

AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING ENGLISH PROCEDURE TEXT AT SMP NEGERI 1 SOLOK SELATAN

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Abstract

This research was attempted to know ability of the IX grade students of SMPN 1 Solok Selatan in writing procedure text. The design of this research was descriptive. The total members of population were 148 students. They were distributed into 6 classes. Then, the researcher took one class as sample with used cluster random sampling technique to select the sample. The data of this research were students' score in writing procedure text. The data were collected by using writing test as instrument. The try out test was done before giving the real test to the sample. After that, she analyzed the data by calculating the Mean (M) and Standard deviation (SD). Based on the result of data analysis, the researcher found that the ability of IX grade students of SMPN 1 Solok Selatan in writing procedure text was moderate. It was indicated by the fact that there were 15 students (60%) having moderate ability. In detail, there were 18 students (72%) having moderate ability in writing generic structure, 16 students (64%) having moderate ability in using language feature, 15 students (60%) having moderate ability in choosing appropriate vocabulary, and 15 Students (60%) having moderate ability in using mechanics. Due to the finding of this study, The English teachers are suggested to review the materials about procedure text, to teach grammatical structure of procedure text, and giving more exercises to improve students' ability to write procedure text. For students, they are suggested to study more about grammatical structure of procedure text, vocabulary and mechanics that should be used, and do more exercises to write procedure text. For further researcher, it is suggested to study the other relevant aspects in writing procedure text.

Key words: Ability, Writing, Procedure text

Introduction

Writing is an important part of language learning. It is kind of complex process especially for non native speakers. Because of the activities range from the transformation into words that using the

competence structure and coherent organization. It also needs control for several variables like content, vocabulary, mechanics etc.

Based on the curriculum of English for junior high school 2006, the teaching

English for students are aimed at achieving the functional level namely the students are expected to be able to communicate in oral and written form. While in written they are also expected to be able to convey their ideas or messages through various kinds of writing: descriptive, narrative, recount, procedure, report, etc.

In the curriculum, the learners are also expected to be able to produce some texts. To achieve this purpose, it is necessary for the students to know the strategies in writing in order to produce the texts well. However, in fact the researcher found some problems in teaching writing at the IX grade of SMPN 1 Solok Selatan. The students often complain when the teacher asked them to write text especially in procedure text. They thought that writing is a complicated skill in the classroom. If they are given a writing test or assignment, most of them had got confusions of choosing words in organizing their ideas, developing the topic, and arranging the words in grammatical sentences. As result they are not interested in writing. They thought that it was a hard task for them.

According to Heaton (2010) states there are five components of writing; they are content, organization, language use,

vocabulary, and mechanics. There are three forms of writing, namely paragraph, text and essay. In writing text, firstly students have to decide kinds of text that they will write. Wikipedia (2011) states texts has some types, they are descriptive text, narrative text, recount text, procedure text and report text. There are two types of text; they are literary text and factual text. One of the factual texts is procedure text. Procedure text is one of a text genre that is studied by students to be written. There are two kinds of procedure texts. The first is a text that explains how to make something and the second is a text that explains how to do or use something. There are four aspects that should be considered in writing procedure text. They are generic structure and language features, vocabulary and mechanics.

The generic structure of procedure text is goal/aim, ingredients/materials and steps. The language features of procedure text are the use of temporal conjunction, action verb, imperative sentence and simple present tense. Vocabularies are the appropriate words that are used in writing procedure text. Mechanics consist of punctuation, capitalization and spelling.

Even though the IX grade students at SMPN 1 Solok Selatan have studied

procedure text. Most of them have low achievement in writing procedure text because the students have to lacks of grammar, so it is difficult for them to write procedure text. Moreover, they have lack of knowledge in writing because they do not know the appropriate way to write the procedure text

Based on the fact above, the researcher wanted to conduct a research about an analysis on the students ability in writing procedure text at SMP Negeri 1 Solok Selatan.

The general purpose of this research was to describe the ability of IX grade students of SMP Negeri 1 Solok Selatan in writing Procedure Text.

The specific purposes of this research are:

1. To know the ability of IX grade students at SMPN 1 Solok Selatan in writing generic structure of procedural text?
2. To know ability of IX grade students of SMPN 1 Solok Selatan in writing language feature procedure text.
3. To know the ability of IX grade students of SMPN 1 Solok Selatan in using vocabulary in writing procedure text

4. To know the ability of IX grade students of SMPN 1 Solok Selatan in applying mechanics in writing procedure text..

Research Method

This research used descriptive design. It described the ability of students in writing procedure text. According to Gay (1987: 189), descriptive research involves collecting data to test hypothesis or to answer the questions concerning the current status of the subject of the study. In this research, the researcher described the ability of IX grade students of SMPN 1 Solok Selatan in writing procedure text. The population of this research was the IX grade students of SMPN 1 Solok Selatan. The total number of this population were 148 students. They were distributed into six classes, namely Class A, class IX 1, IX 2, IX 3, IX 4, IX 5 and IX 6.

