

## AN ANALYSIS OF NINE GRADE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT JUNIOR HIGH SCHOOL

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### ABSTRACT

This study discusses students' skills in writing procedural texts, using topics related to use in everyday life. This study aims to determine the level of students' ability in writing procedural texts according to the layout and linguistic elements of the text. This study used a sample of all students of class IX junior high school. The research was obtained by analyzing the students' written procedure text using an assessment rubric, namely an assessment of the general structure and linguistic characteristics of the text. Based on this research, students' ability in writing procedural texts is at a good level. Even so, there are some parts of the text such as ingredients in generic structure and adverb on linguistic elements that students do not understand how to write and need further understanding. Students are required to be able to write good procedural texts in accordance with the general structural and linguistic elements of the text.

**Keywords:** Procedure Text, Writing Analysis, Writing Ability.

### INTRODUCTION

According to Arianto, Refnaldi, & Rosa (2017: 128) writing isn't solely regarding expressing concepts, opinions, and emotions into a paperwork, however it's having a few processes. The method of uttering opinion in writing and generate a series of sentences.

According to Brown (2001: 335), writing is generally the outcome of insightful, writing, and consideration of

procedures requiring special skills such as the way we make ideas, the way we organize those words coordinated, the way to use accent marks, the way to place those words become cohesive form in writing, the way we rewrite the texts become clearer, the way to modify those words become correct grammar and the way to create the final result.

Writing is one of the skills that need to be mastered by students when

they are learning English. Writing become one of challenging skills for English learners. Writing is the activity of expressing our thoughts and point of views. Often students face some of the difficulties when they are trying to elaborate their words. While learning English, it's very common to see student make grammatical errors in their writing. The difficulty of students' face is not only when they try to organize words but most of the students tend to translate their own language to the target language.

Additionally, in writing, an author must also be able to build a good writing style, if writing skill is good, it will make the readers understand easier and grasp the author's message or ideas in the text. If ideas clear, so the readers can understand the author's point of view. The transmission will be successful if the readers get the thing what the author is talking about in writing. If the readers do not get the point in those words, then the readers will not catch the aim of the author is trying to explain.

In the nine grades of junior high school, students must be capable to write several different texts, one among them is procedure text, it's stated in Curriculum 2013. In the syllabus, procedure text is one of the lessons

that need to teach by teachers to nine grades in junior high school. According to Barwick (1999: 34) he affirms that the procedural text is the kind of texts that will guide and explain of how the way of something is to be done with some series of methods; the procedural writing is intended to explain how the way of something is accomplished with several sequence of activity or methods (Dirgeyasa 2016: 98).

In the process of learning English, procedural text is one of the subjects' students need to learn to produce several information or sequenced instructions to enable people to carry out their activities safely, efficiently, and appropriately (Susanti: 2015). The main point of learning procedure writing text material is to supply some of instructions on the steps to make something. Where how to do it using a predetermined procedure. So, when you want to make something, you must follow the steps in sequence, it can't be random.

There are forms of procedural texts primarily build totally at regularly occurring generic structure: the way to do some things and the way to perform some thing. The way to do something: It's a kind of procedure writing where the text needs materials/ingredients to complete the process, for example like,

"How to Make Kurnia Syrup" or "How to Make a Lollipop". Then the way to manage/operate something: it's kind of text of procedure that doesn't need any ingredients. It only describes the technique to accomplish the process, for example like "How to use Facebook" or "How to use YouTube."

The teacher and the students need to know how to solve the problems in procedural writing, because procedural writing text skill is so essential and the performance of measurement in writing, if students have difficulty in writing procedure text, then it will affect the result of their study.

These kind of methods of procedure text or the generic structure is consisting of 3 parts, they are purpose, substances, or ingredients, and the last is methods/procedures. Based on explanation Belicove (2013) and Morrison (2011), explained that a purpose is preferred recommendations that will be specific with what we need to acquire. Second, material is wanted for the purpose which include recipe and sport rules. It's way to offer a few elements which include how much the size, which one the colour, what number, the shapes, and the quantity of the things. The last is steps, it will allow us to acquire the purpose or what

the procedures that we will explain in the text. Step of method must be written in logically order.

The researchers found that a lot of students still have problems in learning English, particularly in writing procedure text. Writing skills are still far from what the curriculum expects, as it's not easy to write something without knowing some of the writing.

