

**IMPROVING STUDENTS' READING COMPREHENSION USING
PROCEDURE TEXT AT THE FIRST YEAR STUDENTS OF
SMKN 2 PALOPO**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department
of State College for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for
S.Pd Degree in English Education**

By:

**INDRI YAWATI PANDU
Reg. Num. 09.16.3.0070**

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO**

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Supervised by:

- 1. Wisran, S.S., M.Pd.**
- 2. Wahibah, S.Ag., M.Hum.**

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
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2014

CONSULTANT APPROVAL

Thesis Entitled: Improving Students' Reading Comprehension Using Procedure
Text at The First Year Students of SMKN 2 Palopo

Written By:

Name : INDRI YAWATI PANDU

Reg. Number : 09.16.3.0070

Faculty : TARBIYAH

Study Program: TADRIS INGGRIS

Has been corrected and approved to be examined.

Palopo, February 2014

Consultant I

Consultant II

IAIN PALOPO

Wisran, S.S., M.Pd
NIP. 19720611 20003 1 001

Wahibah, S.Ag., M.Hum
NIP. 19690504 200312 2002

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di.-

Tempat

Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : INDRI YAWATI PANDU

Nim : 09.16.3.0070

Program Studi : TADRIS INGGRIS

Judul Skripsi : Improving Students' Reading Comprehension Using
Procedure Text at The First Year Students of
SMKN 2 Palopo

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Wassalamualaikum Wr. Wb.

Palopo, February 2014

Pembimbing II

Wisran, S.S., M.Pd

NIP.19720611 200003 1 001

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di.-

Tempat

Assalamualaikum Wr. Wb.

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Wassalamualaikum Wr. Wb.

Palopo, February 2014

Pembimbing II

Wahibah, S.Ag., M.Hum

NIP.196905042003122 002

PRONOUNCEMENT

Signature by:

Nama : INDRI YAWATI PANDU

Reg Number : 09.16.3.0070

Study Program : TADRIS INGGRIS

Department : TARBIYAH

Declares that this thesis she wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the state College for Islamic Studies Palopo entitled, "Improving Students' Reading Comprehension Using Procedure Text at The First Year Students of SMKN 2 Palopo". Is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, February 2014

IAIN PALOPO
Researcher

Indri Yawati Pandu
Nim.09.16.3.0070

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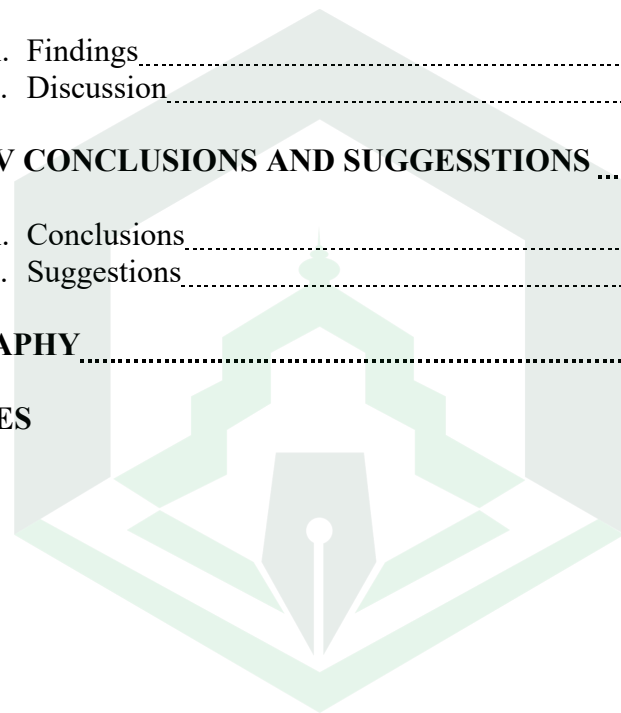
Palopo, February 2014

The researcher

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ABSTRACT

Indri YawatiPandu, 2014. *Improving Students` Reading Comprehension Using Procedure Text at The First Year Students of SMKN 2 Palopo*. Thesis, English Study Program of Tarbiyah Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Wisran, S.S., M.Pd and Wahibah, S.Ag., M.Hum.

Keyword: Reading Comprehension and Procedure Text.

This thesis focused on improving the reading comprehension of students at SMK 2 Palopo by using procedure text. This thesis focused on two research questions; Is there any improvement of students' reading comprehension using procedure text at the first year student of SMKN 2 Palopo? And are the students' interested in learning reading through procedure text?

The researcher applied experimental research with pre-test and post-test design. The population of this research consisted of the X class at SMKN 2 Palopo. The total numbers of the students are 512 students. But the population of this research consisted of the X Class Students of Technique Electronic Department at SMKN 2 Palopo. There was one class and the total numbers of the students were 30 students. The technique of this research is purposive sampling. The researcher used questionnaire as instruments of the data collection.

The results of this research show that there were significant developments on students' reading comprehension at SMKN 2 Palopo after treatment using the procedure text. If $t_0 \geq t_{table}$ means that reject null hypothesis and if $t_0 < t_{table}$ means that accept null hypothesis, where the t_{test} scores (6.513) is greater than the value t_{table} (2.756), it indicated that H_0 was rejected and accepted H_a . It means that reading by using procedure text gives a significant improvement to the students' reading comprehension. In addition, researcher found almost all of the students gave a positive response toward reading by using procedure text in improving reading comprehension.

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CHAPTER I

INTRODUCTION

A. Background

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used in many purpose of people activities. So, English is used in both formal and informal education either as second or foreign language.

English is a foreign language in Indonesia that consists of four skills, namely: listening, speaking, reading and writing. These four skill are usually considered as integral system because they support each others.

Reading is one of the important skill that should be mastered by the student. Besides that, reading is a complex process in which the reader uses mental content to obtain the meaning from written materials, and the understanding of skill is an ability to increase the quality of reading process.¹ It would be needed to get information and message from the text. If a student has a strong desire or high motivation and skill in reading the text, it would be easy. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making

¹ <http://www.en.wikipedia.org/wiki/readingskill>, accessed on May,12th, 2012

progress. On the other, if they have a good ability in reading, they will have a better chance to succeed in their study.

There are many people or learners who find it difficult to understand the reading and have less interest towards English reading. Problem in reading is a problem all learners who learn English foreign language and it also seems to be a problem for students at SMK Negeri 2 Palopo. After the researcher conducted teaching practice at SMK Negeri 2 Palopo, the researcher found most of learners who still lack of attention in English teaching process, especially in reading class.

For solving the problem in reading, the teacher are required to be innovative in choosing suitable technique, also they must be able to create pleasant atmosphere in the classroom in order to motivate students to reading English text. Furthermore, a good method in teaching English especially in reading text is needed to avoid ineffective time because many students confuse when they read the text.

During this time, many ways that have been applied by teacher to improve students' reading comprehension like skimming and scanning method, reading aloud, even with the use of a short story. But those are not enough to increase students' ability, surely the students still need another way to touch their memory or mind. In this case, the researcher to conducted a research using procedure text.

Procedure text is one type of English text which shows and describes a process in the making or operate anything that serves to illustrate how the work is done through systematic steps or orderly. Procedure text is included in the descriptive text because the text is designed to provide (describe) something. Text

like this is very easy to understand, because even in our daily lives, we often perform the procedure steps. For example, when you want to operate a computer, washing machine, make milk, sweet tea and others. However, sometimes when we want to write it into a paper, can be fairly difficult, because they have to think of her words (grammar and writing in English). For conquer the procedure text, we are expected to have more vocabulary so that we are able to understand the meaning of the text. By using this procedure the text, the researcher hopes that the students were able to improve reading comprehension and interest in the higher reading.

Based on explanation above, the researcher interested to do the research about “Improving Students’ Reading Comprehension Using Procedure Text at the First Year Students of SMKN 2 Palopo”.

B. Problem Statement

Based on the explanation above, the researcher formulates the research questions as follows:

1. Is there any improvement of students reading comprehension using procedure text at the first year students of SMKN 2 Palopo?
2. How is the students’ interest in learning reading by using procedure text at the first year students of SMKN 2 Palopo?

C. Objective of the Research

Relevant to the research questions set above, the researcher specifies this research as follows:

1. To find out the effectiveness of using procedure text in teaching reading comprehension at the first year students of SMKN 2 Palopo.
2. To find out the students' interest in learning reading comprehension using procedure text at the first year students of SMKN 2 Palopo.

D. Significances of the Research

The result of the research is expected to be useful information for all the students to improve their reading comprehension through procedure text, especially to the X class students of Technique Electronic Department in SMKN 2 Palopo and give information about the interest of the students toward this strategy in the class.

E. Scope of the Research

The scope of the research is restricted to teach reading for the first year students of SMKN 2 Palopo especially at the X class of Technique Electronic Department. In this research, the researcher use procedure text to improve students' reading comprehension in which the text is included in the descriptive text because the text is designed to provide (describe) something. However, in this research, the researcher focuses on procedure text about electronic because it fit with the department of the school that will be examined.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In writing this thesis, the researcher found some researches related to this research as follows:

1. Suparman A.R under the title of Improving Students' Reading Skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo. The students should be active throughly and fully in the teaching learning process of reading comprehension.¹

2. Asdiani which is entitled The Use of Story Book In Improving Students' Reading Comprehension at the Fifth Grade In SDN 442 Kambo. Students need to be exercise and trained in order to have a good reading skill.²

Based on the research findings above, all researcher using different strategy in their research, those are so creative strategy. In this research the researcher will use new strategy, that is using procedure text for teaching reading. It can stimulate students to practice reading directly by using procedure text.

¹ Suparman AR, *Improving Students Skill Through Scanning and Skimming at the Second Year of MAN Palopo*, (STAIN Palopo, 2008), p.5

² Asdiani, "The Use of Story Book in Improving Students' Reading Comprehension at the Fifth Grade In SDN 442 Kambo" (Thesis STAIN Palopo, 2010), p. 23

B. Concepts of Reading

1. Reading Comprehension

Reading is one of four language skill (listening, reading, speaking, writing) is important to be learned and mastered by every individual. By reading, one can relax, interact with feelings and though, obtain information, and improve the science knowledge. According to Bowman, reading is an appropriate means to promote a live long learning (live-long learning). By teaching the children how to read means these children a future which provides a technique to explore how “the world” wherever he chose, and provide the opportunity to get a goal.

Broughton states that reading is a complex skill that involves a whole series of lesser skills, where skills mesans relate the ability to recognize stylized shapes which are figure on a ground, curves and lines and dots in patterned.³

In Oxford Learner’s Pocket Dictionary explain that reading is act of reading something and way in which something in understood.⁴

Reading is likely to be an essential element. This is because reading is a means of discovering information, of expanding your knowledge and understanding of a subject, and is often very enjoyable.⁵

³ Asdiani, “*The Use of Story Book in Improving Students’ Reading Comprehension at the Fifth Grade In SDN 442 Kambo*” (Thesis STAIN Palopo, 2010), p. 12

⁴ Oxford Learner’s Pocked Dictionary (Oxford University Press. New York. 2011), p. 366

⁵ Suparman Ar, “*Improving Students’ Reading Skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo*” (Thesis STAIN Palopo,2008),p.4

Comprehension is ability to understand something.⁶ Besides, comprehension also defined as the a certain of the mind to perceive and understand, the power, act or process of grasping with the intellect, perception, and understanding. Comprehension also can be interpreted as an exercise consisting of a previously unseen passage of text with related questions, designed to test a student's understanding of a foreign language.

Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce he words on a page if the words mean nothing to you. You can probably read “snip tops are fin bugle” because you can decode the sounds in the words, but you can not comprehend it because two of the words are nonsense. People with good reading comprehension several strategies that help them understand the text.⁷

Comprehension also implies that comprehension is a subject in its own right where as comprehension should be the means of learning and comprehension runs through every activity included the curriculum, and extend in to every faced of leaving. Reading comprehension requires a reader to read for through comprehension, a skill that students should achieve if they want to be successful readers.

