

## An Analysis of Tenth Grade Students' Reading Comprehension Ability in Procedure Texts

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Received 08/11/2025 ; Revised 16/11/2025 ; Accepted 24/11/2025 ; Published 26/11/2025

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### Abstrak

Keterampilan membaca merupakan salah satu keterampilan dasar yang harus dikuasai oleh siswa. Peneliti menemukan berbagai permasalahan yang dihadapi siswa dalam mempelajari teks bacaan, khususnya dalam membaca teks prosedural. Terdapat beberapa siswa yang kurang mampu membaca teks dengan baik. Melalui permasalahan tersebut, peneliti berupaya mengevaluasi keterampilan membaca siswa melalui kegiatan membaca teks prosedural di kelas X SMA Ekasakti Padang. Banyak permasalahan ditemukan selama proses observasi, di antaranya: siswa masih mengalami kesulitan dalam membaca teks prosedural. Siswa tidak dapat mengembangkan ide-ide mereka saat membaca teks prosedural, memiliki keterbatasan kosakata, tidak mampu membaca kalimat dengan benar, serta kurang dalam pelafalan kata dan penguasaan kosakata. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan pemahaman membaca teks prosedural. Metode penelitian yang digunakan adalah deskriptif kualitatif. Berdasarkan hasil penilaian tes kemampuan membaca, diketahui bahwa kemampuan siswa pada aspek judul tergolong sangat tinggi (52,9%), kemampuan siswa pada aspek tujuan tergolong tinggi (29,4%), kemampuan siswa pada aspek bahan dan peralatan tergolong tinggi (35,2%), serta kemampuan siswa pada aspek langkah-langkah tergolong tinggi (17,6%). Melalui hasil penelitian tersebut, peneliti menyimpulkan bahwa skor pemahaman siswa adalah 41,47. Angka ini menunjukkan bahwa kemampuan membaca siswa dalam teks prosedural tergolong tinggi.

**Keywords:** *Pemahaman bacaan, teks prosedur, kemampuan, keterampilan*

### Abstract

Reading skills are one of the basic skills that students must know. The researcher found problems for students in learning to read texts, especially learning to read in procedural texts. There are some students who are less able to read the text, through this problem the researcher tried to evaluate students' reading skills by reading procedural texts in class X of SMA Ekasakti Padang. Many problems were found during the observation process, including: students still have difficulty in reading procedural texts. Students cannot develop their ideas in reading procedural texts, should not have enough vocabulary, and also cannot read the correct sentences, students are lacking in pronouncing their words and vocabulary. The purpose of this study was to determine the reading comprehension of procedural texts. This research method was descriptive qualitative. hasil penilaian tes kemampuan membaca, diketahui bahwa kemampuan siswa dalam skill Judul sang tinggi (52,9), kemampuan siswa dalam Tujuan tinggi (29,4%), kemampuan siswa dalam Bahan dan peralatan tinggi (35,2%), kemampuan siswa dalam Langkah-Langkah Tinggi (17,6%). Melalui hasil penelitian tersebut, peneliti menyimpulkan bahwa skor pemahaman siswa adalah 41,47. Angka ini menunjukkan bahwa kemampuan membaca siswa dalam teks prosedural adalah tinggi.

**Keywords:** *Reading comprehension, procedure text, ability, skills*

### INTRODUCTION

English as a foreign language has four primary skills; named speaking, listening, reading, and writing (Qamili, 2023). Reading skill is the one basic skill that should students know. Reading is a passive skill which requires interactive process in (marzona, 2024) comprehending the meaning in order to get information or ideas from written text. Understanding the meaning of the reading skill including the ability in reading from many

experts who have different points of view is definitely important for the teacher of reading. It will be a useful knowledge to conduct a reading lesson in the classroom and a good reference to learn about how to deal with the reading skill more importantly. The purpose of this study was to determine the reading comprehension of procedural texts. The purpose of this research are To analyze the students' ability in reading comprehension procedure text in SMA Ekasakti Padang, to find out students' problem in reading comprehension procedure text in SMA Ekasakti Padang. Reading is one of the four language skills taught in the English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement. Of course, most children learn to read fairly well. Furthermore, according to Juliana et al., (2025) "reading also facilitates the growth of general skills and provides access to important knowledge at work and in school." Therefore, it can be inferred that the everyday life and reading practices of people are closely linked because reading is useful not only in world education, but also in social and working life.