Beyond supported reasons, the researchers are focused to bring this research, with the title is "An Analysis of Nine Grade Students' Ability in Writing Procedure Text at Junior High School."

## **METHODS**

The method is one of the important aspects in the success of a research. In this study, the collection method used is the questionnaire method. Questionnaire is a method of collecting data through a form containing questions submitted in writing to a person or bunch of people to obtain a response from the required information.

The questionnaire used in this study uses digital assistance, namely Google Form. Google forms are useful tools to help make surveys and gather information easy and efficient. This application is used to make it easier to distribute questionnaires and be more

efficient, namely by inputting questionnaire questions via a google form and later distributed digitally to research respondents.

## **FINDINGS AND DISCUSSIONS**

### ***Findings***

The research in this study was a procedural text written by 20 students of class IX junior high school. Students write various topics related to everyday life in procedure texts. Then the data were analyzed according to the generic structure and linguistic features contained in the procedure text. This research consists of students' skill to write procedural texts based on generic structures and linguistic elements. The general structure of the procedure text is the aim/goal, ingredients, and steps. Then, the linguistic elements are imperative sentences, action verb, temporal conjunction, and adverb. In addition, these results also indicate a lack of students' understanding of writing procedure texts.

Aim/goal is an explanation of what will be made or operated. So, by looking at the aim/goal the reader can understand the contents of the text. The mean score of students' ability in writing procedure text objectives/objectives is 3.55 (very good). It is evident from 18 out of 20 students who got the highest score of

4, because the student wrote down the purpose of the procedure text. Then there were 2 students who got a score of 1, because the student did not write down the aim/goal of the procedure text. The result indicates that almost all of them have fulfilled the objective aspect in writing procedure text.

Ingredients are what are needed in the manufacturing process, such as materials and equipment. The mean score of students' skill in writing procedural text is 2.8 (good). There were 12 students who got the highest score of 4, which means almost half of the students wrote the procedure text well. Then there were 8 students who got a score of 1, meaning that students did not write down ingredients, tools, or quantities in the procedure text. The results indicate that the students' skills in writing the ingredients part of the procedure text are not very good.

The steps defined to what to do in the procedure text. The mean score of students' skill in writing procedure text steps is 3.7 (very good). Most of the students write down the steps that must be done in the procedure text, however only 2 students did not write down the steps in the procedure text. The result indicates that most of the students can write down the step of the procedure text properly and correctly.

Imperative sentence are sentences that give command in procedural texts, for example, then, blend fruit for approximately five minutes. The mean score of students' skill in writing imperative sentences of procedure text is 3,1 (very good). There are 14 students who get a score of 4, they are writing sentences in the procedure text well and validly. And there are 6 students who get a score of 1, which means that these students do not use command sentences in writing procedure texts. According to the data, it shows that students are almost valid in writing command sentences.

Action Verb is defined as a verb the action of the subject in the sentence, for example, make, boil, add, etc. The mean score of students' skill to write action verb in procedure text was 3,7 (very good). There are 18 students who get a score of 4, which means most of the students write action verb in the procedure text. And there are 2 students who get a score of 1, these are students who did not write down the terms of action verb in the procedure text at all. The result indicates that most of students be able to write the steps of the procedure text well.

Temporal conjunctions are explained about what we must do, such

as first, next, or after all. The mean score of students' skill in writing temporal conjunction 2.95 (good). There were 13 students who got a score of 4. Then there are 7 students who got score of 1, which means they did not write down temporal conjunction in their procedure text. Based on the above, it means that the students wrote the temporal conjunction are not very well.

Nonetheless, the researcher found that the most difficult part of writing procedure text for students was writing the ingredients. In the part of ingredients, there were 8 students who got a score of 1. This indicate that students do not yet know how to write a procedure text well. Students often forget to write down the materials and equipment that will be used. Students do not know how importance of this elements in the procedure text. Although the most difficult aspect of the procedure text is the ingredients, there is another part that is not much different from the linguistic element, namely the adverb part. Students cannot write texts using time or how long it takes to do something properly and correctly.