It concludes that reading comprehension is a process to understand the written text. It also includes getting the new information presented in the text with a

⁶ Oxford Learner's Pocked Dictionary (Oxford University Press. New York. 2011), p. 86

⁷ <http://www.ehow.co.uk/about definition-reading-comprehension.html>. accessed 10 mei 2012

readers' prior knowledge in order to find the meaning of a text, such as defining the printed words, relating the sentences and identifying the main and supporting details.

From those points of view, the writer can say that reading comprehension is important because the students do not understand what they have read. For this reason, in our country, reading comprehension has become a part of the English teaching. It will enable the students to comprehend scientific book of other field of students order words, the students can improve their general knowledge.

2. Purpose for Reading

Reading must be seen as acquired ability, but it implies a lot practice, a good vocabulary background, good speed and intonation and the knowledge of some of techniques that can guarantee comprehension. In this section we will concentrate on it later. Unfortunately, we cannot give you technique on intonation and speed. We cannot help you with the vocabulary either, since this a personal task and you read. For this purpose at the left you can find there of the most well known techniques for reading click on each little at the night to find important information.

And before writer continues to discuss some reading techniques, the writer wants to write why we read. There are two main reasons for read.

a. Reading for information

The students are not curious to know information that is conveyed in reading text it is not interesting. Therefore, it is essential to choose reading texts for students to learn. This type to reading includes material, generally classified as

nonfiction: science, social studies, current, affairs, personal opinions, technical matters, and arts.

Reading to get information is to getting which we need about something. We read something to know what can give us or give purpose.

b. Reading for pleasure

Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers up in human concern such as love, ambition, war revenge, family, life, loyalty, self-reliance, heroism, world peace, the good life, etc. The purpose is be able and enrich the reader by Deepings his emotional life and sharpening in sensitivity to life's values.

c. Reading process

Wiryodijoyo in Suparman, puts forward stages of reading process as follows:

1) Perception

The perception have indicates the ability to read words as significant units.

2) Comprehension

The comprehension refers to the ability to read words, the authors or writes word conductive to useful thoughts as read in contexts.

3) Reaction

The reaction is the action that requires consideration in connection with was has/have been said by the author or writer.

4) Integration

To integration reveals the ability to comprehend or understand thought or concept to word the experience background of the writer that can be useful as part of the readers experiences.

3. Problems in Reading

We find many kinds of problem that we never found before. Usually composed how to solve them or what to do about them. In this case, student problems in doing the reading are that he does not know the language all enough to chunk effectively. He is tenths to read word by word, especially if the text is difficult.

As the students, they needs t read many book in order that they increase his knowledge. But many students read without knowing or understanding the main idea, the meaning and the content of the text. Therefore, writers present the students problem in reading. In additional to that, the writer also writes about the different expects reading components.

a. Problem of Vocabulary

When we read book, we feel that the greatest problems that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content.

Some student quickly read few, if any difficulties. The teacher's role is to help these student identity problems and try to provide exercise, and activities to help them overcome their weaknesses.

According to Nuttall, the student are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken into consideration. Once day accept that it is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one word understand approximately when we meet them, but can't use) their attitude to know word may become more relaxed. On the other hand, new vocabulary can't be found without reading.⁸

b. Problem of Structure

Sentence structure is part sentence problems especially in understanding reading. Nuttall says that, "we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding".⁹

Based on the opinion above, we knell is a verb, them the sequence, "The spooky rundle kneaded" would begin to make structural sense. We would know that either "spooky or rundle must be a noun, because a gap between "the" and a verb must be followed by a noun. Student may not know what a rundle is, but once he has in defied it as a noun, he is a title nearer to understand the sentence. Of course, new words do not always occur in such straight forward surrounding as the sentence about the hurdle. But providing the neigh word which similar, or at last identify able

⁸ Cristian Nuttall, *Teaching Reading Skill in Foreign Language*, (London, Cristian Nuttall, 1982), p.33

⁹ *Ibid*, p.26

as a verb, adjective, etc. it should be possible to work the part of speech of new word., and this is the beginning of making sense of the text.

Sentence structure is very important in language. If the students are not understanding about that, the students will be final difficulties in grammatical language.

Of course, this is not enough for an accurate understanding of the word, but it maybe enable the reader to understand the text sufficiently for his purpose. If not, when the reader look up the word in the world in the dictionary, he will be able to slot the meaning into its place.

c. Problem of Semantic

As it is learning situation, some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore, if the students find difficulties words, the teacher must help them to identify problems and provide exercises, and activities to help them overcome the problems. According to Nuttal there are some difficulties that readers have to deal with student's difficulties in semantic.¹⁰

4. Reading Strategies

Good reading strategies help you read in a very efficient way. Using them, you aim to get the maximum benefit your reading with the minimum effort. This section will show how to use 6 different strategies to read intelligently.¹¹

¹⁰ *Ibid*, p.77

¹¹ <http://www.en.wikipedia.org/wiki/readingskill>, accessed on May, 11th, 2012

a. Knowing what you want to know

The first thing you ask yourself: why you are reading the text? Are you reading with a purpose or just for pleasure? What do you want to know after reading it? Once you know this, you can examine the text to see whether it is going to move you towards this goal.

An easy way of doing this is to look at the introduction and the chapter headings. The introduction should let you know whom the book is targeted at, and what it seeks to achieve. Chapter headings will give you an overall view of the structure of the subject.

Ask yourself whether the book meets your needs. Ask yourself if it assumes too much or too little knowledge. If the book is not ideal, would it be better to find a better one?

b. Knowing how deeply to study the material

Where you only need the shallowest knowledge of the subject you can skim material. Here you read only chapter headings, introduction and summaries.

If you need a moderate level of information, then you can scan the text. Here you read the chapter introduction and summaries in detail. You may then speed read the contents of the chapters, picking out and understanding key words and concepts. At this level of looking at the document it is worth paying to diagrams and graphs.

Only when you need detailed knowledge of a subject it is worth studying the text. SQ3R is a good technique for getting a deep understanding of a text. SQ3R is a process consisting of the following five steps:

1) Survey

Skim the text for an overview of main ideas.

2) Question

The reader asks questions about what he or she wishes to get out of the text.

3) Read

Read the text while looking for answers to the previously formulated questions.

4) Recite

Reprocess the salient points of the text through oral or written.

5) Review

Assess the importance of what one has just read and incorporates into long-term associations.¹²

c. Active reading

When you are reading a document in detail, it often helps if you highlight, underline and annotate it as you go on. This emphasizes information and helps you to review important points later.

¹² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State University, Longman, 2007), p.375.

Doing this also helps to keep your mind focused on the material and stops it wandering. This obviously only something to do if you own the document! If you own the book and find that active reading helps, then it may be worth photocopying information in more expensive text.

If are worried about destroying the material, ask yourself how much your investment of time is worth. If the benefit you get by active reading reasonably exceeds the value of the book, then the book is disposable.

d. How to study different sorts of material

Different sorts of documents hold information n different places and in different ways. They have different depths and breadths of coverage. By understanding the layout of the material you are reading, you can extract useful information much more efficiently.

e. Reading 'whole subject' documents

When you are reading an important document, it is easy to accept the writer's structure of thought. This can mean that you may not notice that important information has been omitted or that irrelevant detail has been included. A good way of organizing this is compile your own table of contents before you open the document. You can then this table of contents to read the document in order that you want. You will be able to spot omissions quickly.

f. Using glossaries with technical documents

If you are reading large amounts of difficult technical material, it may be useful to photocopy or compile a glossary. Keep this beside you as you read. It will

probably also be useful to note down the key concepts in your own words, and refer to them when necessary.

Usually it is best to make notes as you go. Effective ways of doing this include creating concept maps or using the Cornell Note Taking System.

5. Some Difficulties in Reading

There are some difficulties in reading that frequently occur:

a. Poor Concentration

Concentration is very important in effective reading the reader cannot submerge herself completely in the reading process if she has poor or less concentration reading. Consequently high reading speed and perfect comprehension cannot be realized well. Poor concentration makes the reader unable to speed up her reading rate, and to get understand all meaning of the passage she is reading.

b. Low Motivation

The next difficulties are the motivation in reading. This disorder is particularly true when students have to read thick text book that does not like. Low motivation will come when you want to read a book but do not really know what the book is about. Then you will tend to read only modest and not very interested to read with good comprehension.

How to solve this motivation? The trick is you have to find out why you need to read the book. Term is what is in it for me? If the book is thick text book and lectures are boring, just think what is interesting from the title, the topics discussed in

it, and what you can apply if the master book. If you have been trying hard and still do not have the motivation to read a particular book, then maybe the book is not suitable for you and should be replaced with another book.

c. Sub – Vocalization

One undesirable habit that commonly happens is that the readers unconsciously form words with the lips or the throat in reading. It is called sub-vocalization.

d. Habit of Regression

Another habit, when reading very difficult materials, the readers sometimes regress and return the passage, this habit is allowed. However, in ordinary reading, this habit should not be so frequent because it can block reading and comprehension.

e. Word by Word Reading

The reader who reads word by word may place herself a handicap or roadblock to understand meaning rapidly and to speed his reading. In this reader is getting her information too slowly to occupy her mind is not fully engaged by the ideas on the page because they enter too slowly. This thought wonder, other ideas came in. before long, the reader is not concentrating on the meaning of what her eyes see because she is unable to keep her mind fully involved. Based on the statement above, this reading habit should be abandoned by the reader because this way of reading makes the reader slow to understand and it makes them unable to

speed up their reading rate consequently, they comprehension skill will not develop.¹³

6. Kinds of Reading

a. Reading Aloud

Reading aloud is very important device cannot be over looked in achieving the goal because it is a great aid in developing our habits to practice as many times as possible. A further classification about reading aloud is the division reading and individual reading. Reading in division is done with a whole group. Reading aloud together usually imitating the teacher. The purpose of reading individually is to check pronunciation, intonation, and speech rate of the students one by one. Besides checking pronunciation, reading individually stimulates the student ability to read. Moreover, reading individually helps teacher to find out who are among of his/her students still has difficulty in reading.

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

This activity is intended to train so that students can read with the correct pronunciation or speech. Reading aloud using a technique that usually look and say aims to be able to sound out words, phrases, and sentences the English language

¹³ <http://www.mohammadnoer.com/speed-reading-for-beginners/>, accessed on May, 14th, 2012

correctly. In addition to pronunciation teachers, also need to practice stress and intonation correct English.

As a model to be imitated by the students, teachers must have the ability and English language skills are sufficient. Usually the teacher gives an example by reading the first word. Then read the phrases or sentences clearly. Furthermore, it can be passed with a short discuss. Students listen to teacher read it again and then imitated the students together. If there are enough students know English, teachers can ask students to read aloud individually.¹⁴

b. Silent Reading

Silent reading tends to reinforce the readers to find out the meaning of the words. This kind of reading leads the readers to be better comprehension. Silent reading is a skill to criticize what is written to discuss something means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed Reading

This kind of reading is used to improve speed reading must run side by side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of material. The rate of speed reading a story or narration will be different from the reading scientific material.

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¹⁴ Kasihani. K, *English For Young Learners*, (Jakarta: PT. Bumi Aksara.2007),p.64-65

7. Kinds of Text

The kinds of text can be characterized in three part major texts such as: narrative text (anecdote, recount, spoof, and news item), descriptive text (report, procedure, and explanation), and argumentative text (analytical exposition, hortatory explanation, and discussion).

a. Narrative text

In Oxford Learner's Pocket Dictionary explain that narrative is: 1) description of events, special in a novel, 2) act, process of skill of telling a story.¹⁵

A narrative text tells a "story" of events or actions that have their inherent chronological order. ("Telling a story" does not mean, necessarily, that we are dealing with fiction. A news story, a biography or a report are text forms that generally adhere to the narrative text types – and they are [sometimes] non-fictional texts.) The narration of events that are structured by time, rather than space, is what marks a text as narrative.

