

AN ANALYSIS OF THE ABILITY OF THE FIRST YEAR STUDENTS AT SMAN 2 PARIAMAN IN WRITING PROCEDURE TEXT

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Abstract

The purpose of this research was to describe the ability of the first year students' of SMAN 2 Pariaman in writing procedure text. In writing procedure text, students should consider 4 components, they are the ability in using the generic structure, applying the language features, choosing and using the appropriate vocabulary, and applying the mechanics in writing procedure text. The population of this research was the first year students of SMAN 2 Pariaman. The total number of sample were thirty (30) students chosen by using cluster random sampling technique and class X1 was chosen as sample. The data were collected through writing test. To make the test reliable, the writer used inter-rater method by using two scorers. The result is the test was reliable. Then the test was valid in term of content validity. The result of this research showed that in general the students' ability of SMAN 2 Pariaman in writing procedure text was moderate. It is proved that 70% students had moderate ability. In detail, the students' ability in using the generic structure was moderate. It is proved that 63.33% students had moderate ability. Students' ability in applying the language features was moderate. It is proved that 66.67% students had moderate ability. Students' ability choosing in and using the appropriate vocabulary was moderate. It is proved that 60% students had moderate ability. And students' ability in applying mechanics was moderate. It is proved that 80% students had moderate ability.

Key Words: Ability, Writing, Procedure Text

Introduction

Writing is one of the important skills to be mastered because in writing the learner can communicate and know how to make a good writing, in order to make readers understand what is told about. Writing is a complex skill that the writer must have, such as ability to express the

idea, to use vocabulary and grammar. Writing is a difficult skill for second and foreign language students because they have to know the aspect of writing especially in writing text. Heaton (1988:135) states that there are five general components in writing, namely: language

use, mechanical skill, treatment of content, stylistic skills, and judgment skill. Dealing with the complex component of writing skills, writing is the most difficult skill for the students because of vocabulary, lack of grammatical mastery, and lack of background knowledge (Kroll: 1996:20).

At senior high school, writing skill is taught based on KTSP curriculum by using genre based approach. In this approach, the students are introduced some genre or types of text through the model of the writing text, social function, the generic structure and language features. By introducing them to the students, they are expected to know and understand the differences between some genres to others. Relaying to the fact above, it can be concluded that procedure text has common function to be understood by students.

Based on the informal interview with the teacher of SMAN 2 Pariaman, most of the students are not interested in writing procedure text. The students are confused and they still had mistakes especially in using the generic structure and language features, for example in using “be” and “verb” in simple present tense, in using temporal conjunction, action verb, and imperatives sentence.

Considering the above phenomenon, the researcher wants to

analyze the ability of the first year students in writing procedure text.

Procedure text is a piece of text that describes how something is accomplished through a sequence of action or steps. The main purpose of a procedure text is to direct, inform or explain. A procedure text explains how to do something. Barwick, *et. al* (1999:44) state that there are different types of procedure texts serving different purposes. Procedure text can instruct how to do a particular activity, for example science experiment, stage directions, road safety rules, following an itinerary and recipes. Procedures can help people in teaching the appropriate behavior, for example how to succeed. Procedures normally take the form of directions or instructions. Directions depend on someone with the knowledge having the skill to pass them accurately, and will direct someone to a place. Instruction will methodically explain how to make or do something, how something works or how it is used. Examples would be instruction manuals or operating instructions.

Actually, there are many types of procedure texts in which each type of procedure text has different purpose so we should be able to distinguish every type of the procedure text.

Procedure text focuses on systematically explaining a logical

sequence of actions or steps. First you do this, and then you do that. Each event or step must be clearly and explicitly. Barwick, *et. al* (1999:44) state that the structure usually consists of three stages:

- An introductory statement that gives the heading, the goal or the aim of the activity and states what the procedure is aiming to achieve.
- The listing of materials or equipment to be used for the procedure.
- The method of sequence of step written in the order in which they should be completed.

