AN ANALYSIS OF STUDENTS' ABILITY TO WRITE A PROCEDURE TEXT BASED ON PICTURES AT SMP BUNDA PADANG

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Abstract

The purpose of this research was to describe the second grade students' ability at SMP Bunda Padang to write a procedure text based on pictures. In writing procedure text, students should consider 4 components. They are the ability in writing generic structure, using language feature, applying mechanics and choosing vocabulary. The population of this research was the second grade students of SMP Bunda Padang. To select the sample the researcher used cluster random sampling technique and the total number of sample was twenty one (21) students. The data were collected through a writing test. The researcher used inter-ratter method by using two assessors to know the reliability of test. The reliability coefficient of the test was .87. The result of this research showed that in general the second grade students' ability at SMP Bunda Padang in writing procedure text based on pictures was moderate. It could be seen that 71.43% students had moderate ability. In detail, the students' ability in writing the generic structure was moderate. It was proved that 71.43% students had moderate ability. Students' ability in using language features was moderate. It was proved that 66.67% students had moderate ability. Students' ability in applying mechanic was moderate. It was proved that 66.67% students had moderate ability. And students' ability in choosing vocabulary was moderate. It was proved that 76.19% students had moderate ability. Based on the result of the research, English teachers are suggested to give more exercises and motivation to the students about a procedure text.

Key words: Ability, Writing, Procedure text, Pictures

INTRODUCTION

English is an international language and as people in modern era we should know English. English is used by people in many countries, including Indonesia. In Indonesia, English has been introduced and taught to students from junior high school until university level. It is one of primary subjects which students have to pass in order to continue their study.

Writing as one of four skills that tends to be a very hard skill. Among the four skills of English, writing is the highest level and commonly regarded as a difficult activity. Students should master many things, for example full attention to

grammar, choice of words, capitalization, punctuation, and spelling.

Based on the syllabus of junior high school, the students have been learning procedure text.

Procedure text is a text that is designed to describe how something is achieved through a sequence of action or steps. It explains how people perform different processes in a sequence of steps. Moreover, a procedure text consists of generic structure and language features. Generic structures of procedure text consist of goal/ aim (title), materials (not required for all procedural text), steps (the actions that must be taken). The language features consists of simple present tense.

In writing the steps of the procedure text, we can use media that can help students in writing. Reeves (1998:5) says that media include symbol systems as diverse as print, graphics, animation, audio, and motion picture. And picture is one of suitable media to help students in writing a procedure text. There are three kinds of media in teaching English, they are visual media, audio media and audio-visual media. Visual media are the media that can be seen, audio media are the media that can be heard and audio-visual media are the media that can be seen and heard. One of the examples of visual media is a picture. Picture is one of suitable media to

help students in writing a procedure text. Picture can help students to imagine about what they want to make and write.

The researcher focused on four elements in writing a procedure text: generic structures, language features, mechanics (punctuation, capitalization and spelling) and vocabulary (choice of word).

Related to the description above, the researcher was motivated to analyze the students'ability to write a procedure text based on pictures.

RESEARCH METHOD

The researcher used a descriptive research. It describes the students' ability to write a procedure text based on pictures. According to Gay (1987) descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. In short, descriptive research gives facts or real information about the subject of study without any manipulation or treatment.

Population was the group to which the writer would like the result of the research to be generalized (Gay, 1987: 101-102). The population of this research was the second grade students of SMP Bunda Padang. The researcher chose this population to be analyzed because they had studied procedure text. The total number of this population was 69 students. The

members of population were distributed into consists of three classes; VIII 1, VIII 2, and VIII 3.

The researcher took sample by using cluster random sampling because the population had been grouped into classes. Gay (1987: 110) states that cluster random sampling is sampling in which groups, not individual, are randomly selected. The researcher chose the sample class randomly because these classes are homogeneous; they have the same syllabus and materials.

In selected the sample, the researcher chose among the class VIII 1, VIII 2, VIII 3, as the sample, and wrote these names of classes on three pieces of paper. The researcher took two pieces of paper. One class chose was the sample of this research. While two class (VIII 1 and VIII 3) were the sample of try out test. Then, the selected class was VIII 2 that consists of 23 students. Therefore, there were 21 students as the sample members because there were 2 students did not come to the class.