Narrative texts are usually, but not always, aimed at presenting facts. The author's style and choice of words are, therefore, generally fairly objective and unemotional.¹⁶

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

¹⁵ Oxford Learner's Pocket Dictionary(Oxford University Press. New York. 2008), p. 291

¹⁶ <http://www.dugdale.homepage.t-online.de/tety.htm>. Accessed on Maret, 15, 2014

Definition narrative text based on the opinion of Thomas S. Kane, the following:

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the "meaning," sometimes called the "theme," of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the characters and the action.

A narrative text tells a story from a particular point of view and can be presented using words, images and sounds. Its purpose is to narrate events, entertain and engage the reader in an imaginative experience. Narrative can also be used to teach, persuade or inform the reader. Narratives explore themes related to deeper human concerns, such as trust and honesty, true love and friendship, good overcoming evil, valuing people and overcoming challenges.

While narrative are often fictional, they can be based on fact. Narrative text is often written as prose, but can take other forms such as a ballad or narrative

song. Falktales, fairytales, traditional tales, short stories, my steries, science fiction stories and adventure stories are all narrative text.¹⁷

1) Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.¹⁸

2) Anecdotes

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Anecdote is a short story about an interesting or funny event or occurrence. Its purpose is to entertain the readers.¹⁹

3) Spoof

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.²⁰

¹⁷ http://www.slideshare.net/carlos_esca/narrative-text-definition. Accessed on Maret, 25, 2014

¹⁸ <http://thinkquantum.wordpress.com/2009/11/11/recount-text/>. Accessed on Maret, 25, 2014

¹⁹ <http://anecdotetext.blogspot.com/>. Accessed on Maret, 25, 2014

²⁰ <http://spooftext.blogspot.com/>. Accessed on Maret, 25, 2014

4) News item

A news item text is a text which is grouped into the text genre of narration. It is a text which contains about news is categorized as news item text. This text supplies the readers, listeners or viewers the up to date about events or information which are considered newsworthy or important hottest issue of the day since media like news papers are published daily. The main function of narration is telling stories or informing about events in chronological order. The order in the narration can be based of time, place and the events them selves.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. The purpose of news item is to inform readers about events of the day which are considered newsworthy or important.²¹



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²¹ <http://pakpuguh.wordpress.com/2011/08/22/news-item-text/>. Accessed on Maret, 25, 2014

b. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.²²

A descriptive text is typically a detailed, neutral presentation of its subject-matter. It usually deals with material objects, people or places, rather than with abstract ideas or a chronological sequence of events. These objects tend to be structured in terms of space, rather than time. This structure can be expected to be mirrored in the text, so the different paragraphs would deal with different parts of the object described. (E.g., in the description of a person's physical appearance, one paragraph might deal with his head, the second with his arms, the third with his hands, etc.).

Descriptive texts are usually aimed at precision and clarity. The choice of words employed by the author can therefore be expected to be exact and precise, the overall style neutral, unemotional and sometimes technical and dry to the point of boredom.²³

²² <http://www.englishindo.com/2012/07/descriptive-text.html>. Accessed on Maret, 25, 2014

²³ <http://www.dugdale.homepage.t-online.de/tety.htm>. Accessed on Maret, 26, 2014

1) Report

a story in a newspaper or on radio or television that is about something that happened or that gives information about something, a written or spoken description of a situation, event, etc., an official document that gives information about a particular subject.

2) Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. Furthermore, procedural text is a text used to describe how something is conducted through a sequence of action or steps.

3) Explanation

An explanation is a set of statements constructed to describe a set of facts which clarifies the causes, context, and consequences of those facts.

This description may establish rules or laws, and may clarify the existing ones in relation to any objects, or phenomena examined. The components of an explanation can be implicit, and be interwoven with one another.

An explanation is often underpinned by an understanding that is represented by different media such as music, text, and graphics. Thus, an explanation is subjected to interpretation, and discussion.

Explanation is one of the purposes of research, e.g., exploration and description. Explanation is a way to uncover new knowledge, and to report relationships among different aspects of studied phenomena. Explanations have varied explanatory power. The formal hypothesis is the theoretical tool used to verify explanation in empirical research.²⁴

c. Argumentative text

Argumentative texts are intended to persuade and convince the audience in terms of communicative functions. The term “argumentation” is used to define the operation of justifying an opinion or thesis through the reasoning (or argument), with the aim of changing the views of other person or merely communicating our own ideas.

Argumentative texts are intended to convince (or only to persuade) the reader of a certain point of view, or to understand the author’s reason for holding certain views on a matter under discussion. This subject-matter may often be a controversial issue, but that is not a necessary requirement of argumentative texts. The author will analyze the question or problem he wishes to discuss and will present his own opinion to the reader, along with the arguments that lead him to this opinion. Most argumentative texts weigh the pros and cons of the issue, but simpler argumentations may restrict themselves to merely one side of the debate. The

²⁴ <http://en.wikipedia.org/wiki/Explanation>. Accessed on Maret, 26, 2014

argumentation in these simpler texts would thus be linear in nature, while more complex argumentations can be expected to be dialectical.

In any argumentative text, the language used by the author will, to a greater or lesser degree, reflect his personal views on the subject-matter. It is generally less neutral than the style employed in other non-fictional texts and may, in some cases, make use of devices such as irony or sarcasm, as well as rather emotional terminology and phrases that express a clear opinion. You would also expect to find more of the stylistic devices common in fictional texts in argumentation than in any other type of non-fictional text.

1) Analytical exposition

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

2) Hortatory Exposition

Hortatory Exposition is a type of English text that belongs to the class of Argumentation.

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way.

The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

3) Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view. It presents pro and contra opinion on certain issue. Discussion is commonly found in philosophical, historic, and social text.

Discussion is a process to find common ground between two thoughts, ideas or opinions are different. Discussion and Text can be defined as a text that contains a problematic discourse. This problematic discourse is discourse that has two camps between Pro (supports) and Contra (opponents), between supporters and opponents of the issue issue. The problem presented in the Discussion Text will be discussed based on these two viewpoints (Point of View), the Pro (supporter) and Contra (opponents).

The purpose of a discussion text is to present arguments and information from differing viewpoints. Discussion texts are usually written in the present tense.

C. Concepts of Procedure Text

1. Definition of Procedure Text

Procedure is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.

There are 3 general definition of procedure text : (1) texts that explain how something works or how to use instruction/operation manuals e.g. how to use the

video, the computer, the tape recorder, the photocopier, the fax. (2) texts that instruct how to do a particular activity e.g. recipe, rules for games, science experiments, road safety rules. (3) texts that deal with human behaviour e.g. how to live happily, how to success.²⁵

procedure text is one type of English text which shows and describes a process in the making or operate something that serves to illustrate how the work is done through systematic steps or regularly.²⁶

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. Furthermore, procedural text is a text used to describe how something is conducted through a sequence of action or steps.

Procedural text is a kinds of text that can be found around us which involves how thing is done through a set of steps or actions. In various kinds of contexts we can find and often communicate by using procedural text, for example, when we watch TV program about how to cook, read how to switch on the radio manually, and do practicum in the laboratory.²⁷ Procedure text included in the descriptive text because the text is designed to provide (describe) something.

²⁵ <http://www.englishindo.com/2012/02/procedure-text-penjelasan-contoh.html>. Accessed on october, 31, 2013

²⁶ <http://googel22.blogspot.com/2012/11/procedure-text.html>, accessed on october, 31st, 2013

²⁷ <http://www.article/56-text-procedure>, accessed on october, 31st, 2013

The advantages of procedure text is the text is very easy to understand, because even in our daily lives, we often perform the procedure steps. For example, when you want to operate a computer, how to use washing machine, how to use a cell phone, making milk, sweet tea and others. However, sometimes when we want to write into the paper, it can be quite difficult, because they have to think of the words (grammar and writing in English). For conquer the procedure text, we are expected to have more vocabulary so that we are able to understand the meaning of the text.

2. The Purpose of Procedure Text

The purpose of procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequence steps. These text are usually written in the present tense. The most common example of a procedural text is a recipe.

3. Social function of Procedure Text

The social function of procedure text is to give direction of what the readers should do to accomplish a mission. In other word, procedure text guides the readers to do something to operate something, to make something, or to reach certain objectives. Based on this theory, therefore the generic structure of procedure text is always started by the objective. After objective is clearly mentioned, a procedure text

will continue with a series of steps. Along with the nature of procedure text, the grammar is dominated with imperative.

Furthermore, in systemic functional linguistics tradition, procedure text is much dominated with material process, because it gives directions on what the readers should do. A procedure text does not merely show what things are in which more relation process is more dominant.²⁸

4. Structure of Procedure Text

The structure of procedure text can be divide into three as follows:

a. Title or goal

This part states the goal to be achieved or shows the purpose of text. The generic structure of the procedure text which deals with the goal can demonstrate about command, instruction, or remind how to do things or how to ask other people to do something.

b. Materials

In this part, it is listed the materials needed, it also often gives detail on the size, color, numbers, shapes, quantity etc. The material of procedure text can be various, but the most important one is the materials should be conditioned with the real life, for example, how to make fried rice, how to make a cup of tea etc. However, not all procedure text require this step.

²⁸<http://www.article/56-text-procedure>, accessed on october, 31st, 2013

The procedure text in the form of "How to" (essentially titled "How to"), is sometimes materials needed (materials / tools) required is included.

c. Steps or procedures

In this part of procedure text it is described about the steps in logical order to achieve the goal. The steps are often marked with the numbers (1, 2, 3 ...), letters (a, b, c ...), and sometimes the steps included cautions or warnings, even there are also drawings or pictures to make the steps clearer.

On the other hand, the steps of procedure text must be sequenced procedurally by giving steps such as first, second, third, next, then and finally.

5. Language of Procedure Text

The following is the procedure text grammar:

- a. The procedure text uses the temporal conjunction such as first, second, then, next, finally etc.
- b. It applies the simple present tense. It means that it describes something happens in present time.
- c. It uses the imperative sentence. Imperative sentence is a sentence that asks someone to do something.
- d. It uses action verbs in the steps such as, slice, boil, cut, etc.
- e. It is focused on generalized human agent, (and)
- f. It uses mainly the material processes.

D. Interest

Interest is an intrinsic motivation as a force that became the driving force of learning a person in an activity with diligence and tends to settle, where such activity is a process of learning experiences made with full awareness and bring feelings of pleasure, love and joy.²⁹

Interest is a mentally condition of someone that procedure a response to particularly situation and object that give pleasure as satisfaction and also interest is a subjective objective attitude, concern on condition involving a perception or idea in attention and combination of intellectual and feeling consciousness.

Chaplin in Jalil says that interest is an attitude, which continuously accompanies one`s attention in choosing an interesting object.³⁰ Is a feeling which determines activity liking or object that are valued for someone and is a certain motivation that lead one`s behavior to particular aims.

Interest also refers to the kind of things we are appreciating and enjoy. The selection of an occupation and the satisfaction we get from other works usually depend more interest that our abilities. Interest and abilities are closely related but our interest gives us more motivation to use are abilities.

From the definition above the writer concludes that the human interest will be appeared when the human felt the activities or other things are useful, pleased or value for their life.

