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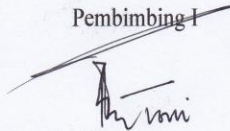
**A STUDY ON THE STUDENTS' WRITING SKILL IN PROCEDURE TEXT AT
THE NINTH GRADE STUDENTS OF SMPN 1 RAMBAH HILIR**

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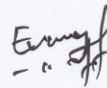
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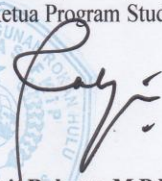
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A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis teks procedure di kelas IX SMPN 1 Rambah Hilir. Penelitian ini adalah penelitian deskriptif kualitatif. Jumlah populasi adalah 92 siswa. Terdiri dari 4 kelas. Masing – masing kelas berjumlah 23 siswa. Peneliti mengambil satu kelas sebagai sampel, yang terpilih adalah kelas IX A yang berjumlah 23 siswa. Data dari penelitian ini adalah skor siswa dalam menulis teks procedure. Pengumpulan data menggunakan test menulis. Peneliti menganalisis data dibantu oleh 3 penilai. Berdasarkan penemuan dalam skripsi ini, kemampuan siswa dalam menulis teks procedure rata – ratanya adalah 78,82. Ini berarti kemampuan siswa dalam menulis teks procedure adalah bagus

Kata kunci : Menulis, Teks Procedure

ABSTRACT

This research purposes to find the students' writing skill at ninth grade students of SMPN 1 Rambah Hilir. This research was descriptive qualitative. The numbers of population were 92 students. It was consists of 4 class, each class was 23 students. To select the sample the researcher used clustering random sampling technique. The researcher took one class as be sample, it was class IX A that consists of 23 students. The data of this research was students' score in writing procedure text. The data was collected by using written test. After that, the researcher analyze the data was helped by 3 raters. The findings of the research show that the students' writing skill in procedure text, was scores 78,82. It means that the students' skill in procedure text was in good category.

Key words: Writing, Procedure Text

INTRODUCTION

A. Background of the Problem

Language has a very important function in the process of communication. It is used as a system to express meanings, ideas, thoughts, etc. Learning language is important and useful for people in the world. English is one of international languages, which is used throughout the world is used in many fields of life such as: in politics, economics, social and education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. It also becomes a second language that is used in many countries, but English is a foreign language for Indonesia people. It is taught and learnt in schools, from primary school level until university. It is important to be able to master it well, in order to fulfill the needs of many requirements in the work force in this globalized era. Based on the curriculum of English for junior high school, the purpose of teaching English for students are expected to be able to communicate in oral and written form. Therefore, one of the purposes of teaching English in Indonesian schools is to enable students to use pEnglish for communication.

English teaching involves four language skills. They are listening, speaking, reading and writing. Writing is one of the skills besides speaking, listening, and reading that should be taught in the early of learning. In general, writing is expressing idea, opinion, experience, or information in the mind of the writer into the form of written language. Writing is one of the important communication tools. People use writing to express their feelings and ideas to communicate with others. In education context, writing is important in the language development. The writing should be systematic and detail. In writing, there are some aspects should be mastered like vocabulary, structure, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing.

At Junior High School, the students must know several kinds of writing. They are supposed to be able to write short passages of different kinds of texts. One of them is writing procedure text. Procedure text is part of human daily live. It tells how something is done through steps or actions. The purpose of a procedure text is to explain how something can be done such as directions, recipes, instruction manual and itineraries. The procedure text is a kind of text type that gives us instruction to do something through a sequence of actions or

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steps. Procedure texts should be acquired by the ninth grade students of Junior High School and the students are expected to be able to write a simple short procedure text. Procedure text is commonly called as an instruction text. To provide instructions making something, doing something or getting somewhere. Procedure is commonly used to describe how to make something which is close to our daily activities for example how to make a cup of tea, how to make an omelet and so on.

Writing is one of the skills that is difficult for students, moreover for the ninth grade, although they had studied procedure text before in seventh grade. But, most of them still have difficulties to understand the generic structure of procedure text. In addition, they lack of knowledge in using imperative sentence and sequence of words that related with language feature of procedure text. It can be seen from the percentage of ninth grade students in writing score at last semester 2013/2014 in SMPN 1 Rambah Hilir. From the previous observation by the researcher, only 15 % of the students get "A". 20 % of the students get "B". 25 % of the students get "C" and 40 % of the students get "D". From this percentage we can conclude that the students at ninth grade of SMPN 1 Rambah Hilir have difficulty in writing skill.