The instrument used to collect the data in this research was writing test. The test used to know the students' ability to write a procedure text based on pictures that dealing with the generic structures, language features, vocabulary, and the use of the mechanics. The researcher asked the students to write a procedure text based on pictures within 60 minutes. The topic is making fried rice, the students were provided with sequence pictures.

A good test must be valid and reliable. In order to see the validity of the test, the researcher used content validity. A test is valid if it measures what is supposed to be measured (Gay 1987:128). Arikunto (2012:67) states that a test has content validity if it measures what is supposed to be measured. This writing test was constructed based on the syllabus and teaching- materials of the VIII class.

The researcher did try out to VIII 1 and VIII 3 before giving the real test to see whether the students understood the instruction of the test or not and in order to know whether the time location was enough or not for the students to do the test to the VIII 2 class. The result of the try out showed that the time location was enough.

Gay (1987:135) states that reliability is the degree to which a test consistently measures whatever it measures. To measure the reliability of the test, the researcher used inter-rater method. It means that there were two assessors. The first assessor was the researcher and the second one was Arky Trianto, because he has good score in writing. To see the reliability of the test and the calculate the coefficient correlation research, the

researcher used Pearson Product Moment Formula (Arikunto, 2012: 87) as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = The coefficient correlation between variable x and y

n = The number of the students

x = The total number of score found by first assessor

y = The total number of score found by second assessor

∑x = The sum of x

∑y = The sum of y

∑xy = The total cross product xy

The researcher used degree of correlation coefficient based on Arikunto's idea (2012: 89) as follows:

.81 – 1.00 = very high

.61 – .80 = high

.41 – .60 = enough

.21 – .40 = low

<.20 = very low

The result showed that the coefficient correlation was .87 (very high correlation). It means that the test was reliable.

In collecting data, the researcher used the following procedures:

1. The researcher gave the students' writing test to the students.

2. The researcher gave 60 minutes to do the writing test.

3. The researcher collected the student's writing answer sheet.

4. The researcher copied the students' writing sheet and gave them to the second assessor.

5. Both of the assessors evaluated the students' answer sheet and gave score based on criteria as follows :

Table 3.2 Criteria of Scoring.

No	Indicator	Criteria	Score
1.	Generic structures	There is clearly explanation in organizing goal, material and steps.	27-30
		There are few mistakes in organizing goal, material and steps.	22-26
		There are some mistakes or disconnection in organizing goal, material and steps.	17-21
		There are a lot of mistakes in organize the goal, material	13-16

No	Aspect	Description	Score
		and steps.	
2.	Language feature	Using present tense, action verb, connectives and adverb correctly	22-25
		There are a few mistakes using present tense, action verb, connectives and adverb.	19-21
		There are some mistakes in using present tense, action verb, connectives and adverb.	11-17
		There are a lot of mistakes in using present tense, action verb, connectives and adverb.	10-15
3.	Mechanic (punctuation, capitalization, spelling)	Use good spelling, punctuation, and capitalization.	18-20
		Make a few mistakes in spelling, punctuation and capitalization.	14-17
		Make some mistakes in spelling, punctuation and capitalization.	10-13
		There are a lot of mistakes in spelling, punctuation and capitalization	7-9
4.	Appropriate word (vocabulary)	Using appropriate choice of word	22-25
		There are a few inappropriate choice of words	18-21
		There are some inappropriate choice of words	11-17
		There are a lot of errors in choice of words	5-10
	Total score		27-100

(Taken from Heaton 1988)

To analyze data the researcher used the procedures as follows:

1. The researcher presented the raw scores of each sample.

2. Count the average score of two assessors by using the formula :

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

3. The researcher calculated Mean (M) and Standard Deviation (SD), by using the following formulas (Arikunto, 2012:299)

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

Where:

M = Mean

$\sum x$ = Total score of students

N = Total number of students

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

Where:

SD = Standard deviation

∑x = Total score of the students

∑x² = The total x²

N = Number of the students

4. The researcher classified the students' ability based on their group :

High ability = >M+SD

Moderate ability = Between (M -SD) and (M +SD)

Low ability = < M -SD

5. The researcher calculated percentage of students who got high, moderate and low ability, by using the formula :

$$P = \frac{R}{T} x100\%$$

Where: P = The percentage of the students' ability

R = The sum of the students who got high, moderate or low ability

T = The sum of the students

FINDINGS AND DISCUSSIONS

1. Findings.

1.1 Students' Ability to Write a Procedure Text Based on Pictures.

The result of the data analysis showed that the highest score was 84 and the lowest score was 70.5. Then, the researcher calculated the mean and standard deviation. The mean was 78.33 and standard deviation was 3.27. The result showed that students' ability to write a procedure text was moderate. It can be seen that 3 students (14.29 %) had high ability, 15 students (71.43%) had moderate ability and 3 students (14.29) had low ability.

Table 1.1 The Percentages of Students' Ability to Write Procedure Text Based on Pictures.

Quality	Number of Students	The Percentage of the Students Ability
High	3	14.29 %
Moderate	15	71.43 %
Low	3	14.29 %

1.2 Students' Ability to Write Generic Structure in Writing a Procedure Text Based on Pictures.

This part presents the ability of students to write generic structure. The result showed that the highest score was 25.5 and the lowest score was 20.5. After that the researcher counted the mean and standard deviation. The mean was 23.40 and standard deviation was 1.28 (see Appendix 10). The result of this calculation showed that 4 (19.05) students had high ability, 15 students (71.43 %) had moderate ability, and 2 students (9.52 %) had low ability (see Appendix 14).

Table 1.2 The Percentages of Students' Ability to Write Generic Structure of a Procedure Text Based on Pictures.

Quality	Number of Students	The Percentage of the Students Ability
High	4	19.05 %
Moderate	15	71.43 %
Low	2	9.52 %

1.3 Students' Ability to Use Language Features in Writing a Procedure Text Based on Pictures.

This part presents the ability of the students to use language feature. The result showed that the highest score was 21 and the lowest score was 16.5. The mean was 19.52 and standard deviation was 1.18 (see Appendix 13). The result of this calculation showed that 5 students (23.81 %) had high ability, 14 students (66.67 %) had moderate ability, and 2 students (9.52 %) had low ability (see Appendix 18).

Table 1.3 The Percentage of Students' Ability to Use Language Feature of a Procedure Text Based on Pictures.

Quality	Number of Students	The Percentage of the Students Ability
High	5	23.81 %
Moderate	14	66.67 %
Low	2	9.52 %

1.4 Students' Ability to Apply Mechanics in Writing a Procedure Text Based on Pictures.

This part presents the ability of the students to apply mechanics. The result

showed that the highest score was 19 and the lowest score was 14. After the researcher was counted the mean and standard deviation, the mean was 16.33 and standard deviation was 1.29 (see Appendix 17). The result of calculation showed that 3 students (14.29 %) had high ability, 14 students (66.67 %) had moderate ability, and 4 students (19.05 %) had low ability (see Appendix 22).

Table 1.4 The Percentage of Students' Ability to Use Mechanics of a Procedure Text Based on Pictures.

Quality	Number of Students	The Percentage of the Students Ability
High	3	14.29 %
Moderate	14	66.67 %
Low	4	19.05 %

1.5 Students' Ability to Apply Vocabulary in Writing a Procedure Text Based on Pictures.

This part presents the ability of students in choosing vocabulary. The result showed that the highest score was 21.5 and

the lowest score was 17,5. After that the researcher counted the mean and standard deviation. The mean was 19.09 and standard deviation was 1.27 (see Appendix 21). The result of this calculation showed that 3 students (14.29%) had high ability, 16 students (76.19 %) had moderate ability, and 2 students (9.52 %) had low ability (see Appendix 26).

Table 1.5 The Percentage of Students' Ability to Choose Vocabulary of Procedure Text Based on Pictures.