Reading is known as the skill and comprehension. So, the combination of them as reading comprehension constitutes that comprehension is the crucial thing in reading. To understand the text, the readers must take some process to get the comprehension. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Siregar & Fauzana, 2024). The words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. It means that reading comprehension is the act of understanding the text increasing the student's ability in reading the text (Marzona et al., 2023). In reading skills, the students learn some types of text such as: descriptive text, recount text, narrative text, report text, and procedure text. That type of reading text often find in student's daily life. One of them is procedure text. According to Triwiyanti et al., (2025) said that procedure text is a text that give us directions to do something. Procedure text is text tells how to make something through a sequence of actions or steps. It usually uses imperative sentences such as out, place, use, etc. The generic structure of a procedure text commonly consists of three main parts: the goal (aim), the materials or ingredients needed, and the sequential steps or methods required to accomplish the intended task (Prihatna, 2025) . It can conclude that procedure text is the text how to make something through a sequence of instructions or steps the procedure text. Procedural texts have a generic structure and language features. Procedural texts can be found in food recipe magazines, on noodle and other food packaging, instruction manuals for electronic products, etc.

Demonstrations are a type of teaching method used when teaching process texts. According to Sari & Muhammadin Al Fath, (2023) said that demonstration method is a way of delivering material by demonstrating a process or activity. Demonstrations often occur when students have difficulty connecting the text to real-world practice or when the implementation of an idea is difficult to understand. Students can further differentiate the text from what is typically taught in their classrooms by using demonstrations as a teaching method for procedural texts. Based on initial observations on January 22, 2024, using a test technique, researchers found that students had problems understanding the text. First, student motivation was low because students were lazy to learn in class. The second problem is students' limited vocabulary; some students use dictionaries to try to understand the meaning of the context. The third problem is students' difficulty understanding the meaning of the text due to a lack of background knowledge about what they have read. Finally,

students are disinterested in the learning material explained by the teacher because the teacher uses the lecture method. Based on the explanation above, the researcher will collaborate with the English teacher in Grade X IPS 1 to implement the demonstration method in classroom action research (CAR). This method aims to reduce the lecture method often used in teaching reading comprehension of procedural texts.

## RESEARCH METHOD

The method of this research is qualitative research. According to (Creswell & Creswell, 2022) Qualitative research emphasizes on exploring and understanding the meaning which a person or group of people ascribe to a social or human problem. The population was 17 students. The sample of this study was 9 students, selected based on an investigation with the English teacher, (Casteel & Bridier, 2021). Sample is part of the population becomes a source of data in research, of which the population is part of the number of characteristics possess population (Sugiyono, 2023). The time and place of this research was from January 22 to February 22, 2024. This research was conducted at Ekasakti Padang High School. The instrument of this research was a reading ability test. The researcher give 90 minutes for the students to do the test. In this test the researcher chose the test the sample using multiple choice. The multiple choice questions consisted of 20 items. The technique used in this research is by testing students, giving them questions and answering them. The data analysis technique used by this researcher is a qualitative descriptive technique. Information or data in qualitative research is obtained from various sources, using various methods of collecting information, and tried continuously until the information is saturated. Activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated.

## RESULT AND DISCUSSION

### A. Result

Students' abilities are tested based on 20 questions, there are several important components in the ability to read procedure text, namely the title, purpose, material and equipment, and the steps. Some of these components become a reference for researchers to measure the actual extent of students' reading ability, especially in procedural texts. After conducting research at SMA Ekasakti Padang, the researcher found that of the 9 students who became the research sample in grade tenth students had high reading comprehension. This is proven by the results of the calculation of the total score of students' reading comprehension which shows a high value, namely 41,47%.

**Tabel 1.** The scoring of sheet students reading comprehension of procedure text

Students	The Scoring of Sheet Reading Comprehension				Total Score
	Topic	Purpose	Material	Steps	
S1	5	12	11	10	
S2	4	15	14	5	38
S3	15	12	14	6	47
S4	16	11	16	15	58
S5	10	15	7	6	38
S6	10	10	7	6	33

S7	11	13	16	15	55
S8	12	9	10	12	43
S9	10	8	8	5	31
S10	9	9	5	6	29
S11	10	5	9	11	45
S12	16	17	8	5	46
S13	17	16	8	7	48
S14	17	17	12	11	57
S15	10	8	6	8	32
S16	9	6	9	5	29
S17	10	13	7	8	38
Total Score					705

(Shetty, S., & Brutt-Griffler, J. 2008)

$$M: \frac{\sum X}{N} = M: \frac{705}{17} = M = 41,47\%$$

The data analysis also shows that on average 9 out of 17 students have very high reading comprehension (52,9%), 5 out of 17 students have high reading comprehension (29,4%), 3 out of 17 students have moderate comprehension (17,6%). From the reading test, the percentage in each element of students' reading comprehension was obtained. According to the findings that the researcher found high students scores.