²⁹ <http://mathedu-unila.blogspot.com/>. accessed on September ,12th, 2013

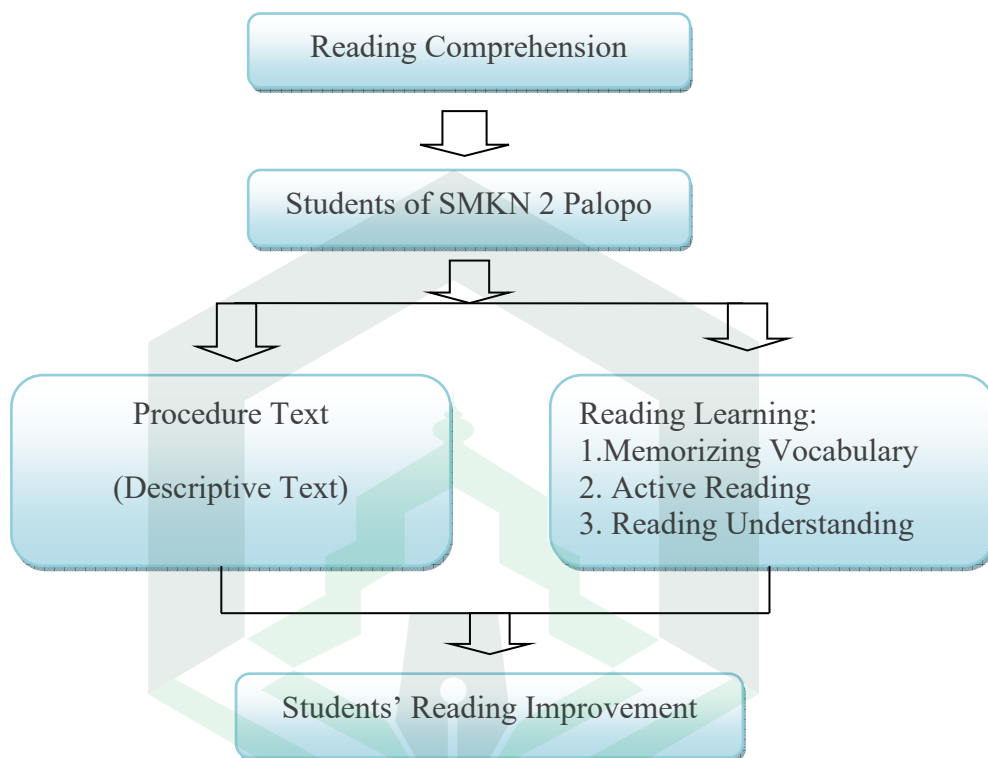
³⁰Jalil, *Minat Mahasiswa Jurusan Pendidikan Seni Rupa dan Kerajinan FBPS IKIP. Makassar 1988* p ,12 .

E. Conceptual Framework

English is a foreign language that consists of four skills, namely: listening, speaking, reading and writing. Reading is one of the important skills that must be mastered by the student. Furthermore, reading is a complex process in which the reader uses mental content to acquire meaning from written material and comprehension skills is the ability to improve the quality of the reading process. There are several ways to develop students' motivation to read, one of them by using the procedure text. Procedure text is one type of English text that shows and describes a process in the manufacture or operate anything that serves to illustrate how the work is done through systematic steps or orderly. Procedure text included in the descriptive text because the text is designed to provide (describe) something. By using the procedure text in the process of learning to read is expected to create situations effectively and to improve the understanding of students learning to read because the text as it is very easy to understand, even in everyday life, we often perform the procedure text.

Based on the statements above, the researcher focuses on improving students' reading comprehension through procedure text. learning through reading by using procedure text, students can add to the vocabulary, reading active, and students can reading understanding. In this research, the students will be given pre-test by the researcher to know their basic ability in reading before giving the treatments. After know students' basic ability in reading, the researcher will be given some treatments

as a process of learning reading by using procedure text. This process is expected to give improvement to the students' knowledge. After concluding both items, the researcher come to the last item namely giving post-test to know whether any significance developments to the students or the output after giving treatments. The explanation above written on the diagram:



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F. Hypothesis

In this research, the writer proposed the following hypothesis:

H₀: there is no significant different student's reading comprehension improvement at the First Year Students of SMKN 2 Palopo.

H_a: there is significant different student's reading comprehension improvement at the First Year Students SMKN 2 Palopo before and after treatment.



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CHAPTER III
METHOD OF THE RESEARCH

A. Research Method

The research employed an experimental research method. It aims at finding out the improving students' reading comprehension using procedure text at the first year students of SMKN 2 Palopo.

B. Research Design

This research will employs pre-experimental method which applies one group pre-test, post-test. This design presents as follow:¹

Experimental	Pre-test	Treatment	Post-test
Group	T1	X	T2

Where:

E = Experimental Group
T₁ = Pre-test
X = Treatment
T₂ = Post-test

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¹Sumadi Suryabrata, *Metodologi Penelitian*, (Cet. XXIII; Jakarta: Rajawali Pers, 2012), p. 102.

C. Variable

1. Independent variable is reading procedure text.
2. Dependent variable is improving students' reading comprehension.

D. Population and Sample

1. Population

The population of this research consisted of the X class at SMKN 2 Palopo. The total numbers of the students are 512 students. But the population of this research consisted of the X Class Students of Technique Electronic Department at SMKN 2 Palopo in 2013/2014 academic year. There was one class and the total numbers of the students were 30 students.

2. Sample

The technique of this research is purposive sampling. It chose Technique Electronic Department as sample. Since all of the students at Technique Electronic Department have good participation and easy to understand with the lesson so that is way the researcher chooses Technique Electronic Department as research object. The researcher take all of them as a sample, the number of sample were 30 students.

E. Instruments of the Research

1. Test

In this research the writer used subjective test. This test consisted of pre-test and post-test. Pre-test will be used to measure the students' reading before treatment is given by teacher. Post-test will be used to measure the students reading performance after treatments have been given. The test consisted of to fix items namely "essay" and total of items were 5 and each item were worth 20.

2. The Questionnaire

The questionnaire consisted of 10 items. The items are to see the student interest. The questionnaire is meant to find out whether the students are interested in learning reading through procedure text or not. There are five scales in the questionnaire namely:

- a. Strongly agree : 5 points
- b. Agree : 4 points
- c. Neutral : 3 points
- d. Disagree : 2 points
- e. Strongly disagree : 1 point²

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² Judith Bell, *Doing Your Research Project*, (fifth edition; New York; Open University Press: 2010), p.224.

F. Procedure of Collecting Data

The procedure of data collection, as follows:

1. Pre-test

Before giving some information and explanation about procedure text, the researcher gave pre-test, namely short stories for the students to know how the students' improve on reading comprehension.

2. Treatment

After giving pre-test, the treatment was given in five meetings. There were five steps, such as:

a) The first treatment conducted on the first meeting. The writer taught procedure text about "How to Charge Handphone Battery" to the experimental class.

Steps:



1. Connect the charger to your handphone, the flash symbol on the charger plug must face upward.
2. Wait until the battery icon appears on the screen.
3. Charge the battery approximately 5 hours or until the battery icon indicates that the battery is fully charged.
4. Remove the charger by pulling out from your hand phone.

b) The second treatment, the writer taught procedure text about “How to Use a Cell Phone to Make a Phone Call.”

Steps:

1. Turn the phone on.



3. Press the *Call* or *the Sent* button. Wait for the ringing sound. Let the person to say, “hello”. Speak normally.



2. Dial the number you want to call.



4. When you are finished, press the *End* key (it’s usually red) to hang up.



c) The third treatment, the writer gave reading procedure text about “How to Wash the Clothes Using a Washing Machine.”

Steps:

First, separate the colored clothes of the other.



Then, start the engine, set the option to wash.



Then, put the clothes into the washing machine. Next, fill it with water. Then pour the powder detergent entry.



After the cleaning process is complete, let the water flow through the drain hose.



d) The fourth treatment, the writer gave reading about “How to Dry Clothes Using the Washing Machine.”

Steps:

1. Prepare clothes to be dried.



4. Turn on your washer dryer, safe and arrange round for the clothes you want to dry. If you hear a crackling sound during drying, unbalanced load of laundry. Remove the laundry back and press gently. If the cover is open during the drying drying, stop operation. Repeat back and close the cover.

2. Put your clothes into the washer dryers are still wet.



3. Clean the bulkhead / cover of your washer dryer.



5. Wait up to five minutes. If you have finished drying your clothes, open the lid of your clothes dryer and should have a dry and clean look. If still slightly damp, put your clothes into the dryer, the dryer machine on again and wait a few minutes for your clothes to dry completely.



The recommended time for drying:

Load of Laundry	Drying Time
Heavy clothing like jeans	Approximately 4 to 5 minutes
Cotton (like underwear)	Approximately 2 to 4 minutes
Clothing synthesis	Approximately 1 to 2 minutes
Clothing synthesis (not heavy)	Approximately 1 minute

e) The fifth treatment, the writer gave reading about “How to Use USB Modem Stick.”

Steps:



1. Prepare your USB stick modem is ready to connect to the internet. Then connect the modem using the USB cable connector into the port located on your Android tablet. Make sure that your USB modem is installed correctly and appropriately. Wait a few moments until you detect tablet modem connection is usually marked by flashing LED lights on your modem.
2. Once your modem is connected, the next step into the menu on your tablet, then go into Settings 3G.

3. On 3G Settings menu, select Add 3G network, and fill in the settings according to the internet service you use today and also the type of modem you are using. Let's take the example of when you use a data plan from your service provider 3 (Three). Input the data as follows :

Menu	Code Settings
Name	Three. Or if you can also enter the name of the other
Device	Select the type of modem you wear according to what was stated on the list . Examples such as WCDMA Huawei E220 , E230, etc.
Device Number	* 99 #
APN	3data
user	3data
password	3data

4. If you are filling in the profile settings that you will use the internet before, then you just click Connect to the last step. After you click the Connect button, you will be faced with a new window that name connection that you created earlier and has three buttons including Connect, Forget and Cancel, click Connect. Forget yourself for an option to delete the internet profile on your tablet.

5. After clicking Connect, it will appear at the bottom notification connect 3G Network profile you registered and 3G indicator will appear on the top bar just like when you have an Android phone connected to the Internet network.
6. If you have connected to the Internet are characterized by the appearance notification or no 3G indicator on the top bar, then you can now try out or test for your connection by opening one of the pages on your tablet. If you manage to open it, then you can successfully launch an internet connection using a USB modem stick.

3. Post-test

In the post test, the researcher gave questions that are not the same as in the pre-test.

G. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students test
 - a. Looking for students score, by using the following formula³:

$$\text{Score: } \frac{\text{Student Correct Answer}}{\text{Total Number}} \times 100$$

³ Drs. D.L. Imam, *Pengolahan Hasil Test dan Penilaian Hasil Belajar*, (Jakarta: kasturi, 1993), p. 100

b. Classifying students score by using percentage

$$P = \frac{F}{N} \times 100\%$$

Where: P= Percentage

F= Frequency

N= Number of sample

To understand the level of students scores the following classification are used :

- a. The score 96 – 100 classified as excellent
 - b. The score 86 – 95 classified as very good
 - c. The score 76 – 85 classified as good
 - d. The score 66 – 75 classified as average
 - e. The score 56 – 65 classified as fair
 - f. The score 36 – 55 classified as poor
 - g. Score 0 – 35 classified as very poor.⁴
- c. Calculating the mean score of the students

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean score

$\sum X$ = Total Raw score

N = Number of Sample⁵

⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: Rineke Cipta, 1998), p. 185.

⁵ Dr. Budi Susetyo, *Statistika*, (Jakarta:Depag RI, 2009), p.39

- d. Looking for D (Difference) between score variable I (x) pre test and score variable II (y) post test.

$$D = X - Y$$

- e. Looking for Mean from Difference (MD), by using the following formula:

$$MD = \frac{\sum D}{N}$$

- f. Looking for standard deviation from difference (SD_D)

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}$$

- g. Looking or error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

- h. Looking for value (t_0) by using the following formula:

$$t_0 = \frac{MD}{SE_{MD}}$$

Where: MD = Mean of Difference

SE_{MD} = Error standard from MD

(This formula above adopted from Sudjono)⁶

Criteria of hypothesis acceptability

$t_o \geq t_t$: Reject null hypothesis

$t_o < t_t$: Receive null hypothesis

2. To see the student's interest in learning English through procedure text, the writer used questionnaire.

Calculating the rate percentage of students' interest by using percentage as follow:

$$P = \frac{F}{N} \times 100\%$$

Where: P= Percentage

F= Frequency

N= Number of sample⁷

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⁶ Anas Sudjono, *Pengantar Statistik Pendidikan*, (E.d.1; Jakarta : PT. Raja Grafindo, 2001), p.289-291.

