

17. What are the steps after the fried rice is cooked?

- A. *Enjoy* your food.
- B. *Decorate* the fried rice with some of the leftover leek.
- C. *Decorate* the fried rice with some of the leftover leek, and *serve* it hot.
- D. *Decorate* the fried rice with some of the leftover leek, and *serve* it hot. Then, enjoy your fried rice.

This text is for question number 18 – 33:

How to Boil Egg in Simple and Easy Way

Eggs are a rich source of protein and vitamins and are generally healthy to eat, unless you have a high cholesterol level. You can eat eggs raw, boiled or cooked in a pan as scrambled eggs or an omelet. Boiling eggs is one of the easiest ways to prepare them.

Follow the steps: after all the materials needed you prepared, *First of all*, place the raw egg in a saucepan!.*Second*, Run cold water into the saucepan until the water is 1 inch above the egg.*After that*, Place the saucepan on a stove and cook it over medium heat until the water begins to boil.*The next*, don't forget to reduce the heat to low. *Then*, Simmer for 2 to 3 minutes for soft-boiled eggs or 10 to 15 minutes for hard-boiled eggs.

Finally, Remove the egg with a spoon or ladle and let it cool slowly, or run cold water over it to cool it more quickly.

18. What is the suitable text type above?

- A. Descriptive text
- B. News item text
- C. Procedure text
- D. Report text

19. What is going on to do in the text above?
- A. How to make scrambled egg.
 - B. How to boil an egg.
 - C. How to make an omelette.
 - D. How to boil water.
20. “Finally, remove the egg with a spoon or ladle and let **it** cool slowly,”.
- The meaning of **it** refers to
- A. Egg
 - B. Ladle
 - C. Spoon
 - D. A spoon and ladle
21. What materials needed in boiling egg?
- A. Sauce, egg, ladle, stove.
 - B. Water, egg, stove, saucepan, and spoon/ ladle.
 - C. Water, egg, and saucepan.
 - D. Egg, water, spoonful, and saucepan.
22. What does the reader do after placing the raw egg in a saucepan?
- A. *Run* cold water into the saucepan until the water is 1 inch above the egg!
 - B. *Cookover* medium heat until the water begins to boil!
 - C. *Place* the saucepan on a stove!
 - D. *Reducethe* heat to low!
23. What is the topic of paragraph 1?
- A. The steps how to cook boil egg in simple and easy way.
 - B. The introduction of healthy cooked egg.
 - C. The introduction of egg types.
 - D. The goal of cooking boil egg in simple and easy way.
24. “You can eat eggs raw, boiled or cooked in a pan as scrambled eggs or an omelet. Boiling eggs is one of the easiest ways to prepare **them**.” **Them** means
- A. Eggs raw
 - B. Boiled egg

- C. Omelette
 - D. Boiling eggs
25. What are the utensils you need to boil egg in simple and easy way?
- A. Saucepan, stove, and spoon or ladle.
 - B. Saucepan and stove.
 - C. Saucepan and spoon or ladle.
 - D. Stove and spoon or ladle.
26. What is the final step you do to boil egg in simple and easy way?
- A. *Let* the egg cool slowly.
 - B. *Run* cold water over the egg to cool it more quickly.
 - C. *Simmer* for 2 to 3 minutes for soft-boiled eggs or 10 to 15 minutes for hard-boiled eggs
 - D. *Reduce* the heat to low.
27. What is the last paragraph about?
- A. The first steps of boiling egg in simple and easy way.
 - B. The last steps of boiling egg in simple and easy way.
 - C. The materials of boiling egg in simple and easy way.
 - D. The preparation steps of boiling egg in simple and easy way.
28. “*After that*, Place the saucepan on a stove and cook **it** over medium heat until the water begins to boil.” The word **it** refers to
- A. Stove
 - B. Egg
 - C. Saucepan
 - D. Water
29. What kind of eggs do you simmer for 10 to 15 minutes?
- A. Hard-boiled eggs
 - B. Soft-boiled eggs
 - C. Omelette
 - D. Eggs raw