According Priyana, et al (2008:140) procedure usually includes: the goal of activity, any materials needed in achieving the goal, and steps needed to accomplish the goal. So, to write a text procedure a writer must use the characteristic above in order make the easy to understand procedure text. But in the fact, if the students are given a writing test or assignment, most of them still confusions of choosing word in organizing their ideas, developing the topic and arranging the words in grammatical sentences.

Based on the explanation above, the researcher decides to conduct descriptive study to the ninth grade students of SMPN 1 Rambah Hilir. Which is the title is a study on the students' writing skill in procedure text at ninth grade students of SMPN 1 Rambah Hilir.

B. Limitation of the Problems

Based on the background and setting of the problem, the researcher limited the research on students writing skill in procedure text. Furthermore the researcher investigated the students' writing skill in procedure text at the ninth grade students of SMPN 1 Rambah Hilir.

C. Purpose of the Research

The purpose of this research was to find out the students' writing skill in procedure text at the ninth grade students of SMPN 1 Rambah Hilir.

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Writing

Writing is one of the parts of language skills besides listening, speaking and reading. Writing is more difficult than other language skills, because it needs well knowledge and hard thinking produce words, sentences and paragraph well. Writing is one of efficient tool to reinforce other language skills. Reading, vocabulary, and grammar skills are employed in the act of writing. (Hughey, at all (1983: 6). It means that writing is important things to improve language skills, because there is a relationship both of them.

Harmer (2004 : 33) says that writing is used to help students perform a differend kind of activity (in this case apeaking and listening). Graham and Hebert (2010 : 9) state that writing is often recommended as a tool for improving reading . It means that writing is crucial to develop language skills. Especially for reading, it will help students to undesrstand what they read and know what they write. And Finnochiaro (1974:84) states that writing has been characterized as written thinking. It means that writing is a process to express the idea that comes thought, so it can developed the ideas to make a good sentence or essay.

According to Wallace, et al (2004 : 15) writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Hyland (2003 : 9) states that writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her own views on a topic. So, from the statement above it is clear that writing is the way for someone to developing idea to express in form written using his or her own.

2. The Process of Writing

Harmer (2004:4) explains the process of writing, as follows:

a. Planning

Planning is the first step in writing. It is very important because, talking about the planning what are going to write in the paper. For some researcher this may involve making detailed note. For another a few jotted words may be enough.

b. Drafting

The second step is drafting. It is step at which begin to put the ideas and everything accordance with the topic. As the writing process into editing, a number of drafting may be produced on the way to the final version.

c. Editing

Editing is a process to revise after drafting. The researcher should read and see what have written. So, it is important to know the writing is clear or not, and the way ambiguous or confusing.

d. Final version

Final version is a process to revise and edit the draft, making the change that consider to be necessary. This may look considerably different from both the original plan and the first draft, because things have changed in editing process. In the step the researcher omit some important things also some time add some necessary one. In the process we should pay attention on the text as whole.

3. Purpose of Writing

According to Whitaker (2009 : 2) the most common purposes in academic writing are to persuade, analyze/synthesize, and inform.

a. Persuasive purpose

Persuasive purpose is to persuade the reader to do something. It means the readers should adopt the answer to the question and support the answer using the reason and evidence. Persuasive writing assignments include argumentative and position papers.

b. Analytical purpose

Analytical purpose is to explain, evaluate possible answers to the question, and choosing the best answer. Analytical assignments includes investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. Examples of these assignments include analysis papers and critical analysis.

c. Informative purpose

Informative purpose is to explain possible answers to the question, giving the readers new information about the topic, share knowledge and developing the idea. The function is to inform something may important to the readers.

In the other hand according to Cox in Nawawi (2011:6), the purposes of writing are:

- a. *To inform*, it means there have more than one purpose in any assignment and to convey information.
- b. *To amuse*, the purpose in writing is to amuse or entertain, make it be fun but examine carefully the humor plan the use.
- c. *To satirize*, satire is often a form of humor, but it is always humor with a serious purpose – to effect reform.

- d. *To persuade*, the purpose in writing is to persuade the desire to influence the reader thoughts or action.