⁷ Suharsimi Arikunto, *Prosedur Penelitian*, (Cet. XI; JakartaL: PT. Rineka Cipta), p.41.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

The findings of the research deals with the rate percentage of students score in pre test and post test, analysis of test from the raw score of pre test and post test , percentage students` participation and the analysis of questionnaires.

1. The rate percentage of students` score in pre test and post test.

Table 1.1

The score of students reading in pre – test

No	Respondent	Correct Answer	Score
1	R1	3	60
2	R2	2	40
3	R3	3	60
4	R4	2	40
5	R5	4	80
6	R6	1	20
7	R7	3	60
8	R8	3	60
9	R9	1	20
10	R10	2	40

11	R11	4	80
12	R12	2	40
13	R13	3	60
14	R14	1	20
15	R15	4	80
16	R16	3	60
17	R17	3	60
18	R18	2	40
19	R19	1	20
20	R20	2	40
21	R21	2	40
22	R22	3	60
23	R23	3	60
24	R24	2	40
25	R25	3	60
26	R26	2	40
27	R27	3	60
28	R28	1	20
29	R29	3	60
30	R30	2	40
	Total Score		1460

$$\bar{X} = \frac{\sum X}{N} = \frac{1460}{30} = 48,67$$

On the table 1.1 shows that there were 5 student got score 20. There were 10 students got score 40. There were 12 students got score 60. There were 3 students got score 80. It means that most of students still have low reading comprehension.

Table 1.2
Classification of the score students reading in pre - test

Classification	Score	Frequency	Percentage
Excellent	96 - 100	-	-
Very Good	86 - 95	-	-
Good	76 - 85	3	10%
Average	66 - 75	-	-
Fairly	56 - 65	12	40%
Poor	36 - 55	10	33%
Very Poor	0 - 35	5	17%
TOTAL		30	100 %

The table above shows that students' score in pre test were varieties; in which there none of the students got excellent, very good, and average. There were 3

students (10%) got good classification. There were 12 students (40%) got fairly, there were 10 students (33%) got poor and 5 (17%) got very poor classification.

Table 1.3

The score of students reading in post – test

No.	Respondent	Correct Answer	Score
1	R1	4	80
2	R2	4	80
3	R3	3	60
4	R4	3	60
5	R5	4	80
6	R6	3	60
7	R7	3	60
8	R8	5	100
9	R9	3	60
10	R10	3	60
11	R11	4	80
12	R12	4	80
13	R13	4	80
14	R14	2	40
15	R15	4	80

16	R16	3	60
17	R17	4	80
18	R18	4	80
19	R19	2	40
20	R20	3	60
21	R21	3	60
22	R22	3	60
23	R23	3	60
24	R24	3	60
25	R25	5	100
26	R26	3	60
27	R27	4	80
28	R28	3	60
29	R29	3	60
30	R30	2	40
	Total Score		2020

$$\bar{X} = \frac{\sum X}{N} = \frac{2020}{30} = 67,33$$

On the table 1.3 shows that there were 3 student got score 40. There were 15 students got score 60. There were 10 students got score 80. There were 2 students

got score 100. It means that there is already an increase in students' reading comprehension, although just a little.

Table 1.4
Classification of the score students reading in post - test

Classification	Score	Frequency	Percentage
Excellent	95 - 100	2	7%
Very Good	86 – 95	-	-
Good	76 – 85	10	33%
Average	66 – 75	-	-
Fairly	56 – 65	15	50%
Poor	36 – 55	3	10%
Very Poor	0 – 35	-	-
TOTAL		30	100%

The table above shows that students' score in post test were varieties; in which there none of the students got very good, average, and very poor. There were 2 students (7%) got excellent classification. There were 10 students (33%) got good, there were 15 students (50%) got fairly and 3 students (10%) got poor classification.

Table 1.5**The calculated score of pre-test and post-test**

No.	Respondent	The result of reading test		D	D ²
		Pre test	Post test	(x-y)	(x-y) ²
1	R1	60	80	20	400
2	R2	40	80	40	1600
3	R3	60	60	0	0
4	R4	40	60	20	400
5	R5	80	80	0	0
6	R6	20	60	40	1600
7	R7	60	60	0	0
8	R8	60	100	40	1600
9	R9	20	60	40	1600
10	R10	40	60	20	400
11	R11	80	80	0	0
12	R12	40	80	40	1600
13	R13	60	80	20	400
14	R14	20	40	20	400
15	R15	80	80	0	0
16	R16	60	60	0	0
17	R17	60	80	20	400

18	R18	40	80	40	1600
19	R19	20	40	20	400
20	R20	40	60	20	400
21	R21	40	60	20	400
22	R22	60	60	0	0
23	R23	60	60	0	0
24	R24	40	60	20	400
25	R25	60	100	40	1600
26	R26	40	60	20	400
27	R27	60	80	20	400
28	R28	20	60	40	1600
29	R29	60	60	0	0
30	R30	40	40	0	0
N =30		$\sum X_1 = 1460$	$\sum X_2 = 2020$	$\sum D = 560$	$\sum D^2 = 17600$
		$\bar{X}_1 = 48,67$	$\bar{X}_2 = 67,33$		

From table above the researcher got $\sum D = 560$ and $\sum D^2 = 17600$ and from this data, the researcher present the result of mean score (X1) in pre-test and post-test (X2), the difference means between pre-test and post-test (MD), standard deviation (SD_D) and standard score mean (SE_{MD}) as follow :

1. Looking for mean score of pre-test (X1) and post-test (X2).

$$\begin{aligned} X1 &= \frac{\sum X1}{N} \\ &= \frac{1460}{30} \\ &= 48,67 \end{aligned}$$

Looking for mean score of post test (X2):

$$\begin{aligned} X2 &= \frac{\sum X2}{N} \\ &= \frac{2020}{32} \\ &= 67,33 \end{aligned}$$

2. Looking for mean of difference (MD)

$$MD = \frac{\sum D}{N} = \frac{560}{30} = 18,667$$

3. Looking for standard deviation (SD_D)

$$\begin{aligned} SD_D &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} = SD_D = \sqrt{\frac{17600}{30} - \frac{(560)^2}{30}} \\ &= \sqrt{586,667 - (18,667)^2} \\ &= \sqrt{586,667 - 348,456} \\ &= \sqrt{238,211} \\ &= 15,434 \end{aligned}$$

4. Looking for standard error mean (SE)

$$\begin{aligned} SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} = \frac{15,434}{\sqrt{30-1}} \\ &= \frac{15,434}{\sqrt{29}} \\ &= \frac{15,434}{5,385} \\ &= 2,866 \end{aligned}$$

5. Looking for t count (t_o) by using the following formula:

$$\begin{aligned} T_o &= \frac{MD}{SE_{MD}} \\ &= \frac{18,667}{2,866} \\ &= 6,513 \end{aligned}$$

6. looking for t table (t_t) as follows:

$$\begin{aligned} \text{Df } df &= n - 1 \\ df &= 30 - 1 \\ &= 29 \end{aligned}$$

Based on the table “ t_t ” standard of significant 5% with $df= 29$, got 2,756 ,from the result above, the writer gives interpretation that t value (t_o) is greater (or equal to) t_{table} (t_t)

$$6,513 \geq 2,756$$

Where 6,513 is greater (or equal to) 2,756

2,756 = the result of t_{table} from 5% with $df = 29$

Based on paired of the sample statistic and sample test above, the result of this research indicates that null hypothesis is rejected , and alternative hypothesis is accepted.

2. Analysis of Questionnaires

Having conducted research at SMKN 2 Palopo , the researcher found the students perception toward procedure text to improve reading comprehension through questionnaire ,students perception were presented as follows:

Table 2.1

1. Procedure text is very effective to apply at SMKN 2 Palopo to increase students interest in reading.

Item of Choice	Frequency	Percentage
Strongly agree	13	43%
Agree	17	57%
Neutral	-	-
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose neutral, disagree and strongly disagree. There were 13 students (43%) chose strongly agree and there were 17 students (57%) chose agree . It means that most of the students liked this method to be applied in reading.

Table 2.2

2. Procedure text can motivate the students to study English

Item of Choice	Frequency	Percentage
Strongly agree	16	53%
Agree	6	20%
Neutral	8	27%
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 16 students (53%) chose strongly agree and there were 6 students (20%) chose agree . there were 8 students (27%) chose neutral. It means that procedure text can motivate the students to study English.

Table 2.3

3. Procedure text can improve the students reading comprehension

Item of Choice	Frequency	Percentage
Strongly agree	12	40%
Agree	18	60%
Neutral	-	-
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose neutral, disagree and strongly disagree. There were 12 students (40%) chose strongly agree and there were 18 students (60%) chose agree . It means that procedure text can improve the students reading comprehension.



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Table 2.4

4. By using procedure text you can easily understand a reading in English

Item of Choice	Frequency	Percentage
Strongly agree	8	27%
Agree	10	33%
Neutral	12	40%
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 8 students (27%) chose strongly agree and there were 10 students (33%) chose agree. There were 12 students (40%) chose neutral. It means that by using procedure text the students can easily understand a reading in English.



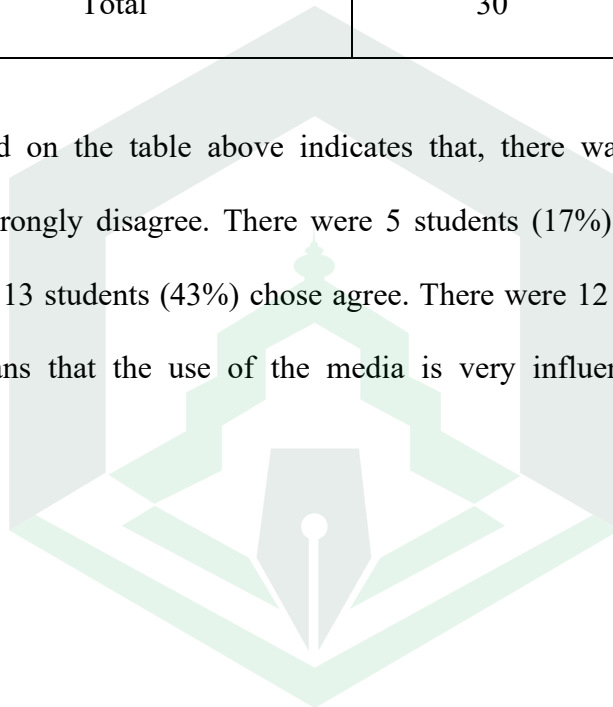
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Table 2.5

5. The use of the media is very influential in applying this technique

Item of Choice	Frequency	Percentage
Strongly agree	5	17%
Agree	13	43%
Neutral	12	40%
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 5 students (17%) chose strongly agree and there were 13 students (43%) chose agree. There were 12 students (40%) chose neutral. It means that the use of the media is very influential in applying this technique



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Table 2.6

6. Procedure text is very effective in improving the reading interest

Item of Choice	Frequency	Percentage
Strongly agree	6	20%
Agree	17	57%
Neutral	7	23%
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 6 students (20%) chose strongly agree and there were 17 students (57%) chose agree. There were 7 students (23%) chose neutral. It means that procedure text is very effective in improving the reading interest.