30. What is the step do you do after reducing the heat to low?
- A. *Let* the egg cool slowly.
 - B. *Remove* the egg with a spoon or ladle.
 - C. *Run* cold water over the egg to cool it more quickly.
 - D. *Simmer* for 2 to 3 minutes for soft-boiled eggs or 10 to 15 minutes for hard-boiled eggs.
31. How many steps do you do to boil egg in simple and easy way?
- A. 6 steps
 - B. 7steps
 - C. 8steps
 - D. 9steps
32. What do you do to let egg cold more quickly?
- A. *Remove* the egg with a spoon or ladle.
 - B. *Run* cold water over the egg.
 - C. *Simmer* for 2 to 3 minutes for soft-boiled eggs.
 - D. *Simmer* for 10 to 15 minutes for hard-boiled eggs.
33. “Run cold water over it to cool it **more quickly**”.**More quickly** refers to
- A. Slower
 - B. Longer
 - C. Shorter
 - D. Faster

This text is for question number 34 – 50:

Washing machines may have different technology, but ultimately have the same features and purposes. They are all require the proper settings, soap, water and clothes to wash. Yet, there are some things you should know to properly use a washing machine. Follow these steps for success in doing your laundry. The *first step* is read thoroughly your washing machine owner’s manual. These instructions are designed for your particular washing machine. If you do not have an owner’s manual, read the button

control labels on your washing machine to get an idea of what they do. *Secondly*, sort your clothes. You should wash white or light-coloured clothes together and dark-colored clothes together. Clothes should be further sorted according to their material. Heavy fabrics should be washed together and light fabrics should be wash together. *The third step*, add detergent to your washing machine. Follow the instructions on the detergent box. The detergent should go on the bottom of the washing machine unless your washing machine instruction manual specifies otherwise. *The fourth step*, use the special bleach or fabric softener dispensers for your particular washing machine, if you are adding bleach or fabric softener. Otherwise, follow the instructions on the bleach and fabric softener packaging to find out how much and when you should add them to the washing machine. *The fifth step*, load your clothes loosely into the washing machine. Load the laundry as high as your owner's manual specifies or to the top row of holes in the tub. *The sixth step*, close the lid and set the controls of your washing machine according to what you are washing. Use hot water for only white cottons. Use warm or cold water for colored fabrics. Set the other controls according to the weight and durability of your clothing.

The last, turn on your washing machine. Allow it to work thorough all of the cycles and turn itself oof before you unload the washed laundry.

34. What is the suitable type of text above?
- A. Procedure text
 - B. Explanation text
 - C. Report text
 - D. Exposition text
35. From the title text, we know that the writer wants to describe
- A. The process of washing the clothes by using bleach or fabric softener.
 - B. The process of washing the clothes by using washing machine.
 - C. The process of washing the clothes by using detergent.
 - D. The process of washing the clothes by using soap and water.
36. "Washing machines may have different technology, but ultimately have the same features and purposes. **They** are all require the proper settings, soap, water and clothes to wash." The word they refers to
- A. Features and purposes
 - B. Technology
 - C. Washing machines

- D. Soap, water, and clothes
37. If we wash a green shorts and a red shirt, we should use
- A. Bleach
 - B. Hot water
 - C. Soap
 - D. Warm/ cold water
38. What should we do first with our clothes before washing?
- A. Choose the new clothes to be washed!
 - B. Put the water and soap to machine!
 - C. Separate clothes according to their colour, material and fabric!
 - D. Put all clothes together into the machine!
39. "If you do not have an owner's manual, read the button control labels on your washing machine to get an idea of what **they** do." The word **they** means
- A. The button control labels
 - B. An owner's manual
 - C. Washing machine
 - D. An idea
40. What is the first direction to do on the *step 2*?
- A. Sort your clothes!
 - B. Turn on your washing machine!
 - C. Add detergent to your washing machine!
 - D. Use the special bleach or fabric softener dispenser for your particular washing machine!
41. "**Heavy fabrics** should be washed together and **light fabrics** should be wash together." The meaning of the underline and bold words are
- A. Fabrik berat dan fabrik ringan.
 - B. Pakaian berbahan tebal dan pakaian berbahan tipis.
 - C. Fabrik tebal dan fabrik tipis.