**Tabel 1.** The percentage student's topic scores of reading comprehension procedure text

Category	Students	Percentage
<b>Very high</b>	9	52,9
<b>High</b>	5	29,4
<b>Moderate</b>	3	17,6
<b>Low</b>	0	0

This is indicated by scientific facts that 5 from of 17 students have very high reading comprehension in purpose part (29,4%), 4 from of 17 students have high ability purpose in procedure text (23,5%), 5 from of 17 students have moderate ability in purpose procedure text (29,4%), and 3 from of 17 students have low ability (17,6%). (From the reading comprehension test they percentage in every element of students speaking skill.

**Tabel 2.** Percentage of purpose scores in reading comprehension of procedure text

Category	Students	Percentage
<b>Very high</b>	5	29,4
<b>High</b>	4	23,5
<b>Moderate</b>	5	29,4
<b>Low</b>	3	17,6

Based on the findings that the researcher found, the highest score. This is indicated by scientific facts that 3 from of 17 students have very high ability in material (35,2%), 4 from of

17 students have high ability in material (23,5%), 4 from of 17 students have moderate ability (23,5%), and 3 from of 17 students have very low (17,6). From the ability in material they percentage in every element of ability in material procedure text.

**Tabel 3.** The percentage students material scores reading comprehension procedure text

Category	Students	Percentage
Very high	6	35,2
High	4	23,5
Moderate	4	23,5
Low	3	17,6

This is indicated by scientific facts that 3 from of 17 students have very high ability in steps (17,6%), 6 from of 17 students have high ability (35,2%), 5 from of 17 students have moderate ability (29,4%), and 3 from of 17 students have low ability in steps (17,6%). From the ability in steps test they percentage in every element of students ability in steps.

**Tabel 4.** The percentage of students steps scores of reading comprehension procedure text

Category	Students	Percentage
Very high	3	17,6
High	6	35,2
Moderate	5	29,4
Low	3	17,6

## B. Discussion

According to the finding that the researcher found, the students' ability in reading comprehension procedure text from element were high. This is indicated by scientific facts that 6 out 17 students have high abilities (35,2%), 7 out 17 students have moderate abilities (41,2%), 4 out 17 students have low abilities (23,5%), 5 out 17 students have very low ability (0%). From the reading test they experienced difficulty in every element of reading. The results of the test to 17 of the tenth year students of SMA Ekasakti Padang showed that the students had difficulty answering the reading comprehension test. In general, from the results of the students' test score only one student could answer correctly 20 question items with the test score of 100. The average test score is 41.47. This shows that the level of reading comprehension of most class X students is low.

Based on the calculation of the difficulty index of each item, it was found that there were 11 items categorised as easy questions, 7 items categorised as sufficient questions and 3 items categorised as difficult questions. More specifically, the 3 questions that are classified as difficult include numbers 2, 3, 18 and 19. The four questions are part of the questions related to difficulties in understanding vocabulary. However, there were some students who were able to answer correctly.

FM Tingo, ST Miolo, Y Hatibie (2023:80) the title is "The Effect of PQRST Strategy on Students' Reading Comprehension in Procedure Text. The population of this research was all students of class IX SMPN 3 Kabila which only has one class with a number of students consisting of 24 students and the sample of this research was all students in class ninth

totaling 24 students. The samples were determined using a saturated sampling technique. This research used a quantitative method with a pre-experimental design one group pre-test and post-test. There are two variables in this research, the PQRST strategy as the independent variable and the students' reading comprehension in procedure text as the dependent variable. Data collection techniques in this research used a test, namely multiple-choice tests. The results showed that the mean score of the pre-test was 11.75, and the mean score post-test was 19.38. In addition, the results of the hypothesis of this research found that  $t_{count} > t_{table}$  or  $24.04 > 2.069$  with the level of significance  $\alpha = 0.05$ . It means that the hypothesis (H1) of this research is accepted. Therefore, it can be concluded that the PQRST strategy has a significant effect on students' reading comprehension in procedure texts at the ninth grade of SMPN 3 Kabila. Based on the researcher's findings, the researcher can conclude that the comparison between this study and previous research is that the techniques used in this study and previous research both use test techniques, while the difference between these two studies is in the method using a qualitative approach.

## CONCLUSION

Based on the research questions regarding students' reading comprehension of procedural texts, it can be concluded that it can improve teacher and student activity and improve student learning outcomes in reading comprehension of procedural texts. This is evidenced by the observation checklist and learning outcomes. Observations of teacher activity revealed that teachers are able to carry out learning activities well, manage the class well, explain and convey learning material effectively, and engage students in more active learning activities. A competent teacher encourages students to come forward. For example, students are willing to answer questions posed by the teacher and demonstrate the material they are learning about procedural texts. Based on observations, students' activities are very effective in participating in learning activities. Students are more active in learning, more serious in their studies, more focused in their studies, and more confident in answering the teacher's questions. Students not only answer questions but also come forward when the teacher asks them questions without refusing. For example, when the teacher asks students to demonstrate the procedure for the material being studied, changes in student learning have been observed with the use of the demonstration method.

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