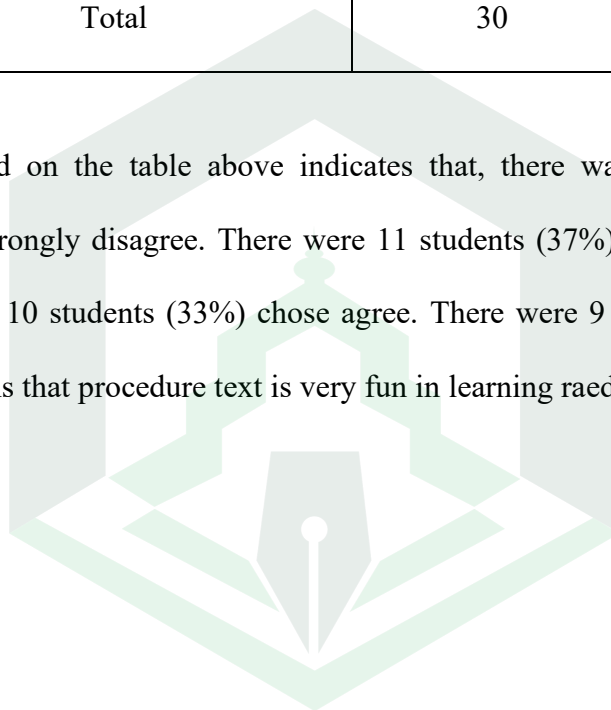
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Table 2.7

7. Procedure text is very fun in learning reading

Item of Choice	Frequency	Percentage
Strongly agree	11	37%
Agree	10	33%
Neutral	9	30%
Disagree	-	-
Strongly disagrees	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 11 students (37%) chose strongly agree and there were 10 students (33%) chose agree. There were 9 students (30%) chose neutral. It means that procedure text is very fun in learning raeding.



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Table 2.8

8. Procedure text can improve students' interest in reading can also add vocabulary, imagination and creativity in English.

Item of Choice	Frequency	Percentage
Strongly agree	12	40%
Agree	10	33%
Neutral	8	27%
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 12 students (40%) chose strongly agree and there were 10 students (33%) chose agree. There were 8 students (27%) chose neutral. It means that procedure text can improve students' interest in reading can also add vocabulary, imagination and creativity in English.

Table 2.9

9. With procedure text we can learn reading the easy and fun with friends

Item of Choice	Frequency	Percentage
Strongly agree	13	43%
Agree	12	40%
Neutral	5	17%
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 13 students (43%) chose strongly agree and there were 12 students (40%) chose agree. There were 5 students (17%) chose neutral. It means that With this technique we can learn reading the easy and fun with friends.

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Table 2.10

10. Learning reading using a procedure text is very easy to understand because often we find in everyday life.

Item of Choice	Frequency	Percentage
Strongly agree	15	50%
Agree	6	20%
Neutral	9	30%
Disagree	-	-
Strongly disagree	-	-
Total	30	100%

Based on the table above indicates that, there was not students chose disagree and strongly disagree. There were 15 students (50%) chose strongly agree and there were 6 students (20%) chose agree. There were 9 students (30%) chose neutral. It means that Learning reading using a procedure text is very easy to understand because often we find in everyday life.

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After doing tabulation of the interest questionnaire's data. The reseacher needed to analyze the items for the score of the interest questionnaire, which was:

Table 2.11
The List of the Students' Interest Score in Questionnaire

Respondents	Number of Items										Score
	1	2	3	4	5	6	7	8	9	10	
R1	4	4	5	3	4	3	4	4	3	4	38
R2	4	4	5	5	4	3	4	4	4	4	41
R3	5	5	5	4	4	4	3	3	4	3	40
R4	5	5	4	3	5	3	5	4	3	5	42
R5	5	4	5	3	4	3	3	4	4	4	39
R6	5	5	4	3	4	3	4	3	4	5	40
R7	4	5	4	5	4	5	4	5	4	5	45
R8	4	3	4	4	3	4	4	5	5	4	40
R9	4	5	5	5	3	4	5	5	4	5	45
R10	4	3	4	5	3	3	3	3	4	5	37
R11	4	5	5	5	3	3	4	5	3	5	42
R12	4	3	5	3	3	4	3	4	4	4	37
R13	4	3	4	5	3	3	4	4	3	4	37
R14	4	3	5	3	3	4	3	3	3	3	34
R15	5	5	4	3	4	3	4	3	4	5	40

R16	4	5	4	4	3	4	4	3	5	4	40
R17	4	5	4	3	3	4	4	4	5	3	39
R18	5	5	4	5	5	5	4	4	3	4	44
R19	4	5	5	4	5	3	5	3	5	4	43
R20	5	4	4	5	5	4	4	4	5	3	43
R21	5	4	4	3	5	4	4	4	5	3	41
R22	5	5	3	5	5	4	4	4	5	3	43
R23	4	5	4	5	4	4	5	3	4	5	43
R24	5	5	5	4	4	4	4	5	5	5	46
R25	4	5	4	5	4	5	3	3	4	4	41
R26	4	5	4	3	3	4	4	4	5	3	39
R27	4	3	5	3	3	4	3	3	3	3	34
R28	4	4	5	3	4	3	4	4	3	4	38
R29	4	4	5	5	4	3	4	4	4	4	41
R30	4	3	5	3	3	4	3	4	4	4	37

By totaling the score of the students' answering toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was (34) and the highest (46).

The table distribution frequency about the students' interest score toward the learning process by using procedure text was showed by table distribution of

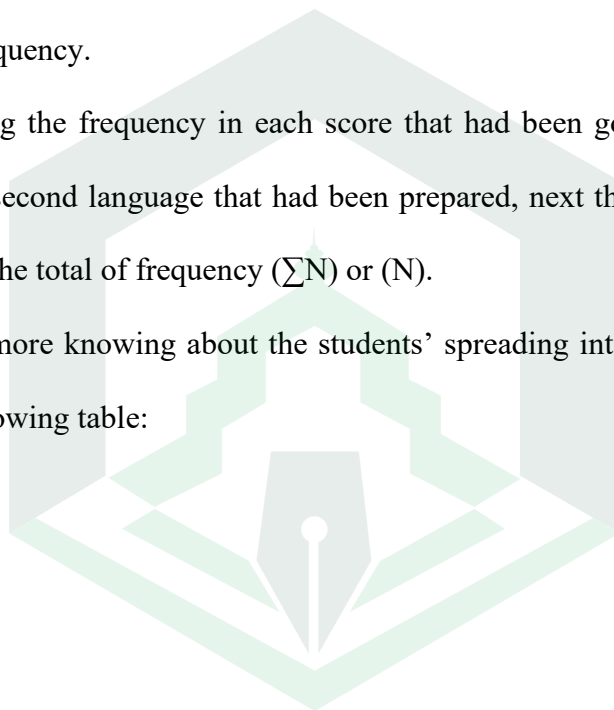
single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got , it could be showed that $H=46$ and $L=34$. After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, it started from the highest score succesively until the lowest in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N).

For more knowing about the students' spreading interest data, it could be seen in the following table:



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Table 2.12
Distribution Frequency and of the Students' Interest

Score	Frequency	Percentage
46	1	3%
45	2	7%
44	1	3%
43	4	13%
42	2	7%
41	4	13%
40	5	17%
39	3	10%
38	2	7%
37	4	13%
34	2	7%
$\Sigma=1209$	N=30	100%

Based on the table above, it could be known that the students at the X class students of Tehnique Electronic Department in SMKN 2 Palopo, the students who got the high score 46 were 1 student (3%) and the students who got the lowest score 34 were 2 students (7%). Score 45, 42, 38 were 2 students (7%). Score 43, 41, 37 were 4 students (13%). Score 44 were 1 students (3%). Score 40 were 5 students (17%) and score 39 were 3 students (10%).

B. Discussion

In this research the researcher focus on improving students' reading comprehension because reading is based component that must be mastered by learners. In this research, the researcher used text procedure to improve students' reading comprehension.

Procedure text is one type of English text that shows and describes a process in the manufacture or operate anything that serves to illustrate how the work is done through systematic steps or orderly. Procedure text is included in the descriptive text because the text is designed to provide (describe) something. Text like this is very easy to understand, because even in our daily lives, we often perform the procedure text.

The researcher findings indicate that student achievement in reading by using the procedure text indicates an increase. To see an increase in students' reading comprehension, the author uses three procedures of the data collection, as follows: pre-test, treatment, and post-test. In the pre-test teacher gives a short story to see their ability to read. However, most students still has less understanding. It is caused due to lack of interest in their vocabulary and to understand a passage. It can be seen in the table reading scores of students in the pre - test where the highest score was 80 and the lowest score was 20. Five students got score 20, which rate percentage is 17 %. Ten students got score 40, which rate percentage is 33 %. Twelve students got score 60, which rate percentage is 40% and three students got score 80, which rate percentage is 10%. It means that most of students still have low reading

comprehension.

Then, to see their abilities, the researcher gives treatment. Each treatment the researcher gives reading by using procedure text. After the researcher gives treatment using procedure text, there is an increase in the students' reading comprehension. This is because the text is given a very easy to understand because in everyday life we often do.

After giving treatment, the researcher gives post-test. In the post-test, the researcher gives a procedure text to see an increase in students' reading comprehension. It can be seen in the table reading scores of students in the post - test where the highest score was 100 and the lowest score was 40. Three students got score 40, which rate percentage is 10%. Fifteen students got score 60, which rate percentage is 50%. Ten students got score 80, which rate percentage is 33 % and there were two students got score 100, which rate percentage is 7 %. It means that there is already an increase of in students ' reading comprehension, although just a little.

To see the result of an increase in reading comprehension among students who did not receive an increase with an increase in, we can see it on the table the calculated score of pre - test and post-test where the results show that there is one student got score 40 in the pre-test and in the post-test he still score 40. There were 6 students got score 60 in the pre-test and in the post-test he still got score 60 and there were 3 students got score 80 in the pre-test and in the post-test he still got score 80. It shows that their understanding in learning to read is not increased. It is caused due to

lack of attention and their interest in learning. Although teachers have attempted to provide explanations and more attention to them, but most of them still choose to play.

Then there were 2 students got score 20 in the pre-test, but in the post-test they got score 40. There were 4 students got score 20 in the pre-test, but in the post-test they got score 60. There were 5 students got score 40 in the pre-test, but in the post-test they got score 60. There were 3 students got score 40 in the pre-test, but in the post-test they got score 80. There were 4 students got score 60 in the pre-test, but in the post-test they got score 80. There were 2 students got score 60 in the pre-test, but in the post-test they got score 100. It shows that by using text procedure to increase students' reading comprehension, although there are still some students who have a slow improvement. It is because of their interest and attention in learning began to increase.

Here is a sample answer to most of the students in the pre-test and post-test:

Pre-test

1. The traveler want a ticket to morrow
2. The story take place at a london station
3.
4.
5. Morrow is a place in remote part of Wales

Post-test

1. The type of the text above is procedure text
2. The purpose of the text above is
3. Print and fine catridge

The correct answer is:

Pre-test

1. The traveler want a ticket to morrow
2. The story take place at a london station
3. Because the booking clerk can't understand what the traveler want.
4. When he lost his temper, he yelled to the booking clerk, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"
5. Morrow is a place in remote part of Wales

Post-test

1. The type of the text above is procedure text
2. The purpose of the text above is
3. Print and fine catridge
4. The procedure to insert the Black (B) and color (C) FINE cartridges into their corresponding slots (B) and (C) is:
 - Open the ink cartridge locking cover (B) on the right side. Pinch (E) firmly and pull up the cover.
 - Remove the black FINE cartridge (B) from its package.
 - Pull the orange protective tape (F) in the direction of the arrow and remove it carefully.
 - Place the black FINE cartridge (B) in to the right slot (B)
 - Push down (B) of the ink cartridge locking cover until yuo hear a click to close it completely. View the ink cartridge locking cover (B) straight on and check that it is locked correctly (not at an angle).
 - Insert the color FINE cartridge (C) into the left FINE cartridge holder (C) in the same way as the black FINE cartridge.
5. It takes about 2 minutes until the power lamp stops flashing and stays lit.

Most of them in the pre-test did not answer the questions number three and four. And the post-test, they did not answer the questions number four and five. It is caused due to lack of attention and their interest in learning, particularly in writing their answers. They sometimes prefer to play and disturb each other in learning,

although researcher have attempted to reprimand and to give more attention to them and even sometimes in the study investigators also assisted by teachers at the school to reprimand the students. So when hours of lessons have been finished, they do not have time to write the answers. In this research, the researcher must work hard to grab their attention so that they return their attention to the lesson. Most of them also do not pay attention to the answers they write, so sometimes their answer is incomplete and incoherent. This is because most of them just cheat on her friends answer.