In this research, the researcher used cluster random sampling technique to select the sample of the research. Gay (2009: 129) states that cluster random sampling may be the only feasible method of selecting of sample when the researcher is unable to obtain a list of all member of the population.

Gay et.al (2009: 129) says cluster random sampling is technique in which samples is in group, not individuals, is

randomly selected, and all members of selected groups have similar characteristics, because the population is homogenous. The members of population have the same curriculum, syllabus, materials, and lesson plan.

The researcher took 17% of the population as sample. It means that the total number of the sample was one class consists of 25 students. Based on the sampling technique used, the researcher wrote the number of each class on six pieces of paper. Then she took a piece of paper that has been mixed up from all classes. Then selected class were IX 2 that consist of 25 students. Therefore, all students of IX 2 class became the sample members.

The researcher used writing test as the instrument to collect the data. Here, the students are asked to write procedure text. To do the test, the researcher gave five topics. Then, the writer asked the students to choose one of them and write procedure text in 60 minutes.

The researcher did the tryout of test to the students out of the sample before giving the real test. The function of try out was to see whether the time allocation was enough or not, to see whether the students understand the instruction or not. The result

showed that the time allocation to do was enough and the instruction was understood.

To see the validity of the test, the researcher used content validity. Arikunto (2010; 64) states that one of the characteristics of the test validity is content validity. It mean that the test was valid if fixes with the materials that have been given to the students. In this case, the test is constructed based on syllabus. Moreover, materials of the test have been studied by the students.

To find out the reliability of the test, and to minimize the subjectivity in scoring, the researcher used two scorers. It means that there were two scorers (first scorer and second scorer)

After the researcher calculated the result of the test by using Pearson Product Moment Formula (Arikunto, 2010:69), it was found that the coefficient correlation of two scorer was 0.89. It was categorized very high correlation. It meant that the instrument was reliable and could be used to collect the data.

In gathering data, the researcher gave a writing test in the form of essay to the students. The researcher gave students' score based on the criteria of scoring which has been modified based on Heaton's idea

(1989:146). The highest possible score for all items is 100 and the lowest score was 39. In addition, the researcher analyzed the data by presenting the raw score from two scorers. Then, the researcher counted the average score of two scorers. Next, the researcher calculated Mean (M) and Standard Deviation (SD). After that, the researcher classified the students' ability into high, moderate, and low. Then, the researcher calculated the percentage of the students who get high, moderate, and low ability. Finally, the researcher interpreted the result of IX grade students' ability in writing procedure text.

Findings and Discussion

Findings

1) The Students' Ability in Writing Procedure Text

Based on the criteria of scoring, the highest possible score was 100 and the lowest score was 39 in writing Procedure text. The result of the test proved that the highest score was 84,5 and the lowest score was 44. The result of mean was 65,8 and standard deviation was 10,8. The result of data analysis can be seen in table below.

The Score Range	Categories	Number of Students	The Percentage
>76,6	High	6	24%
55 until 76,6	Moderate	15	60%
<55	Low	4	16%
Total		25	100%

2) Students' Ability in Writing Generic Structure of Procedure Text

Based on the criteria of scoring, the highest score was 30 and the lowest score was 13. The result of the test proved that the highest score was 26 and the lowest score was 14. The result of mean was 20,32 and the standard deviation was 3,39. The result of data analysis can be seen in table below.

The Score Range	Categories	Number of Students	The Percentage
>23.71	High	3	12%
16.93 until 23.71	Moderate	18	72%
<16,93	Low	4	16%
Total		25	100%

3) Students' Ability to Use Language Feature in writing Procedure Text

Based on the criteria of scoring, the highest score was 30 and the lowest score was 11. The result of the test proved that the highest score was 25,5 and the lowest score

was 13. The result of the mean was 19,6 and the standard deviation was 3,55. The result of data analysis can be seen in table below.

The Score Range	Categories	Number of Students	The Percentage
> 24,15	High	5	20%
16,05 until 24,15	Moderate	16	64%
<16,05	Low	4	16%
Total		25	100%

4) The Students' Ability in Using Appropriate Word (Vocabulary)

Based on the criteria of scoring, the highest score for this component was 30 and the lowest was 11. The result of the test proved that the highest score of the students' ability in using appropriate word was 25,5 and the lowest was 13,5. The result of mean was 19,38 and standard deviation was 3,38. The result of data analysis can be seen in table below.

The Score Range	Categories	Number of Students	The Percentage
>22,76	High	6	24%
16 until 22,76	Moderate	15	60%
<16	Low	4	16%
Total		30	25

5) The Students' Ability in Applying Mechanics (Spelling, Punctuation, and Capitalization)

Based on the criteria of scoring, the highest score for this component was 10 and the lowest score was 4. The result of the test proved that the highest score of the students' ability in using mechanics was 8 and the lowest score was 4. The result of mean was 6,56 and standard deviation was 1,12 . The result of data analysis can be seen in table below.

