

Students' Ability in Writing Procedure Text at Twelfth Grade Student of SMAN 8 Jambi

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ABSTRACT

The purpose of this study was to find out the ability of students in grade 12 at SMAN 8 Jambi City in writing procedural texts. A qualitative descriptive method was utilized. The population comprised students XII IPS at SMAN 8 Jambi City of academic study 2022/2023 and the sample consisted of 36 students from class XII IPS 2. Researchers used a research instrument, an essay test with a predetermined theme, namely food. Into discover these findings, tabulation was used to collect data from students' grades to categorize indicators of students written. Following the discovery of the result data, the researcher classified the student's score using the CRA (Criterion-Referenced Assessment) scale. According to the findings of the research, indicators of students' writing abilities, namely goals (83.3325) and materials (90.2775), have excellent an average score. On the other hand, the step indicator has into the average good criterion (77.0825). However, the overall average of all indicators is excellent (83.5641). Furthermore, students' ability in writing procedure texts are scores 83.5555 in the highest category. It is indicated that the level of students' ability writing in procedure text is excellent score, and that demonstrated score of writing procedural texts is highest.

Key words: *Writing Ability, Procedure Text*

INTRODUCTION

In many ways, the origin of writing is the human mind's historical background; just as anything resembling genuine abstract thought is impossible without some kind of language, it is also difficult to imagine a progressive civilization or developed culture without writing. The trained knowledge is without a doubt capable of performing fantastic feats, as we can learn from the Hindus, who have preserved over long centuries, not only in poems, but also in scientific works; however, learning has a limit, and researchers believe most of us would be embarrassed to rely solely on it to record our own thoughts and discoveries, let alone those of others. If a person's language enabled him to think continuously, writing allowed him to expand and use it. (Truman, 1980)

Writing is a skill in which one uses one's eyes, brain, and hands to express ideas, feelings, and thoughts in words, sentences, and paragraphs. Raimes, (1983). It is possible to conclude that students are expected to be able to develop ideas and thoughts related to the topics discussed through writing by using the senses of sight, particularly the eyes, the brain for thinking, and the hands for writing. Written results will not be understood if the writing is not appropriate. Then, one way to develop students' abilities in writing skills is to write

procedural texts. Ma, et all (2022), procedure text is a difficult language explanation task that necessitates the use of a method to track object nations throughout writing development. The solution also comprehends students' ability to write procedural texts by combining three core aspects: local and international views on input, as well as global views on production.

Writing is the brain's work of creating ideas, deciding how to describe them, and organizing them into statements and paragraphs that readers can understand (Nunan, 2003). As such studying procedural text language features can help students strengthen their capacity to write procedural texts. This method makes use of the purpose, material, method, or way of production. According to Jane (1998), procedural text teaches us how to do or make something. Nonetheless, procedural text is a type of text that instructs the reader on how to complete a task. This text consists primarily of instructions or a series of steps to make something or perform an activity. It is also a type of text that we come across in our daily lives, such as instructions and recipes.

The researcher observed and discovered a number of issues while teaching English. For example, because students' recess is over, learning activities become uncomfortable; during writing assignments, some students learning English imitate

classmates' assignments; some students have difficulty understanding the structure of writing when writing texts; and, lastly, students use the incorrect grammar or typo due to a lack of written vocabulary information.

REVIEW OF THE RELATED LITERATURE

Writing

Writing a text is a complex task that necessitates the coordinated execution of a large number of mental activities. Writing is a skill that needs to be taught and practiced, according to Patel (2008). As a result, the teachers must be creative in engaging all students, including underachievers and students with dyslexia or other learning disabilities, and in providing appropriate feedback and support so that students are engaged and motivated to write throughout the writing process.