Score the students' reading in pre-test (variable X) and post-test (variable Y) showed that $\sum D = 560$ and $\sum D^2 = 17600$. The score of Standard Difference of Deviation (SD_D) = 15,434. Score of Mean Difference (MD) = 18,667 and score of Standard Error of Mean Different (SE_{MD}) = 2,866.

The result of t table (t_t) with 5% significant we got 2,756 with comparing t_{test} which he had got in ($t_0 = 6,513$), the writer gives interpretations $6,513 \geq 2,756$. Since $t_{test} \geq t_{table}$, the score students' reading comprehension before and after giving treatment is significant, it indicated that H_0 is rejected and accepted H_a . It means that there were significant improvement in reading comprehension at the X class students of Tehnique Electronic Department in SMKN 2 Palopo.

To find out more about students' perceptions of reading by using procedure text, researcher gave questionnaire. Based on the results of the questionnaire, it was found that most of the students were very interested in learning to reading by using

procedure text. In addition, the researcher also found that most of the students gave positive response to the strategy applied by researcher.

From the discussion above, it can be concluded that the first year students of SMKN 2 Palopo have good reading comprehension improvement after learning of reading by using procedure text. Finally, the writer concludes that using procedure text in teaching reading can help students to improve their reading comprehension.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions and suggestions. Based on the data analysis and the findings of the previous chapter.

A. Conclusions

Based on the result of data analysis and findings in the previous chapter, the conclusions that could be drawn from this study as follows:

1. Procedure text is effective in improve the students' reading comprehension at the X class students of Tehnique Electronic Department in SMKN 2 Palopo. It is proved by calculating the difference of both tests (pre –test and post-test), by using test analysis were the data had been analyzed by using (t_t) standard of significant 5% with degree of freedom ($df=29$), got the results of t_{test} was 6,513 and t_{table} was 2,756 or value of $t_{test} \geq$ value of t_{table} ($6,513 \geq 2,756$). It indicated that H_0 was rejected and accepted H_a . It means that there is significance difference between the students improvement of reading through procedure text at the X class students of Tehnique Electronic Department in SMKN 2 Palopo.

2. Having analyzed the result of questionnaire in student's perception toward the strategy applied by the researcher in this research, it was found that most of the students of X class students of Tehnique Electronic Department in SMKN 2 Palopo agree and like this strategy. It means that the students gave positive response and were interested in learning reading through procedure text.

B. Suggestions

Based on the conclusion above, the writer gives the following suggestions:

1. For the teachers, they use the procedure text in teaching reading as a new strategy in teaching. They should prepare enough material and give a good explanation to the students so that the students can understand and comprehend. To attract the attention of students in learning, the teacher should provide interesting material for example by giving the image on the materials that will be provided to students, so as to facilitate the students in understanding the text. So the researchers suggested to teachers to use this strategy in learning reading.

2. For the students, they should be more active in learning and vocabulary should increase so that they are easier to understand a reading. It is expected that after the use of this procedure in the learning text reading, they are more motivated to learn to understand the reading.

Finally, the researcher realized that this thesis was far from being perfect and because of that, constructive critics and advice were really expected for the perfection of this thesis. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the reader will have more information on the activities associated with this research and hopefully this study can be a reference for further research in conducting another study with more detailed information about the procedure text to improve students' reading comprehension.

A

P

P

E

N

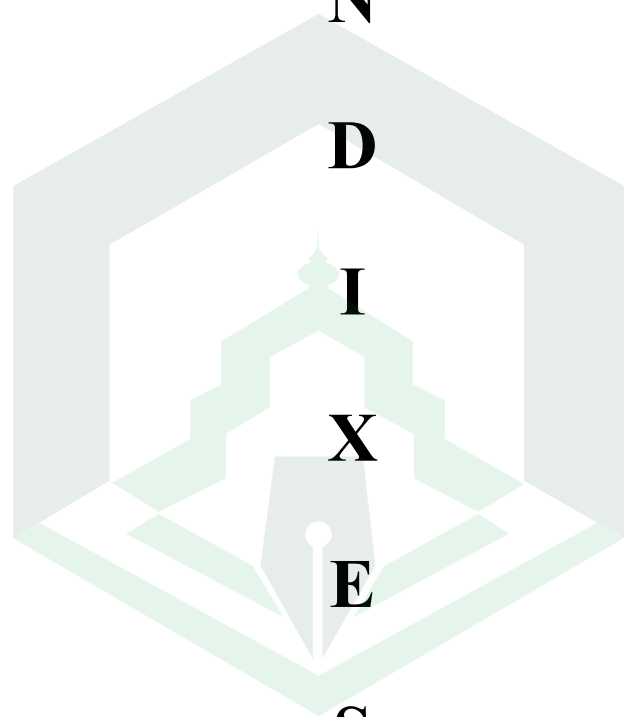
D

I

X

E

S



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APPENDIXE 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Negeri 2 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Pertemuan ke-	: 1 - 7
Alokasi Waktu	: 7 x 45 menit
Standar Kompetensi	: Berkomunikasi dalam bahasa inggris pada <i>Level Novice</i>
Kompetensi Dasar	: 1.1. Membaca procedure text.
Indikator	: Siswa dapat: 1. Memahami makna suatu bacaan.

I. Tujuan Pembelajaran:

Siswa dapat:

1. Memahami makna suatu bacaan.
2. Memperkenalkan cara baru dalam belajar bahasa inggris khususnya reading.
3. Meningkatkan kemampuan mereka dalam reading.

II. Materi Ajar

- **Misunderstanding**
- **How to Charge Handphone Battery**
- **How to Use a Cell Phone to Make a Phone Cell**
- **How to Wash the Clothes Using a Washing Machine**
- **How to Dry Clothes Using the Washing Machine**
- **How to Use USB Modem Stick**
- **How to Install the FINE Cartridges**

III. Metode Pembelajaran :

- Reading and writing

IV. Langkah-langkah Pembelajaran

Pertemuan ke-1

a. Kegiatan Awal:

1. Guru membuka kelas pada awal pembelajaran.
2. Guru menjelaskan materi yang akan di bahas.
3. Guru akan menerangkan hal-hal yang berkaitan dengan topic yang akan di berikan.

b. Kegiatan Inti:

1. Siswa memerhatikan secara bersama penjelasan dari guru.
2. Siswa membaca short story tentang “Misunderstanding”
3. Siswa menjawab pertanyaan dari guru tentang bacaan tersebut.

c. Kegiatan Akhir:

Siswa mendapatkan feedback dari guru.

Pertemuan ke-2

a. Kegiatan Awal:

1. Guru membuka kelas pada awal pembelajaran.
2. Guru menjelaskan materi yang akan di bahas.

b. Kegiatan Inti:

1. Siswa membaca procedure text tentang ” How to Charge Handphone Battery”
2. Siswa menjawab pertanyaan dari guru tentang bacaan tersebut.

c. Kegiatan Akhir:

Siswa mendapatkan feedback materi dari guru.

Pertemuan ke-3

a. Kegiatan Awal:

1. Guru membuka kelas pada awal pembelajaran.
2. Guru menjelaskan materi yang akan di bahas.

b. Kegiatan Inti:

1. Siswa membaca procedure text tentang “How to Use a Cell Phone to Make a Phone Cell”
2. Siswa menjawab pertanyaan dari guru tentang bacaan tersebut .

c. Kegiatan Akhir:

Menyimpulkan hasil pembelajaran.

Pertemuan ke-4

a. Kegiatan Awal:

1. Salam, menanyakan keadaan siswa.
2. Guru menjelaskan materi yang akan di bahas.

b. Kegiatan Inti:

1. Siswa membaca procedure text tentang “How to wash the clothes using a washing machine”
2. Siswa menjawab pertanyaan dari guru tentang bacaan tersebut .

c. Kegiatan Akhir:

Menyimpulkan hasil pembelajaran.

Pertemuan ke – 5

a. Kegiatan Awal:

1. Salam, menanyakan keadaan siswa.
2. Guru menjelaskan materi yang akan di bahas.

b. Kegiatan Inti:

1. Siswa membaca procedure text tentang “How to dry clothes using the washing machine”
2. Siswa menjawab pertanyaan dari guru tentang bacaan tersebut.

c. Kegiatan Akhir:

Menyimpulkan hasil pembelajaran.

Pertemuan ke – 6

a. Kegiatan Awal:

1. Salam, menanyakan keadaan siswa.
2. Guru menjelaskan materi yang akan di bahas.

b. Kegiatan Inti:

1. Siswa membaca procedure text tentang “How to Use USB Modem Stick”
2. Siswa menjawab pertanyaan dari guru tentang bacaan tersebut.

c. Kegiatan Akhir:

Menyimpulkan hasil pembelajaran.

Pertemuan ke – 7

a. Kegiatan Awal:

1. Salam, menanyakan keadaan siswa.
2. Guru menjelaskan materi yang akan di bahas.

b. Kegiatan Inti:

1. Siswa membaca procedure text tentang “How to Install the FINE Cartridges”
2. Siswa menjawab pertanyaan dari guru tentang bacaan tersebut .

c. Kegiatan Akhir:

Menyimpulkan hasil pembelajaran.



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V. ALAT/BAHAN/SUMBER BELAJAR

- a. Alat/Bahan:
Buku, kamus, dan lain-lain
- b. Sumber Belajar:
 1. Modul
 2. Global Access to the World of Work

Mahasiswa

Indri Yawati Pandu

NIM.09.16.3.0070



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APPENDIX 2

Pre-test

MISUNDERSTANDING

In remote part of Wales, there is a place called Morrow.

One day, at a London station, a traveler said to the booking clerk. I want a ticket to Morrow, please “The clerk raised his eyebrows, saying” If you want a ticket tomorrow, why don’t you come it tomorrow.”

“But I want a ticket to Morrow today,” the traveler repliend. “I tell you” the clerk said, “You can’t have a ticket tomorrow today.” You’ll have to come tomorrow for it.

By this time, the traveler was getting more and annoyed and finally lost temper and yelled. “Can’t you understand what I mean? I want a ticket to a place called Morrow and I want it now!”

Finally understanding what the traveler really wanted, the clerk said quite calmly. “Why didn’t you say so in the first place, here your ticket”?

Questions:

1. What did the traveler want?
2. Where does story take place?
3. Why did the traveler become annoyed?
4. How did the speak when he lost his temper?
5. What is the “Morrow” of the story?

APPENDIXE 3

Treatment 1

How to Charge Handphone Battery



Prepare your :

- hand phone
- battery charger

Steps :

1. Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
2. Wait until the battery icon appears on the screen.
3. Charge the battery approximately 5 hours or until the battery icon indicates that the battery is fully charged.
4. Remove the charger by pulling out from your hand phone.

Questions:

1. What is the type of the text above?
2. What is the purpose of the text above?
3. What should we prepare if we want to charge handphone battery?
4. How to do charge handphone battery?
5. How long does it take to keep the battery fully charged mobile phone?



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Treatment 2

How to Use a Cell phone to make a phone call

Things your need:

1. A cell phone
2. A phone number

Steps:

1. Turn the phone on



3. Press the *Call or the Sent button*. Wait for the ringing sound. Let the person to say, "hello". Speak normally.



2. Dial the number you want to call



4. When you are finished, press the *End* key (it's usually red) to hang up.



Questions:

1. What is the type of the text above?
2. What is the purpose of the text above?
3. What should we prepare if we want to make a phone call ?
4. How to do a cell phone call?
5. How to hang up when we finished making a call?



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Treatment 3

How to wash the clothes using a washing machine

Steps :

First, separate the colored clothes of the other.



Then, start the engine, set the option to wash.



Then, put the clothes into the washing machine. Next, fill it with water. Then pour the powder detergent entry.



After the cleaning process is complete, let the water flow through the drain hose.



Questions:

1. What is the type of the text above?
2. What is the purpose of the text above?
3. What should we prepare if we want to wash the clothes using a washing machine?
4. What is the first time we did before we wash the clothes using a washing machine?
5. When is the detergent powder poured into the washing machine?