Table 4. Research Findings

Students	Aim/Goal	Ingredients	Steps	Imperative Sentence	Action verb	Temporal Conjunction	Adverb	Total Score	Mean Score
1	1	1	4	4	4	4	1	19	2,7
2	4	4	4	4	4	4	4	28	4
3	1	1	4	4	4	4	1	19	2,7
4	4	1	4	1	4	4	1	19	2,7
5	4	4	4	1	4	4	1	22	3,1
6	1	4	4	4	4	4	4	25	3,5
7	4	1	1	1	1	1	1	10	1,4
8	4	4	4	4	4	4	4	28	4
9	4	4	4	1	4	1	1	19	2,7
10	4	1	4	1	4	4	1	19	2,7
11	4	4	4	4	4	4	1	25	3,5
12	4	1	4	4	4	1	1	19	2,7
13	4	1	1	1	1	1	1	10	1,4
14	4	4	4	4	4	4	4	28	4
15	4	4	4	4	4	1	1	22	3,1
16	4	4	4	4	4	4	4	28	4
17	4	4	4	4	4	4	4	28	4
18	4	1	4	4	4	1	1	19	2,7
19	4	4	4	4	4	4	1	25	3,5
20	4	4	4	4	4	1	1	18	2,5
<b>Mean Score</b>	<b>3,55</b>	<b>2,8</b>	<b>3,7</b>	<b>3,1</b>	<b>3,7</b>	<b>2,95</b>	<b>1.9</b>	-	-

**Discussions**

Investigations in this study shows that students know and familiar with procedure text. Most of the students have already understood about the generic structure in writing procedure text, namely, from the aim, the ingredients, and the steps. This explains that the students know about the way to write procedure text properly. The students have found out how to organize and how to elaborate procedure text correctly.

Nevertheless, the researchers found out some of mistakes in writing a procedure text. It's according on the steps, firstly, 3 students forgot to write the goal, moreover this goal is so essential in writing procedure text, but most of students (17 students) wrote

the goal correctly. The second, 8 students did not write the ingredients while 12 students wrote the ingredients. The third is about the step, 2 students did not write the step, while 18 students write the methods. Next, 14 students write imperative sentence, while 6 students did not keep attention to the imperative sentence. Then, 18 students write action verb, and 2 students did not use the action verb. Then, 7 students did not keep attention to temporal conjunction and 13 students write the temporal conjunction. 13 students did not write adverb and 7 people wrote the adverb.

Based on this research findings, the researchers found lack of understanding in writing procedure text. The first, most of the students wrote the

procedure text with their own point of views without thinking on the correlation between each sentence and the next steps. While this is called as procedure text, so all of the generic structure should be coherence, because we cannot make procedure text like what we want without thinking about each generic structures. Sometimes, the students wrote the half of sentences, not full that make difficult to understand. The second, the researchers found out that the students did not about how to write ingredients properly. It indicates from the table above; it's written clearly that the most difficult part of making procedure text is making the ingredients.

In addition, students mostly found lack of understanding of using adverb. It is indicated there are some students who make some errors in using adverb and word choices. The students are not able to write accurately, and when writing procedural writing, they do not record the time it takes to prepare or stir the ingredients.

## **CONCLUSIONS**

Based on the observations that will occur, there are several conclusions. First, the students' ability in writing procedural texts based on the generic structure is goods, it can be seen from the results of the data found, aims/goals

with was 3.55, ingredients was 2.8, and steps was 3.7. Meanwhile the second is writing procedure text based on linguistic elements with the data obtained, imperative sentence was 3.1, action verb was 3.7, temporal conjunction was 2.95, and adverb was 1.9.

Then with the data above it can be concluded that the mean ability of students in writing procedural texts based on generic structures and linguistic elements is good, although many students still cannot write adverb linguistic elements so that further learning is needed

The researcher would like to give some advice to the teacher and to the students, the first is suggestion to the teacher, the teacher should arrange a suitable teaching method or learning method to improve students in writing procedure text. As a result of the study, seeing student texts writing skills were excellent. However, the teacher should explain in detail components of the procedural text, especially for how to make ingredients correctly and how to use adverb properly. In addition, the teacher should make the students understand what is the purpose of learning procedure text? The purpose is to provide instructions on the steps to make something. Where how to do it

using a predetermined procedure. So, when you want to make something, you must follow the steps in sequence, it can't be random. Teachers then need to motivate students to learn English.

The second is suggestion for students, students' capability in writing procedural texts were great, but the students need to review their vocabulary at home, enhance vocabularies and learn how to make ingredients correctly. Students should practice their vocabulary every day.

For the next researcher, the researchers suggest the next research will do research on college especially in English education students, analyse how the students write procedure text because it will show how far their capability in making procedure text.

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