- D. Fabrik mahal dan fabrik murah.
42. What is the first direction to do on the *step 3*?
- A. Set your clothes!
 - B. Add detergent to your washing machine!
 - C. Use the special bleach or fabric softener dispenser for your particular washing machine!
 - D. Turn on your washing machine!
43. What are the english word of “pakaian berwarna terang” and “pakaian berwarna gelap”
- A. Heavy fabrics and light fabrics clothes.
 - B. Light coloured and black coloured clothes.
 - C. Light coloured and dark coloured clothes.
 - D. Colourful clothes and black clothes.
44. What is meant by “Sort your clothes”?
- A. Use the special bleach or fabric softener dispensers for your particular washing machine, if you are adding bleach or fabric softener.
 - B. Use hot water for only white cottons. Use warm or cold water for colored fabrics.
 - C. You should wash white or light-coloured clothes together and dark-colored clothes together. Clothes should be further sorted according to their material. Also, Heavy fabrics should be washed together and light fabrics should be wash together.
 - D. Set the other controls according to the weight and durability of your clothing.
45. What is the material you need in *step 3*?
- A. Instructions
 - B. Washing machine
 - C. Detergent
 - D. Bleach or fabric softener

46. What do you do if you do not have an owner's manual in your washing machine? . . .
- ...
- A. *Ask* somebody to teach you what do you do to wash in washing machine.
 - B. *Read* the button control labels on your washing machine.
 - C. *Ask* somebody to wash your clothes if you do not know what you should do in washing machine.
 - D. *Read* the book.
47. If we wash white cotton or white clothes, we should use
- A. Hot water
 - B. Bleach
 - C. Warm/ cold water
 - D. Soap
48. *Step 6* is talking about
- A. The use of detergent.
 - B. The use of machine owner's manual book.
 - C. What should we do first in washing by using washing machine.
 - D. The use of washing water according to the coloured clothes.
49. "*The last*, turn on your washing machine. Allow **it** to work thorough all of the cycles and turn itself of before you unload the washed laundry." The word **it** refers to
- A. Washing machine
 - B. Washed laundry
 - C. Machine
 - D. Cycles

50. What are the last steps do you do to wash your clothes in washing machine?
- A. Add detergent to your washing machine.
 - B. Use the special bleach or fabric softener dispensers for your particular washing machine.
 - C. Load your clothes loosely into the washing machine.
 - D. Turn on your washing machine. Allow it to work thorough all of the cycles and turn itself of before you unload the washed laundry.

**Padangsidimpuan, September
2017**

English teacher,

Headmaster,

As a validator

As a validator

Syarifuddin Siregar, S.Pd

Drs. H. Hasbullah Sani Nasution

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APPENDIX 4

Key Answer

1. B	11. C	21. B	31. A	41. A
2. A	12. D	22. C	32. B	42. B
3. A	13. D	23. D	33. D	43. B
4. B	14. B	24. D	34. A	44. C
5. D	15. D	25. A	35. B	45. B
6. A	16. D	26. B	36. C	46. B
7. C	17. D	27. B	37. D	47. A
8. B	18. C	28. C	38. C	48. D
9. D	19. B	29. A	39. B	49. A
10. C	20. A	30. D	40. A	50. D

APPENDIX 5

The Name and the Initial of Students at Grade X

SMA N 3 Padangsidempuan

No	Name	Initial	Score
1	Ade Khoirison	AK	76
2	Ahmad Husein	AH	66
3	Andi Mangaraja	AM	74
4	Andian Syawal Siagian	ASS	84
5	Andri Gunawan Srg	AGS	74
6	Aprilia Khoirun Nisa	AKN	68
7	Azwah Ulfah Hasibuan	AUH	52
8	Barita Raja Siregar	BRS	84
9	Fitrah Suci Damaiyanti Ritonga	FSDR	64
10	Hafni Nur Agdini Srg	HNAS	68
11	Hamzah Haz	HH	76
12	Handika Priadi Lbs	HPL	82
13	Heny Melinda	HM	60
14	Imam Agus Faisal	IAF	70
15	Jams Ali Situmeang	JAS	76
16	Kurnia Sagala	KS	64
17	Lanna Safitri	LS	70
18	Leli Hanifah Manullang	LHM	76
19	Mhd. Abdul Rozak Bin Salim	MARS	80
20	Mirna Sari	MS	70
21	Muhammad Luvvi Rangkuti	MLR	76
22	Mulky	M	56
23	Nur Azizah Lubis	NAL	70
24	Putri Pratiwi	PP	48
25	Putri Rifani Siregar	PRS	58
26	Qomatur Rahman H	QRH	70
27	Resi Damaiyanti Nasution	RDN	76
28	Riska Nurila Indah	RNI	70
29	Rizky Trinanda	RT	58

