

AN ANALYSIS OF 10th GRADE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT VOCATIONAL HIGH SCHOOL 1 PARIAMAN

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ABSTRACT

This research aims to know the students' ability in writing procedure text. The location of this research was vocational high school 1 Pariaman. The research design was descriptive research. The population of this research was all the students of class X, majoring in Electrical power of vocational high school 1 Pariaman. The Population was 450 students from 13 classes, X BKP, X DPIB1, XDPIB2, X TITL1, X TITL2, X TITL3, X TOI, X MI1, XMI2, XTKRO1, XTKRO2, X TBSM1, and X TBSM2. The sample was taken by disproportionate stratified random sampling technique, so the number of samples obtained was 29 students. The researcher used this technique because the topic procedure text was about electricity. The instrument used in this research was a test of writing procedure text. To make the test reliable, the researcher used the inter-rater method. The result of the analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.98. Based on the result of the data analysis, the researcher found that the ability of X-grade students of vocational high school 1 Pariaman in writing procedure text was high.

Keywords: *Writing, Ability, Procedure Text.*

INTRODUCTION

A type of formal educational institution known as a vocational high school (SMK) conducts vocational education at the secondary education level and trains students specifically for employment in particular professions. Mulyatiningsih (2016) states that vocational education is secondary education that aims to produce graduates who are ready to work, have an entrepreneurial spirit, intelligent, competitive, and have a national identity, as well as being able to develop local advantages and can compete in the global market ^[1]. Mouzakitis (2010) states that vocational education and training systems are important elements of countries' economic development strategy. Improving the skills and knowledge of the workforce is crucial for achieving or maintaining economic competitiveness, especially in the context of progressing

globalization. Thus, the role of vocational education and training is regarded as key to economic development ^[2].

Writing is one of these skills that students find challenging to master. According to Fitria & Pratiwi (2020) writing is the act of putting ideas, thoughts, experiences, and information into notes using characters and symbol that are constructed in a systematic way to be easily understood by others ^[3]. These days, English educational materials are built on genre writings. The different genres of texts are taught to students in vocational high schools. Procedure texts are one of the types of texts taught in vocational schools (SMKN 1 Pariaman). Teachers give information to students to help them create or do something. The steps to take in order to accomplish a

particular objective are described in the procedure's text. Text can also be seen in newspapers, journals, and even food wrappers.

So far, there are several researchers focusing their research on procedure text. The first one is Yarni (2013) with title "An Analysis on the Students' Ability in Writing English Procedure Text at SMP Negeri 1 Solok Selatan". She concludes that the ability of the IX grade students of SMPN 1 Solok selatan to write procedure text was moderate ^[4]. Other research results in text procedure is Saldeniya (2020) with title "An Analysis of Students' Procedural Text Writing Ability at Senior High School 12 Pekanbaru". She conclude that the students'procedural text writing ability was on the excellent category ^[5].

Based on the researcher experience when conducting a school field introduction at, she found that some students still not understand how to write procedure text well. When teachers ask students to write procedure text according to their major, many students still struggle to determine the generic structure (organization), language features, vocabulary, and mechanics (punctuation, spelling, and capitalization). Based on the phenomena as discussed above, the researcher is interested in examining the abilities write procedure text without involving approaches, models, methods or learning techniques at the vocational high school. Therefore, the researcher has motivation to do a research entitled "An Analysis of 10th Grade Students' Ability in Writing Procedure Text at SMKN 1 Pariaman". This is absolutely necessary to prove the student's ability to write a procedure text.

METHOD

The design of this research was a descriptive quantitative method. According to Refnita (2018) states that descriptive research involves collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study ^[6]. The population of this research is the 10th-grade students at Vocational High School 1 Pariaman. The members of population were 450 students and they were distributed into thirteen classes. The

researcher chose one class among X BKP, X DPIB1, X DPIB2, X TITL1, X TITL2, X TITL3, X TOI, XMI1, X MI2, X TKRO1, X TKRO2, X TBSM1 and X TBSM2. Because members of population was large, the researcher needs to take sample by using disproportionate stratified random sampling technique. The researcher used this technique because the population is stratified but less proportional. The sampling in this study was in class X majoring in electricity, class X in electricity there were three classes and the sample taken by the researcher was class X TITL2, the sample was chosen because the topic of the text in the procedure text is about electricity, which is the class with the major it is electricity that relates to this research.

The instrument used in this research was a writing test. The researcher took test from the syllabus of SMKN 1 Pariaman, about procedure text with topics based on their own major. To see the validity of the test, the researcher used content validity. In this case, the test is constructed based on syllabus. Moreover, materials of the test have been studied by the students. In this research, to know the reliability of the test, the researcher used the raters agreement type concerned with inter-rater reliability, because the researcher used two scorer to score students' writing ability. The first scorer was the researcher and the second scorer was Lala Fajri Yuni The researcher chose her because she was good at writing ability and she got A for all writing subjects. In this research, the researcher used product moment correlation analysis. This product moment correlation analysis technique was created by Pearson, which is used to determine the trend between two interval or ratio variables. Arikunto (2013) states that the test can be reliable with a high correlation, if the test has a low correlation, it is not reliable. Coefficient correlation of the test is 0.98, it categorized as very high correlation ^[7]. The data of this research are students' scores of writing procedure text. There were some steps to gather the data: First, the researcher gave the students writing sheets to the students. Second, the researcher gives 60 minutes to do the writing