From the explained above, we know that the generic structures of procedure text consists of three:

1. Goal

The goal states the purpose of the text.

Example: - how to operate tape recorder.

2. Materials

The material is a list of thing used, equipment needed, substances required, or object being investigated to achieve the goal.

3. Steps

Steps are written on a separate lines and each of them is written as a command.

Barwick, *et. al* (1999:45) state that the language features of procedure text are:

1. Nouns or noun groups are used in the listed material or equipments, for example; screws, nuts, bolts, screwdriver, and wood.
2. Conjunctions are used to show chronological order, for example; before, while, then, after, and when.
3. Action verbs start most sentences. For example; take, put, link.
4. Adjectives add details relating to size, shape, color and amount. For example; place the red cube there.
5. Simple present tense is generally used.
6. Adverb, preposition and phrases add detailed information about how, where and when.

The purposes of this research are:

1. To describe the first year students' ability of SMAN 2 Pariaman in using the generic structures in writing the procedure text.
2. To describe the first year students' ability of SMAN 2 Pariaman in applying the language features in writing the procedure text.

3. To describe the first year students' ability of SMAN 2 Pariaman in choosing and using the appropriate vocabulary in writing the procedure text.
4. To describe the first year students' ability of SMAN 2 Pariaman in applying mechanics in writing the procedure text.

Methodology

This study was a descriptive research that has purpose to describe students' ability in writing procedure text. Gay (1987:10) says that descriptive research involves collecting data in order to test the hypothesis or to answer question concerning the current status of the subject of the study. Beside that, he also determines that descriptive research is useful in investigating many kinds of educational problem. This research was designed to analyze the ability of first year students in writing procedure text.

Gay (1987:102) defines that population is the group of interest to researcher, the group in which she or he would like the result of the study to be generalized. The population of this study was the first year students of SMAN 2 Pariaman. The writer chose the first year students as population because they had

studied writing procedure text at the first semester. The members of the population were 287 students and they were distributed into nine classes. Because the member of population is too large, the writer took sample. According to Gay (1987:103), sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.

The writer has 9 small pieces of paper which has been written number 1 until 9, and the paper is rolled and put them in small box. After shocking it, she took out one rolled paper with closed eyes from the box. The selected class was X1. It means that X1class was chosen as the sample.

The instrument used to collect the data in this research was writing test, writing procedure text test. The writer asked students to write a procedure text by choosing one of three topics provided within 60 minutes

Before giving a test, the writer had tried out the test to the students out of the sample. The purpose is to know whether the students can understand the instruction of the test or not, whether the time allowcated to do the test was enough or not. The result of the try out showed that the time allocated was enough and the

instructions was understood by the sample. A good test is valid if it measures what is supposed to be measured. To see the validity of the test, the writer used content validity. Arikunto (2006: 67) states that to get a valid test, it should be constructed based on the curriculum, syllabus, and teaching materials. So this test will be constructed based on syllabus and the teaching materials.

Reliability is degree to which a test consistently measures whatever it should be measured (Gay, 1987:135). To find out the reliability of the test and to minimize the subjectivity in scoring, the writer used inter-rater technique. It means that the writer use two scorers. They are the writer and Yeni Triana (one of students of English Department Bung Hatta University). The writer chose Yeni Triana as second scorer because she has a good grade in writing.

To calculate the coefficient correlation of the two scores, the writer used Pearson Product Moment formula suggested by Arikunto (2005). The result showed that the coefficient correlation is 0.96 (very high correlation). It means the test was reliable.

The data of this research were students' scores on writing procedure text. There were some steps to gather the data:

- a. The writer copied the students writing sheet and gave to the second scorer.
- b. The writer and second scorer read the students' writing sheet one by one.
- c. The writer and second scorer evaluated the procedure text written by student.
- d. The writer and second scorer gave score based on Heaton's criteria.
- e. The writer found the average score of the first scorer and second scorer.