30	Rizky Yolanda Putri Sikumbang	RYPS	82
31	Siti Wahyuni	SW	82
32	Suci Khoirunnisa	SK	74
33	Tania Hidayanti Rianti	THR	70
34	Taufik Hidayat	TH	70
35	Wendi Dalimunthe	WD	80
36	Yurliani	Y	82
Total of score			2540

$$\text{Mean} = \bar{x} = \frac{\sum x}{N}, \quad \bar{x} = \frac{2540}{36} = 70.55$$

DAFTAR RANCANGAN ANGGARAN BIAYA PENELITIAN MANDIRI TAHUN 2018
KLUSTER PENELITIAN PENGEMBANGAN PROGRAM STUDI

PENELITI : Sri Minda, M.Hum.

Judul : The Analysis Students' Ability in Comprehending Ambiguous Sentences in Shorts Stories (TBI) at Fifth Semester State Institute for Islamic Studies IAIN Padangsidempuan

NO	URAIAN KEGIATAN	Vol	Frek	Sat.	Harga (Rp)	Jumlah
A	PRA-KEGIATAN					
1	<i>Pengadaan ATK Selama Penelitian</i>					
	Kertas A4 Mirage 80 gram	1	3	Rim	40.000	120.000
	Tinta Hitam Printer	1	1	Btl	40.000	40.000
	Tinta Warna Printer	1	1	Btl	45.000	45.000
	Catrigt Canon Black	1	1	Bh	255.000	255.000
	Catrigt Canon Color	1	1	Bh	275.000	275.000
	Buku Agenda	2	1	Bh	40.000	80.000
	Stapler	1	1	Bh	25.000	25.000
	Anak Stapler	1	1	Ktk	10.000	10.000
	Stabilo	2	1	Bh	5.000	10.000
	Map Plastik	3	1	Bh	10.000	30.000
	Materai 6000	10	1	Eks	7.000	70.000
	CD-RW	4	1	Bh	10.000	40.000
						1.000.000
	PELAKSANAAN PENELITIAN					
2	<i>A. Pengumpulan Data Penelitian ke Lapangan</i>					
	Uang Harian dan Transportasi Survey Lokasi	3	2	OK	370.000	2.220.000
	Memperbanyak Instrument Penelitian	30	8	Eks	2.500	600.000
	Review Proposal	1	1	OK	600.000	600.000
	Uang Harian dan Transportasi Pengumpulan Data	4	4	OK	370.000	5.920.000
	Review Laporan Antara dan Hasil	2	1	OK	500.000	1.000.000
	<i>B. Analysis Data dan Penyusunan Laporan</i>					
	Penggandaan Laporan Mini/Excetive Summary	2	1	Eks	30.000	60.000
	Penggandaan dan Penjilidan Laporan Keuangan	2	1	Eks	50.000	100.000
	Penjilidan Laporan	10	2	Eks	75.000	1.500.000
						12.000.000
	PASCA PENELITIAN					
	<i>Publikasi Artikel Jurnal</i>					
3	Pengurusan Jurnal Terakrditasi	1	1	Ar	500.000	500.000
	Pengurusan HAKI	1	1	Ar	500.000	500.000

						1.000.000	
	JUMLAH TOTAL						14.000.000

Keg: kegiatan
 OK: Orang per Kegiatan
 OJP: Orang per Jam Pelajaran
 OH: Orang per Hari
 OJ: Orang per Jam
 OR: Orang per Responden
 Eks: Eksamplar

Padangsidempuan, Juni 2018
 Peneliti,

Sri Minda, M.Hum
 NIDN. 2018018801