test. Third, the researcher collects the students' writing sheets. Fourth, the researcher copies the students' writing sheet and gives them to the second scorer, the researcher as scorer 1, and the friend researcher as scorer 2, and read the students' writing one by one. Fifth, the first scorer and the second scorer give a score based on the criteria. To analyze data, the researcher used descriptive analysis. In this technique, there are some steps that are followed: first, the researcher presents the raw score. Second, the researcher counted the average score of two scorers. Third, the researcher classified the students' abilities based on the minimum mastery levels (KKM) of SMKN 1 Pariaman. Fourth, the researcher classified students' abilities for each aspect, the researcher converted students' scores into the score. Fifth, the researcher calculated the percentage of students who had high ability or low ability. Finally, the researcher interpreted the results of the data analysis.

FINDINGS AND DISCUSSIONS

Based on the result of the data analysis showed that generally, the students had high ability to write procedure text at Vocational High School 1 Pariaman. It is supported by the result of the data analysis that there were 17 students (59%) who had high ability and 12 students (41%) who had low ability. In detail, the result of the data showed that there were 15 students (52%) who had high ability and 14 students (48%) who had low ability in organizing the generic structure. The result of the data showed that there were 19 students (66%) who had high ability and 10 students (34%) who had low ability in applying language features. The result of the data showed that there were 16 students (55%) who had high ability and 13 students (45%) who had low ability in using vocabulary. The result of the data showed that there were 7 students (24%) who had high ability and 22 students (76%) who had low ability in applying mechanics.

Table 1. Research Findings

No	Aspect	The member of students		Ability
		Member	Percentage	
1	The students' ability to write procedure text	17 students	59%	High
		12 students	41%	Low
2	The students' ability to organize generic structure	15 students	52%	High
		14 students	48%	Low
3	The students' ability to apply language features	19 students	66%	High
		10 students	34%	Low
4	The students' ability to use vocabulary	16 students	55%	High
		13 students	45%	Low
5	The students' ability to use mechanics	7 students	24%	High
		22 students	76%	Low

1. The Students' Ability to Write Procedure Text

Based on the result of data analysis, the researcher found that the tenth-grade students at Vocational High School 1 Pariaman had high ability in writing procedure text. It was found that 17 students (59%) had high ability in writing procedure text. Compared to the previous study which was conducted by Dewi

& Saman (2023) about the student's abilities in writing procedure text at the tenth-grade students of SMA Negeri 1 Sepang, it was found that 51,6% of students had the low ability. Researcher assumed that there are other factors that create difference ^[8].

2. Students' Ability to Organize Generic Structure in Writing Procedure Text

Based on the result of the data analysis, the researcher found that the tenth-grade students at Vocational High School 1 Pariaman had high ability in writing procedure text, it was found that 15 students (52%) had high ability the and 14 students (48%) had low ability. Compared to the previous studies by Yarni (2013) about an "Analysis on the Students' Ability in Writing English Procedure Text at SMP Negeri 1 Solok Selatan" it was found that 72% of students were in the moderate category. Researcher assumed that there are other factors that create difference ^[4].

3. Students' ability to to Apply the Language Features in Writing Procedure Text

Based on the result of the data analysis, the researcher found that the tenth-grade students at Vocational High School 1 Pariaman had high ability to apply language features in writing procedure text, it was found that 19 students (66%) had high ability and 10 students (34%) had low ability to apply language features. In line with to the previous studies by Dewi & Saman (2023) states thta the result of their research found that 10,3% of students were classified in the very good level of language features category which means, language features are the most difficult area faced by the tenth-grade students of SMA Negeri 1 Sepang. Researchers assumed that there are other factors that create differences ^[8].

4. Students' ability to use appropriate vocabulary in writing procedure text

Based on the result of the data analysis, the researcher found that the students got high ability. It was found that (55%) had a high ability and 13 students (45%) had a low ability.

Compared to the previous study which was conducted by Yarni (2023) the result of her research showed that the student's ability in using vocabulary was moderate. It was indicated 60% of students were in the moderate category. Researchers assumed that there are other factors ^[4].

5. Students' Ability to Apply Mechanics in Writing Procedure Text

Based on the result of the data analysis, the researcher found that 7 students (24%) had high ability and 22 students (76%) had high ability. Compared to the previous study which was conducted by Siska & Andriani (2021) the result of their research found that the there were 11 students in good category whose the percentage was 37,94%, 5 students in category adequate whose the percentage (17,24 %), 7 students in category fair which the percentage (24,13%), 4 students in category poor which the percentage (13,79%) and 2 students in category poor which the percentage (6,90%). Researcher assumed that there are other factors that create differences ^[9].

CONCLUSIONS AND SUGGESTIONS

Based on the result of data analysis, the researcher concluded that the tenth-grade students' ability to write procedure text at Vocational High School 1 Pariaman was high. It is supported by the result of the data analysis that there were 17 students (59%) who got high ability and 12 students (41%) who had low ability. Based on the coclusions, the researcher suggest for English teacher, it is advised that they evaluate the process-related resources when teaching procedure texts to demonstrate grammatical construction in procedures, language, and mechanics. 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. 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.

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