The writer analyzed the data through the following procedures:

1. Presenting the raw score.
2. Count the average score of two scorers by using the formula:

$$\frac{1 \text{ scorer} + 2 \text{ scorer}}{2}$$

3. Calculated mean (M) and standard deviation (SD) by using the following formula (Arikunto, 2005:264):

$$M = \frac{\sum x}{N}$$

Where:

M = Mean

\sum = Sum of

x = Score in a distribution

n = Number of Sample

To calculate standard deviation, the writer used the following formula:

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where:

SD = standard deviation

$\sum x$ = total score of the students

$\sum x^2$ = the total x^2

4. Classify the students' ability into high, moderate and low ability based on the following categories (Arikunto, 2005:264)

$>M + 1 SD$ = High

$M - 1 SD \Rightarrow M + 1 SD$ = Moderate

$< M - 1 SD$ = Low

5. Calculate the percentage of the students who have high, moderate and low ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

P : percentage of students.

R : the sum of students who have high, moderate and low ability

T : the sum of the students.

Finding and Discussion

After the researcher calculated the data, the researcher interpreted the data. The interpretations were divided into four parts: (i) students' ability in using the generic structure in writing procedure text was moderate, (ii) students ability in applying the language features in writing procedure text was moderate, (iii) students ability in choosing and using the appropriate vocabulary in writing procedure text was moderate, (iv) students ability in applying the mechanics in writing procedure text was moderate.

1. Students' Ability in Writing Procedure Text

The result showed that 5 students (16.67%) had high ability, 21 students (70%) had moderate ability and 4 students (13.33%) had low ability. It means that the ability of the first year students at SMAN 2 Pariaman in writing procedure text was moderate. It can be seen in following table:

Quality	Number of students	The percentage of the students' ability
High	5	16.67%
Moderate	21	70%
Low	4	13.33%
Total	30	100%

Based on the students' answer sheet about procedure text, in using the generic structures most students still had mistakes in writing the goal. In using language features, the students might be confused to use simple past form. In using the appropriate vocabulary, the students still had mistakes in choosing the word. In the mechanic, sometimes the students forget to write punctuation.

2. Students' Ability in Using the Generic Structures in Writing Procedure Text

This part presents the students' ability in using the generic structures in writing procedure text. The maximum possible score for this component was 30 and minimum possible score was 13. The result showed that the highest score was 28 and the lowest score was 15. After that the writer counted mean and standard deviation. The result of mean was 20.97 and standard deviation was 3.76. The result showed that 7 students (23.33%) had high ability, 19 students (63.34%) had moderate and 4 students (13.33%) had low ability. It means that the ability of the first year students at SMAN 2 Pariaman in using the generic structures in writing procedure text was moderate. It can be seen in following table:

Quality	Number of students	The percentage of the students' ability
High	7	23.33%
Moderate	19	67.4%
Low	4	13.33%
Total	30	100%

The students are still confused about using the generic structure especially in goal, the students did not understand well the purpose of the goal in writing procedure text.

For example; *Goal =to explain how to make instant noodles*

Actually, it is not necessary for students to make the sentence above because the goal is an introductory statement that gives the heading. In materials and steps, the students almost clearly in writing the materials and steps

3. Students' Ability in Applying the Language Features in Writing Procedure Text

To find out the result of the students' ability in applying the language features in writing procedure text, the writer firstly counted the students' score. The maximum possible score for this component was 25 and the minimum possible score was 5. The result of the test

showed that the highest score 24.5 and the lowest score was 10.5. And the writer calculated mean and standard deviation. The result of mean was 17.78 and standard deviation was 3.72. The result of this calculation showed that 4 students (13.33%) had high ability, 20 students (66.67%) had moderate ability and 6 students had low ability. It means that in general the ability of the first year students at SMAN 2 Pariaman in applying the language features in writing procedure text was moderate. It can be seen in following table:

Quality	Number of students	The percentage of the students' ability
High	4	13.33%
Moderate	20	66.67%
Low	6	20%
Total	30	100%

In this case, the ability of most students in applying the language features in writing procedure text was moderate (66.67%). Based on finding, some of students were poor in using simple present tense and action verb. For example:

1. a cup of tea ready to served. It should be *a cup of tea is ready to serve*.