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Treatment 4

How to dry clothes using the washing machine

Steps:

- 1 . Prepare clothes to be dried.



you want to dry. If you hear a crackling sound during drying , unbalanced load of laundry . Remove the laundry back and press gently . If the cover is open during the drying drying , stop operation . Repeat back and close the cover.

- 2 . Put your clothes into the washer dryers are still wet.



- 3 . Clean the bulkhead / cover of your washer dryer.



5. Wait up to five minutes. If you have finished drying your clothes, open the lid of your clothes dryer and should have a dry and clean look. If still slightly damp, put your clothes into the dryer, the dryer machine on again and wait a few minutes for your clothes to dry completely.

4. Turn on your washer dryer, safe and arrange round for the clothes

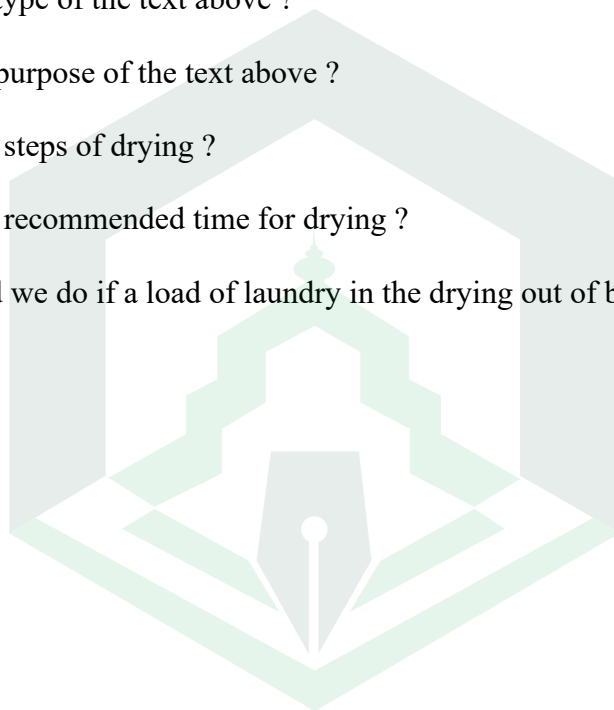


The recommended time for drying:

Load of Laundry	Drying Time
Heavy clothing like jeans	Approximately 4 to 5 minutes
Cotton (like underwear)	Approximately 2 to 4 minutes
Clothing synthesis	Approximately 1 to 2 minutes
Clothing synthesis (not heavy)	Approximately 1 minute

Questions:

- 1 . What is the type of the text above ?
- 2 . What is the purpose of the text above ?
- 3 . Mention the steps of drying ?
- 4 . Mention the recommended time for drying ?
- 5 . What should we do if a load of laundry in the drying out of balance ?



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Treatment 5

How to Use USB Modem Stick



Steps :

1. Prepare your USB stick modem is ready to connect to the internet. Then connect the modem using the USB cable connector into the port located on your Android tablet. Make sure that your USB modem is installed correctly and appropriately. Wait a few moments until you detect tablet modem connection is usually marked by flashing LED lights on your modem.
2. Once your modem is connected, the next step into the menu on your tablet, then go into Settings 3G.
3. On 3G Settings menu, select Add 3G network, and fill in the settings according to the internet service you use today and also the type of modem you are using. Let's take the example of when you use a data plan from your service provider 3 (Three). Input the data as follows :

Menu

Code Settings

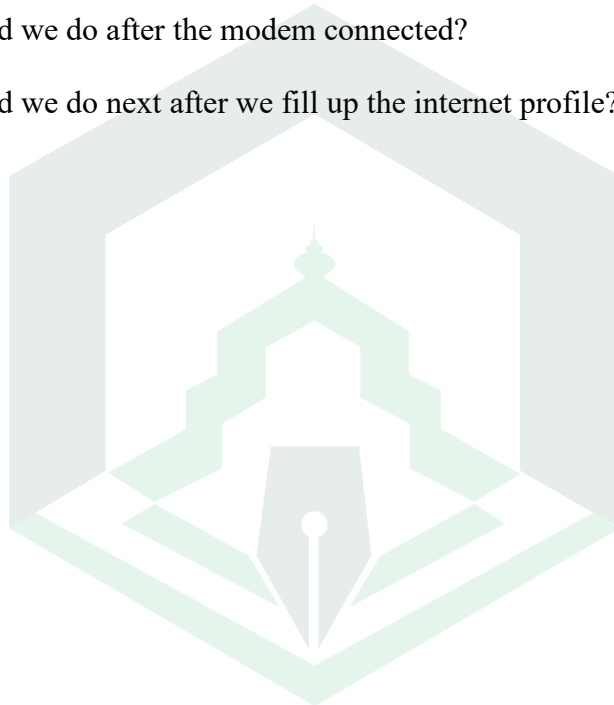
Name	Three. Or if you can also enter the name of the other
Device	Select the type of modem you wear according to what was stated on the list . Examples such as WCDMA Huawei E220 , E230, etc.
Device	* 99 #
Number	
APN	3data
user	3data
password	3data

4. If you are filling in the profile settings that you will use the internet before, then you just click Connect to the last step . After you click the Connect button , you will be faced with a new window that name connection that you created earlier and has three buttons including Connect , Forget and Cancel , click Connect . Forget yourself for an option to delete the internet profile on your tablet .
5. After clicking Connect , it will appear at the bottom notification connect 3G Network profile you registered and 3G indicator will appear on the top bar just like when you have an Android phone connected to the Internet network .
6. If you have connected to the Internet are characterized by the appearance notification or no 3G indicator on the top bar , then you can now try out or

test for your connection by opening one of the pages on your tablet . If you manage to open it , then you can successfully launch an internet connection using a USB modem stick.

Questions:

1. What is the type of the text above?
2. What is the purpose of the text above?
3. What should we prepare if we want to get online using a USB modem stick?
4. What should we do after the modem connected?
5. What should we do next after we fill up the internet profile?



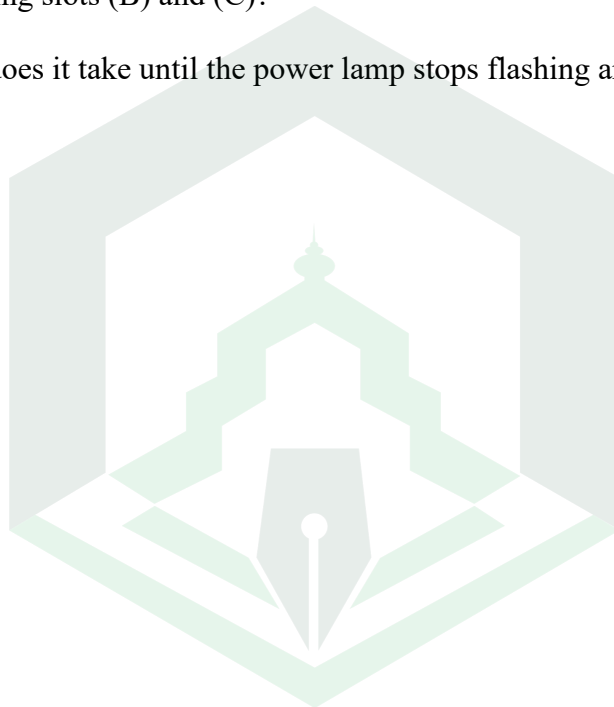
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APPENDIX 4

Post-test

Questions:

1. What is the type of the text above?
2. What is the purpose of the text above?
3. What should we prepare if we want to Install the FINE Cartridges?
4. What to do to insert the Black (B) and color (C) FINE cartridges into their corresponding slots (B) and (C)?
5. How long does it take until the power lamp stops flashing and stays lit?



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APPENDIX 5

ANGKET PENELITIAN

Daftar ini bertujuan untuk mengumpulkan data tentang sikap siswa terhadap pengaplikasian procedure text. Untuk itu anda di harapkan memberikan jawaban dengan sejujur-jujurnya. Kejujuran dan kesungguhan merupakan sumbangan anda dalam penelitian ini dan atas partisipasinya diucapkan banyak terima kasih.

PETUNJUK:

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.
2. Pada tiap pernyataan di sediakan lima poin yaitu sangat setuju(ss), setuju(s), netral(n), tidak setuju(ts), sangat tidak setuju(sts)
3. Berilah tanda checklist () pada setiap pilihan.
4. Terima kasih atas kejujuran anda dalam mengerjakan angket ini.

IDENTITAS RESPONDEN:

Nama :

NIS :

Kelas/Semester :

No	PERNYATAAN	SS	S	N	TS	ST
1.	Procedure text sangat efektif untuk di terapkan di SMKN 2 Palopo untuk meningkatkan minat membaca					S

	siswa.					
2.	Procedure text memotivasi anda untuk meningkatkan kemampuan berbahasa Inggris					
3.	Procedure text dapat menambah pemahaman anda dalam reading.					
4.	Dengan menggunakan procedure text anda dengan mudah dapat memahami suatu bacaan dalam bahasa Inggris.					
5.	Penggunaan media sangat berpengaruh dalam dalam mengaplikasikan tehnik ini.					
6.	Procedure text sangat efektif dalam meningkatkan minat membaca.					
7.	Procedure text sangat menyenangkan dalam pembelajaran reading.					
8.	Procedure text dapat meningkatkan minat membaca siswa juga dapat menambah vocabulary, imajinasi dan kreatifitas dalam bahasa Inggris.					
9.	Dengan tehnik ini kita dapat belajar reading dengan mudah dan menyenangkan bersama teman-teman.					
10.	Pembelajaran reading dengan menggunakan procedure text sangat mudah dipahami karena sering kita temukan dalam kehidupan sehari-hari.					

APPENDIX 6

Distribution of t- table

df	Level of Significance for- one tailed test					
	10	0,5	0,25	0,1	0,05	0,005
	Level of Significance for two tailed test					
	20	10	0,5	0,2	0,1	0,01
1	3,078	6,341	12,706	31,821	63,657	63,619
2	1,886	2,920	4,303	6,695	9,926	31,598
3	1,638	2,353	3,182	4,541	5,841	12,941
4	1,533	2,132	2,776	3,747	4,604	8,610
5	1,476	2,015	2,571	3,365	4,032	6,859
6	1,440	1,943	2,447	3,143	3,707	5,959
7	1,415	1,895	2,365	2,998	3,499	5,405
8	1,397	1,860	2,306	2,896	3,355	5,041
9	1,383	1,833	2,262	2,821	3,250	4,781
10	1,732	1,812	2,228	2,764	3,169	4,587
11	1,363	1,796	2,201	2,718	3,106	4,437
12	1,356	1,782	2,179	2,681	3,055	4,318
13	1,350	1,771	2,160	2,650	3,120	4,221
14	1,345	1,761	2,145	2,642	2,977	4,140
15	1,341	1,753	2131	2,602	2,974	4,073
16	1,337	1,746	2,120	2,583	2,921	4,015
17	1,333	1,740	2,110	2,567	2,898	3,965
18	1,330	1,734	2101	2,552	2,878	3,922
19	1,328	1,729	2,093	2,539	2,861	3,883
20	1,325	1,725	2,086	2,528	2,845	3,850
21	1,323	1,721	2,080	2,518	2,831	3,819
22	1,321	1,717	2,074	2,508	2,819	3,792
23	1,319	1,714	2,069	2,500	2,807	3,767
24	1,318	1,711	2,064	2,492	2,797	3,745
25	1,316	1,708	2,060	2,485	2,787	3,725
26	1,315	1,706	2,056	2,479	2,779	3,707
27	1,314	1,703	2,052	2,473	2,771	3,690
28	1,313	1,701	2,048	2,467	2,763	3,674
29	1,311	1,699	2,045	2,462	2,756	3,659
30	1,310	1,697	2,042	2,457	2,750	3,646
40	1,303	1,684	2,021	2,423	2,704	3,551
60	1,296	1,671	2,000	2,390	2,660	3,460
120	1,289	1,658	2,980	2,358	2,617	3,373
X	1,282	1,645	1,960	2,326	2,57	2,291

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