4. Types of Writing

According to Finnochiaro (1974 : 85) there are two types of writing:

a. Factual or Practical Writing

This type of writing deals with fact. The researcher can find it in the writing of letter and summaries.

b. Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science, fiction, adventure etc.

5. Components of writing

According Harmer (1986:37) there are some components of successful writing. They are:

- a. Mastering the mechanics of letter formation.
- b. Mastering and obeying conventions of spelling and punctuation.
- c. Using the grammatical system to convey one's intended meaning.
- d. Organizing content at the level of the paragraph and the complete text to reflect or given new information or topic comment structure.
- e. Polishing and revising one's initial efforts.
- f. Selecting an appropriated style for one's audience.

Besides that according to Cohen (1994: 328) there are five aspects of writing. They are:

- a. Content : main ideas stated clearly and accurately, chance of opinion very clear.
- b. Organization : coherent and logical.
- c. Vocabulary : choices of words, use of idioms, and word forms
- d. Grammar : control of structure.
- e. Mechanics : mastery of spelling and punctuation.

6. General Theory of Procedure Text

In writing any some kinds of text writing, one of them is procedure text. In generally procedure text is text used to explain how to make something by using sequence of steps or method. It is similar according to Bachtiar (2010:398) procedure text tells how to make something through a sequence of actions or steps. It usually uses imperative sentences such as cut, place, use, etc. The purpose of procedural text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.

Based on the professional Development Service for Teacher (2013) states that procedure is written to explain how something is done, in a

series of sequenced steps. They are organized by goal, material, method and evaluation. Features of procedural writing include: detailed factual description, reader referred to in a general way, linking words to do with time, tense is timeless. Whereas According to Wadirman, et al (2008 : 134) the characteristics of procedural text are:

- a. Goal / purpose : to give information what we need. It means, to make procedure text the important thing that we need is the goal or the title to make clear what we need.
- b. Material : Things that you need to make an object. It is most the important things, when you want make procedure text, because it will help us to finish something that we make. Without material, we will be difficult to make steps to get the final result.
- c. Method / Steps : The information about making an object. After we known the goal and materials, we should to do some steps to get the final result. It is the last way to achieve the best result, and make us easy to finish the goal.

From the explanation above the researcher concludes that the procedure text is text that have the specific characteristics includes the purpose, material and steps do the something in order make the easily to accomplish something. They are very important things that should we known. Beside that procedure text also have language feature, like Mukarto, *et al* (2004:174) say that:

- a. A procedure text uses imperative sentence. An imperative sentence uses infinitive.
- b. A procedure text also uses connector to put the steps in order. First is a word to express the sequence of steps.

From statement above it can be concluded that to make procedure text, not only focus on goal, material and steps, but the researcher must understand language feature, like imperative sentence and connector word.

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by using descriptive qualitative method. This method was chosen because it was intended to describe and obtain information concerning the current status to the phenomena of the students' writing skill in procedure text at the ninth grade of SMPN 1 Rambah Hilir. According to Aditya (2009 : 2) Descriptive Qualitative is a research that carried out with the main aim to gives description about a condition objectively.

According to Satori and Komariah (2012 : 25) qualitative research is a research approach that reveal certain social situations by describing the real correctly, the shape of the words based on

techniques of collecting and analyzing relevant that the gain from the natural situation. This means the researcher not only describing the data, but must use good technique and analysis that relevant. Hence, it was done by doing an observation to know information related with the object and also by using the written test to know writing skill in procedure text at SMPN 1 Rambah Hilir.

B. Population and Sample

1. Population

Arikunto (2010: 173) state that "the population is all of the object research". It may be people, animals, plans, things, test score or events as the data source. The population of this research was ninth grade students of SMPN 1 Rambah Hilir in academic year 2014/2015 with total numbers were 92 students, which consist of class IX A = 23 students, class IX B = 23, students class IX C = 23students, class IX D = 23 students.

2. Sample

Sevilla et al (2006 : 160) state that " the sample is the small group that is observe. In this research, the researcher used cluster random sampling technique to select the sample of the research. Gay et.al (2009: 129) says cluster random sampling is technique in which samples group, not individuals, was randomly selected, and all members of selected groups have similar characteristics, because the population was homogenous. The members of population have the same curriculum, syllabus, materials, and lesson plan. Based on the sampling technique used, the researcher wrote the number of each class on four pieces of paper. Then she took a piece of paper that had been mixed up from all classes. Then selected was class IX A that consists of 23 students. Therefore, all students of IX A class became the sample members.