2. I boiled a pan of water. It should be *I boil a pan of water*.

4. Students' Ability in Choosing and Using the Appropriate Vocabulary in Writing Procedure Text

The maximum possible score for this aspect was 25 and minimum possible score was 5. The result showed that the highest score was 22 and the lowest score was 10. After that, the writer counted the mean and standard deviation. The result of mean was 17.4 and standard deviation was 3.57. The result of this calculation showed that 6 students (20%) had high ability, 18 students (60%) had moderate ability and 6 students (20%) had low ability (see appendix 22). From the calculation of this result, it could be seen that the students' ability in choosing and using the appropriate vocabulary in writing procedure text was moderate. It can be seen in following table:

Quality	Number of students	The percentage of the students' ability
High	6	20%
Moderate	18	60%
Low	6	20%
Total	30	100%

In choosing and using the appropriate vocabulary the students ability was moderate (60%). As matter of fact, some students made mistakes in using the appropriate vocabulary. For example:

1. The use of “enter” in *enter the orange into a blender*. In this phrase, the appropriate words for “enter” is “put”. It should be *put the orange into a blender*.
2. “mix” in *mix the tea with a tea spoon*. In this phrase, the appropriate words for “mix” is “stir” it should be *stir the tea with the tea spoon*.

5. Students’ Ability in Applying Mechanic in Writing Procedure Text

The maximum possible score for this aspect was 20 and minimum possible score was 7. The result showed that the highest score was 17.5 and the lowest score 7.5. After that, the writer counted the mean and standard deviation. The result of mean was 11.37 and standard deviation was 2.72 the result of this calculation showed that 3 students (10%) had high ability, 24 students (80%) had moderate ability and 3 students (10%) had low ability. From the calculation of this result, it could be seen that the students’ ability in applying mechanics in writing procedure text was moderate. It can be seen in following table:

Quality	Number of students	The percentage of the students’ ability
High	3	10%
Moderate	24	80%
Low	3	10%
Total	30	100%

In applying the mechanic the students ability was moderate (80%). Most of students made errors in spelling and punctuation so frequent, and they did not write punctuation. Based on theory, spelling is another factor of writing. A good spelling makes meaningful writing. Punctuation can help a reader to understand what the writer tells about. It can establish intonation. For example:

1. severd a cup of tea. The underline word was wrong in spelling. It should be: **served**.
2. stil the tea. It should be **stir**.

Conclusion

In general the students’ ability in writing procedure text was moderate, it is indicated by the fact that there were 21 students (70%) who had moderate ability in writing procedure text.

In specific, the conclusion can be seen as follows:

1. The ability of the first year students of SMAN 2 Pariaman in using the generic structures in writing procedure text is moderate. It is supported by the fact that there were 7 students (23.33%) got high ability, 19 students (63.34%) got moderate ability and 4 students (13.33%) got low ability.
2. The ability of the first year students of SMAN 2 Pariaman in applying the language features in writing procedure text is moderate. It is supported by the fact that there were 4 students (13.33%) got high ability, 20 students (66.67%) got moderate ability and 6 students (20%) got low ability.
3. The ability of the first year students of SMAN 2 Pariaman in choosing and using the appropriate vocabulary in writing procedure text is moderate. It is supported by the fact that there were 6 students (20%) got high ability, 18 students (60%) got moderate ability and 6 students (20%) got low ability.

The ability of the first year students of SMAN 2 Pariaman in applying mechanics in writing procedure text is moderate. It is supported by the fact that there were 3 students (10%) got high ability, 24

students (80%) got moderate ability and 3 students (10%) got low ability.

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