The Ability of Writing

The good writing is a significant cognitive challenge because it tests memory, language, and thinking skills all at once. Hyland (2003), writing is viewed as an extension of grammar - a means of reinforcing language patterns through habit formation and testing the learner's ability to produce well-formed sentences. This means that writing is a skill that requires complex knowledge to express ideas in written form into good sentences. According to Tribble (1994), there are five assessment criteria for writing assessment, which are as follows:

1. Knowledge (ability to think creatively and develop thinking)
2. Organization (ability to write in an inappropriate way)
3. Vocabulary (ability to use words and phrases)
4. Language (ability to write according to structure)
5. Mechanics (correct use of punctuation, capitalization, spelling and layout).

After that, students should treat this as a linguistic aspect that they will focus on later in their writing.

Procedure Text

In general, procedure text is text that describes how to make something through a series of steps or a method. Procedural text is frequently a factual genre that

provides step-by-step instructions for completing a task. Prihatna and Him'mawan (2015) said procedure texts are encountered by students in a variety of contexts, including their homes (recipes), science (experiments), technology (how...), and other educational activities. The goal of procedure text is to provide sequential information or directions so that people can perform tasks safely, efficiently, and appropriately.

Wadirman et al. (2008), has the following generic structure of writing procedure text:

- a. Goal: to provide the information that people require. That is, the purpose or title of a procedure text should be the most important point for the reader to understand what we need to do.
- b. Materials: the items required to create objects. That is the most important thing to remember when writing a procedure text, as it will assist us in finishing what we are working on. It will be difficult for us to take the necessary steps to achieve the desired result if we lack material possessions.
- c. Methods /Steps: information on how to create an object. Once we know the purpose and materials, we must take some steps to achieve the desired outcome. This is the final method for achieving the best results and making it simple for us to complete the goal.

METHODOLOGY

The qualitative research design and descriptive research methodology were chosen by the researcher for this study. According to Creswell (2012), qualitative research is a method of investigating and comprehending the significance that individuals or groups ascribe to a social human problem. Qualitative research is concerned with the individual being studied's ideas, perceptions, opinions, or beliefs, which cannot be quantified. Calderon (2006), Descriptive research is defined as a process that seeks to collect, analyse, classify, and tabulate data about current conditions, practices, processes, trends, and cause-and-effect relationships, and then make adequate and accurate interpretations of those data with or without, or with minimal assistance from statistical methods. This research method is

used for frequencies, averages and other statistical calculations.

A set of clusters chosen at random from a larger set of all clusters in the population is referred to as one-stage cluster sampling (Burke & Christensen, 2014). Therefore, the researcher determines researching classes by writing class names on sheets of paper, rolling them up, mixing them, and selecting one of them. Following that, the researcher took a sample of 36 students from class XII IPS 2.

Researcher used a written test as a research instrument to collect data. Individual tests were conducted by researcher using the test criteria. The researcher hoped to evaluate the students' writing and punctuation abilities, as well as the procedure for administering an individual writing test. The written test includes a procedural text type of test. In order to collect data for this study, the researcher used the following procedures:

1. The researcher instructs the students to write a procedure text on scrap paper.
2. The researcher approaches the students and inquiries about the title they should select.
3. Students must write a text with theme foods in one paragraph that includes linguistic structure and features (Goal, materials, methods.)
4. Students complete it in one hour.
5. After the students completed the procedure text, the researcher asked them to collect worksheets.
6. Then will assess so many language structures created by students.

The validity formulation is:

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

For information:

r_{xy} = correlation coefficient between the variables x and y.

X = student scores on the validity-testing items.

Y = denotes the total score obtained by students. (Arikunto, 2005)

The researcher utilized SPSS Statistics version 21 to test the validity of the questions using the following decision-making criteria:

1. If the Corrected Item-Total Correlation value is positive or different from r_{xy} table at a significant level ($\alpha = 0.05$), the items are declared valid.
2. If the Corrected Item-Total Correlation value is negative or less than r_{xy} table at a

significant level ($\alpha = 0.05$), the item is declared invalid.

The formula can be used to perform question reliability testing:

$$r_1 = \left(\frac{n}{n-1}\right) \left(1 - \frac{\sum \alpha_t^2}{\alpha_t^2}\right)$$

For the information:

r_1 : the dependability you seek.

n : the number of indicator items tested.