C. Technique of Collecting the Data

In collection the data, the researcher used written test to know the students' writing skill in procedure text.

1. Test

According to Widoyoko (2012 : 50) test is one of tools to doing measuring, it was the tool to collect characteristic information an object. The data was collected from students' writing skill in procedure text in form of written test. This research was applied to measure technique which was intended to measure students' writing skill in procedure text in from written test. The researcher was given the students test to write procedure text. In order to made students easy to write procedure text, the researcher provide free topic. It was a set of

exercises used to measure the achievement or capability of the students. To measure the students' writing skill in procedure text, the researcher used the criteria of assessment in writing procedure text, such as, content, organization, grammar, vocabulary, and mechanic.

D. Technique of Analyzing the Data

According to Satori and Komariah (2012 : 201-202) "Data analysis is the process to look for and arrange systematically the data had getting from the result of interview, field note and documentation and then making conclusion in order make to easy understand by self or other people". In this research the researcher found out the total score in each student in writing procedure text. The researcher used the following formula:

$$M = \frac{x}{n} \times 100$$

Notes

M : Each student score
X : Total of correct answer
N : Total of Items
100 : Constant number

(Harahap in Permai (2007))

Then the researcher classified the level of students' achievements in writing procedure text by level as follow:

Table 1: Level of Students' Skill In Procedure Text

Level of mastery	Letter Case	Value	Criterion
85 – 100	A	4	Excellent
70 - 84	B	3	Good
55 – 69	C	2	Fair
50 – 54	D	1	Poor
0 – 49	E	0	Very Poor

Arikunto (2002 : 245)

After getting the letter grade of the students', the researcher used descriptive analysis technique (percentage) to analyze students' writing skill in procedure text. The researcher used this following formula adapted from Sudijono (2009 : 43).

The formula is: $P = \frac{F}{N} \times 100\%$

Notes:

P: Percentage of students
F: Number percentage of each letter case
N: Number of the students

FINDING AND DISCUSSION

A. Research Finding

This research presented to answer the research question based on the formulation of the research in before chapter. The research question was: how is the skill of students' writing in procedure text at the ninth grade students of SMPN 1 Rambah Hilir?

The result could be viewed from the score of students. These score showed the percentage of students who have mastered writing procedure text based on the indicator of writing score (content, organization, grammar, vocabulary and mechanic).

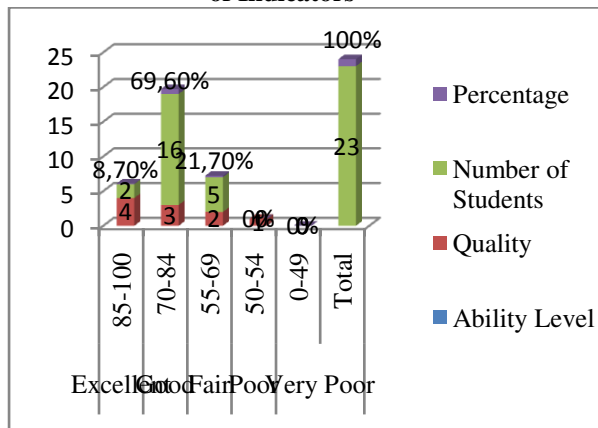
By looking the data analysis, the researcher can counted the total scores of all indicators, it was indicated that the average score of all indicators were 12,06 (78,82) It means that the students' writing skill in procedure text was **good** category. For more explanation, the researcher put down the percentage of students in all of indicators, it can be seen in table 2 bellow:

Table 2: The Presentation of the Students' Writing Score all of Indicators

Range Score	Ability Level	Quality	Number of Students	Percentage
85-100	Excellent	4	2	8,7%
70-84	Good	3	16	69,6%
55-69	Fair	2	5	21,7%
50-54	Poor	1	0	0%
0-49	Very Poor	0	0	0%
Total			23	100%

From table 2 above, it showed that from 23 students in writing procedure text, it was found that 2 students (8.7%) were excellent category, 16 students (69.6%) were good category, 5 students (21.7%) was fair category and no students was poor category. It showed that the high percentage of students writing procedure text was **good** category (69.6%). It means that the most of students has good writing in procedure text. Some of them can explore their topic and idea, and also they can write the sentences were related to the main idea. To make it clear the researcher can explain it in following diagram 1 bellow :