The Score Range	Categories	Number of Students	The Percentage
> 7,68	High	5	20%
5,44 until 7,68	Moderate	15	60%
< 5,44	Low	5	20%
Total		25	100%

Discussions

1) Students' Ability in Writing

Generic Structure of Procedure Text

Based on the findings, the students' ability in writing generic structure (goal/aim, materials, and steps) was moderate, it was indicated 72% students were in moderate category. It means that most of the students still did not understand how to write generic structure well. Bellow was the examples of students writing.

- Some students still did not write the goal/aim of procedure text. They had to know that the goal/aim was the title of the text. For example how to make fried rice, how to make ice orange juice.
- Some students did not write the materials/ingredients of procedure text completely. They had to know that materials/ingredients are the thing that needed in doing something. For example, two plate of rice, one egg, sufficient of oil, etc.
- Some students did not write the steps of procedure text completely. They had to know that the steps are the series activity that we do in order to achieve the goal. For example, two plate of rice, one egg, sufficient of oil, etc.

2) Students' Ability to Use Language Feature in Writing Procedure Text

Based on the finding, the students' ability in using language feature was moderate. It was indicated 64% students were in moderate category. It means that most of the students still did not understand how to use language feature well. For example, some students did not use add, stir, mix (action verb), first, then, after that (temporal conjunction), mix the spice-mixture with the eggs and tapioca-flour (imperative sentence), fried rice is ready to

serve (simple present tense). Sometimes the students make error in using language feature in writing procedure text.

3) The Students' Ability in Using Appropriate Word (Vocabulary)

Based on the finding, the students' ability in using vocabulary was moderate. It was indicated 60% students were in moderate category. It means that most of the students still did not understand how to use appropriate word (vocabulary) well. For example use words like combine rather than mix, use add rather than put, or use ready rather than prepare.

4) The Students' Ability in Applying Mechanics (Spelling, Punctuation, and Capitalization)

The big problem that was found in this research was using mechanics. Most of the students didn't use punctuation, like (,) comma and (.) full stop. For example, piece onion, garlic and cucumber. Even some students didn't use the punctuation in their writing. Some students didn't use capitalization in the beginning of the sentence. The researcher assumed that this problem might be caused of lack in writing practice.

Conclusions

.Based on The finding of this research could be concluded that the ability of the IX grade students of SMPN 1 Solok selatan to write procedure text was moderate. This conclusion was indicated by the fact that there were 15 students (60%) who get moderate ability in writing procedure text. These are the detail of the IX grade students of SMPN 1 Solok Selatan ability in writing procedure text:

1. The students' ability to write generic structure of procedure text was moderate because there were 15 students (60%) from 25 students get moderate ability.
2. The students' ability to use language feature in writing procedure text was moderate because there were 16 students (64%) from 25 students get moderate.
3. The students' ability to use suitable vocabulary in writing procedure text was moderate because there were 15 students (60%) from 25 students get moderate ability.
4. The students' ability in applying mechanics to write procedure text was moderate because there were 15 students (60%) from 25 students get moderate ability.

5.2 Suggestions

Based on the conclusions that had been discussed previously, the researcher tries to give some suggestions as follow:

1. For English teachers, in teaching procedure text, the teacher are suggested to review the materials about procedure text, to teach grammatical structure of procedure text, the words and mechanics that should be used, and teacher should give more exercises to improve students' ability to write procedure text.
2. For students, in writing procedure text, the students are suggested to study more about grammatical structure of procedure text, the words and mechanics that should be used, and the students expected to do more exercises to write procedure text.
3. For the next researcher, the researcher suggested to find out the other relevant aspect in writing procedure text. For example, the difficulties that students face in writing procedure text.

Acknowledgment

First of all, the researcher would like to thank to Allah swt, that has given her the opportunity and healthy to finish her thesis entitle "An Analysis on the Students' Ability

in Writing English Procedure Text at SMP Negeri 1 Solok Selatan”. Moreover, she would like to extend shalawat and Salam to Prophet Muhammad saw, who has guided human being from the darkness to the brightness lives.

The researcher also would like to express her deepest gratitude and appreciation to her advisors, Dra. Fatimah Tanjung, M.Hum and Dra. Lailatul Husna, M.Pd. for spending their times in guiding and supporting her for the improvement of this thesis. She also expresses her sincere appreciation to Dr. Marsis, M.Pd. as the Dean of Faculty of Teacher Training and Education, Dra. Ernati, M.Pd. as the Chairwoman of English Department, and also for Dra. Lisa Tavriyanti, M.Pd. as the Secretary of English Department.

Next, the researcher extends her great thanks to her beloved family, who have given support, spirit and motivation for her. She also thanks to all of her friends who always support her, so that she can finish this thesis.

Finally, the researcher hopes this research can be useful for the better process of teaching and learning English in the future. She realized that this thesis is not complete and perfect yet. Therefore, she

welcomes many suggestions and criticism from the readers.

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