$\sum \alpha_t^2$: the sum of the variances of each indicator score.

α_t^2 : the total variances. (Arikunto, 2005)

The researcher analysed data from students' writing tests using an analytical scoring rubric, specifically tabulations. The tabulation has the top score is 4 (excellent), 3 (good), 2 (poor) and 1 (very poor). As well as, the highest total score is 12. And the lowest score will receive 1 point. After that calculating the students' scores with formulated:

$$\text{Score} = \frac{\text{students' answers}}{\text{total score questions}} \times 100$$

(Gay, 1981)

Following the calculation of the score by the researcher, the following stages of data analysis must be completed is using the following formula, compute the average (mean) score:

$$\bar{X} = \frac{\sum X}{N}$$

For information:

\bar{X} = the mean, or arithmetic average, of the scores

$\sum X$ = the total of all the scores

N = total number of students (Gay, 1981)

Then, using the Criterion-Referenced Assessment by Brown (1998), determine learning outcomes by analysing the average value of subsequent daily tests, which are classified as "highest (80-100)," "high (60-80)," "moderate (40-60)," "low (20-40)," and "lowest(0-20)."

FINDINGS AND DISSCUSSIONS

Prior to presenting the results in the procedure text. The researcher examined the essay questions' validity and reliability. Instrument questions can be used because they have a significance value of 0.575, which indicates that the written test can be used or is valid. SPSS version 21 is used to assess test validity, and the questions are known to be reliable. The second piece of evidence comes from Cronbach's Alpha, which has a value of

0.757. This means that the Cronbach's Alpha value is in the high range, indicating that the question can be used for research.

Correlations

		TIT LE	MATERI ALS	STE PS	TOT AL	SCO RE
TITLE	Pearson	1	,166	,108	,575	,585
	Correlation					
	Sig. (2-tailed)		,332	,531	,000	,000
MATERI ALS	N	36	36	36	36	36
	Pearson	,166	1	,273	,749	,746
	Correlation					
STEPS	Sig. (2-tailed)	,332		,108	,000	,000
	N	36	36	36	36	36
	Pearson	,108	,273	1	,694	,687
TOTAL	Correlation					
	Sig. (2-tailed)	,531	,108		,000	,000
	N	36	36	36	36	36
SCORE	Pearson	,575	,749	,694	1	1,000
	Correlation					
	Sig. (2-tailed)	,000	,000	,000	,000	,000
	N	36	36	36	36	36
	Pearson	,585	,746	,687	1,000	1
	Correlation					
	Sig. (2-tailed)	,000	,000	,000	,000	,000
	N	36	36	36	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

score of 3. The average of goal score which is 3.3333 and then calculated by multiplying by 100. The score becomes 333.33, then the average score is divided by 4 with the indicator values 1,2,3,4 in determining the assessment criteria, then the average value is divided by 4, and the average result – the class average in writing titles is 83.3325.

Next indicator is Material has 24 students who received “excellent” marks because they received a score of 4, 10 students who received a score of 3 “good”, and 2 students who received a “poor” score. The average of materials score is 3.6111. The results are also multiplied by 100 to get 361,11 and then divided by four indicators, namely 1, 2, 3, 4, and the range of scores from 1 to 100 to determine the assessment criteria. As a result, a score of 90.2775 falls into the "Excellent" category.

Last indicator, steps had received a value of 2, consisting of 4 students, and those who receive a score of 3, constitute half of the class, namely 24 students, with 8 students received a score of 4. The total score of 112. The total scores (112) were then divided by the number of samples (36 students) to yield an average score of 3.11 (From a range of scores 1,2,3,4). The average value of the indicator steps is then multiplied by 10 and then divided by 4 (from the range of scores) to yield a score of 77.0825 which falls into the "Good" criterion. The following is a summary data of each student score indicator in the indicator:

Reliability Test

		N	%
Cases	Valid	36	100,0
	Excluded ^a	0	,0
	Total	36	100,0

a. Listwise deletion based on all variables in the procedure.

b.