Diagram 1: The Students' Writing Score in all of Indicators



Based on the diagram above, it can be seen that in range 85 – 100, it was found 2 students were excellent category, it was into in the high quality (4) it means that the students has a good knowledge to wrote the relevant topic and easy to understand, they could wrote sentences were related to the main idea, just few errors in choice of words, spelling and punctuation and just a few grammatical inaccuracies. In range 70 – 84, it was found 8 students were into good category (3), it means that the students could rather relevant to the topic and easy to understand, they could wrote some sentences were related to the main idea, in choice of words, spelling and punctuation they were some errors and has some grammatical inaccuracies. In range 55 -59 it was found 13 students were into fair category (3). It was indicated that the students could relevant to the topic but was not quite easy to understand, has problems in few sentences related to the main idea, in vocabulary and mechanic were occasional errors in choice of words, spelling and punctuation, and also has problem in using grammatical, there were numerous grammatical inaccuracies. It means that the students' score in writing procedure text was **good** category. From the calculation the researcher found the average of students score was 78,82. It means the students mastery was **good** category.

B. Discussion

In this research, the researcher got the data from writing test of the students' writing skill in procedure text. This research was to found out the students' writing skill in procedure text. There were five components of writing, by Cohen (1994: 328) they are content, organization, grammar, vocabulary and mechanic. After obtaining the data in written test of procedure text, the result of the level mastery of writing in each indicators it can be seen in the table 4 below:

Table 4: The average of students' score writing skill in Procedure text

No	Indicator of Writing Skill in Procedure Text	Average	Ability
1	Contents	84.4	3.4
2	Organization	80.4	3.2
3	Vocabulary and Mechanic	67.2	2.70
4	Grammar	68.8	2.73

From the table 4 above the researcher concluded that :

1. The students' writing skill in content have average was 84,4 (3.4) from 23 students. It means that the students' content was relevant to the topic and easy to understand. It was indicated in **good** category.
2. The students writing skill in organization have average 80,4 (3.2) from 23 students. It means the students' skill of organization in writing procedure text, can be conclude that the students could write some sentences were related to the main idea. It was following in **good** category.
3. The students' writing skill in vocabulary and mechanic were 67,2 (2.70). It means the students' skill in using vocabulary and mechanic were occasional error in choice of word, spelling and punctuation. It was indicated in **fair** category.
4. The students' writing skill in grammar was 68,8 (2.73). It means the students' difficult to made sentence with a good grammar. And numerous grammatical inaccuracies. It was indicated in **fair** category.

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the finding of this research could be concluded that the students' writing skill in procedure text of the ninth grade students of SMPN 1 Rambah Hilir was **good** category. This conclusion was indicated by the fact that there was the average scores in procedure text was 78,82 it was into the good category. These are the detail of the ninth grade students of SMPN 1 Rambah Hilir the students' writing skill in procedure text.

1. The students' skill to write content in procedure text, it was included the students could write content in procedure text, which was the average score were 3,4 (84,4) it was into the **good** category.
2. The students' skill to write organization of the text, it was generic structure of procedure text. It was included the goal, ingredients and the steps. It was same in good category because the average score of organization was 3,2 (80,4) it was into the **good** category.

3. The students' skill in using suitable vocabulary and applying mechanic in procedure text was fair it can be saw from the average of score was 2,70 (67,2). It was into the **fair** category.
4. The students' skill in grammar of procedure text it was include the language feature of procedure text was fair because it can be saw from the average of the score was 2,73 (68,8). It can be concluded the skill of students in grammar was into **fair** category.

B. Implications

The finding and conclusions of this research have some implications. The implications are as follow:

1. To the researcher herself
 - a. She should seriously in doing the process of the research to find out the students' writing skill in procedure text.
 - b. She should consider taking the real data and condition in making this research.
2. To the reader
 - a. This research can provide some information for English teachers at the ninth grade students about their students writing skill.
 - b. This result of the research will help the teacher to find out the student's weaknesses in writing. So, they can help the students to overcome the problems face by the students.
 - c. To add references for those who want to investigate the same problem.

C. Suggestion

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.

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