Quality	Number of Students	The Percentage of the Students Ability
High	3	14.29 %
Moderate	16	76.19 %
Low	2	9.52 %

1. Discussion

1.1 Students' Ability in Writing Procedure Text Based on Pictures.

The students' ability in writing procedure text was moderate. It was indicated by the fact that 15 students

(71.43 %) had moderate ability. It means that students still did not understand well to write a procedure text based on pictures.

1.2 Students' Ability to Write Generic Structure Based on Pictures.

The students' ability to write generic structure in writing procedure text was moderate. It was indicated by the fact that 71.43 % students had moderate ability. It means that students still did not understand how to write generic structure in writing procedure text.

For example : *Goal = to explain how to make fried rice.*

Actually, it is not necessary for students to make the sentence above because the goal is an introductory statement that gives the heading.

1.3 Students' Ability to Use Language Feature Based on Pictures.

The students' ability to use language feature was moderate. It was indicated by the fact that 66.67 % students had moderate ability. It means that students still did not understand well to use language feature in procedure text. The examples of students' writing are below:

- Students writing: *The fried rice ready to eat.*
  The correct one: The fried rice is ready to eat.

- Students writing: *Then, stirred until uniform.*
  The correct one: *Then, stir until cooked.*

From the example above, the student did not understand how to use simple present and actions verb.

1.4 Students' Ability to Apply Mechanics Based on Pictures.

The students' ability in applying was moderate. It was indicated by the fact that 66.67 % had moderate ability. As a matter of fact, many students made mistake in applying the capitalization, spelling and punctuation.

For example:

- Students writing: *Next, Pour the chili.*
  The correct one: *Next, pour the chili.*
- Students writing: *First, entel the margarine.*
  The correct one: *First, enter the margarine.*

1.5 Students' Ability to Choose Vocabulary Based on Pictures.

The students' ability in choosing vocabulary was moderate. It was indicated by the fact that 76.19 % had moderate ability. As a matter of fact, many students

made mistakes in choosing words. For example:

- Students writing: *Enter fried rice on the plate.*
  The correct one: *Put fried rice on the plate.*
- Students writing: *Throw the rice into the pan.*
  The correct one: *Put the rice on the pan.*

CONCLUSION AND SUGGESTIONS

Based on the finding research as already discussed previously, the researcher draws some conclusions and suggestions.

Conclusion

In general, the finding of this study can be concluded that the ability of the second grade students at SMP Bunda Padang in writing a procedure text based on picture was moderate. This conclusion was indicated by the fact that there were 15 students (71.43%) who had moderate ability in writing procedure text.

In specific, the conclusion can be seen as follows:

1. The ability of the second grade students of SMP Bunda Padang in writing generic structure in writing a procedure text based on pictures was moderate. It was supported by the fact that there were 4 (19.05) students had high ability, 15 students (71.43 %) had moderate ability, and 2 students (9.52 %) had low ability

2. The ability of the second grade students of SMP Bunda Padang in using language feature in writing a procedure text based on pictures was moderate. It was supported by the fact that there were 5 students (23.81 %) had high ability, 14 students (66.67 %) had moderate ability, and 2 students (9.52 %) had low ability

3. The ability of the second grade students of SMP Bunda Padang in applying mechanic in writing a procedure text based on pictures was moderate. It was supported by the fact that there were 3 students (14.29 %) had high ability, 14 students (66.67 %) had moderate ability, and 4 students (19.05 %) had low ability

4. The ability of the second grade students of SMP Bunda Padang in choosing vocabulary in writing a procedure text based on pictures

was moderate. It was supported by the fact that there were 3 students (14.29%) had high ability, 16 students (76.14 %) had moderate ability, and 2 students (9.52 %) had low ability

Suggestions

Based on the conclusions above, the researcher gives several suggestions as follows:

1. The researcher gives suggestion to the teacher to give more exercises and more explanations in choosing vocabulary writing a procedure text. The teacher also can use good strategy in teaching learning to make the students understand in writing.

2. For students, they are expected to do more exercise to write a procedure text especially in choosing vocabulary and pay attention to the teacher explanation.

3. The researcher also gives suggestion to the next researchers to find out the other relevant aspect in writing a procedure text. For example, the problems that was found by the students in writing a procedure text.

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