Reliability Statistics

Cronbach's Alpha	N of Items
,757	4

The results of the written test will be assessed from the indicators of student procedure text writing, namely the title, materials, and steps. The results of student writing scores can be categorized as follows. The Goal were 12 students who get the “excellent” and 24 students who received a

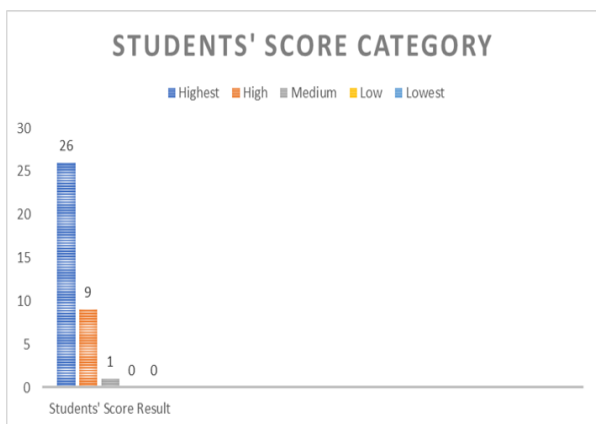
Table 1

Students' Score Based on Indicators			
Total Scores	120	130	111
Total Mean	3,3333	3,6111	3,0833
Mean of Scores	83,332	90,277	77,082
	5	5	5

Following the researcher's evaluation of the students, some of their scores were: 100, 92, and 83, indicating that they were in the highest scoring category. Only 26 of the 36 students in the description received the “Highest” possible score. The researcher assessed the good category, and the following values are included in the description category: 67, 75, indicating that you are in the good category. In this category, 9 of 36 students received a "High." In addition to the medium category, the researcher discovered that 1 out of

36 students received a score of 58, indicating the “Medium” category. Low and Lowest no students received a score, as the conclusions are as follows:

Figure 1
Students’ Score



Next, the researcher calculated an average score of student scores from all of the total samples, namely 36 students, using the formula below.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{3008}{36}$$

$$\bar{X} = 83,55555556.$$

The purpose of this study is to find out the generic structure of a procedure text written by students. The research instrument is a written test, and students from SMAN 8 Jambi City were instructed to write a procedure text with a minimum of 10 complete sentences. The data was assessed using indicators derived from linguistic features and descriptive scores, and the mean of the sample was calculated by adding up all of the object values based on that indicator and divided by the number of objects. The highest score is 12 if multiplied by 100 and divided by 12. The average student score for each indicator was assessed, with the most difficult writing on the steps indicator having a total score of 112 with an average mean of 77.0832 and a description of medium.

The mean of score obtained by students in writing procedure texts was 83.55, which was classified as the highest at CRA scale by Brown (1998). The researcher assessed the abilities of students in class XII IPS 2 SMAN 8 Jambi City, who were struggling to write a text, develop imperative sentences, punctuate marks, capital letters, and spelling errors. Writing

procedural texts made it harder and a fault, and participants often wrote in written objectives. However, students' scores in writing procedure texts were rated the highest.

CONCLUSIONS

36 students from Class XII IPS 2 SMAN 8 Jambi City were investigated by the researcher. As a consequence, their writing skill remains visible and influence since participants are still at a reasonable level. On the other hand, the researcher only determined that the 36 students in class XII IPS 2 were excellent at writing processes. According to the results of the students' written examinations, there were 36 samples with 26 students receiving highest scores, 9 students receiving high scores, and 1 student receiving medium scores. It is also known that not all students are classified as having the lowest marks and the lowest. Students in Class XII IPS 2 have the highest score of 100 and the lowest score of 58.

Respondents must be able to grasp and explore concepts in order to create content based on a general framework. The class average for written test student performance is 83,5555. The average student test score for each generic structure is 83,3325 for goal, 90,2775 for materials, and 77,0832 for steps. As a result, students understand more about writing materials than just titles and processes. Most students can write procedural texts well based on generic structures, but others need to enhance their comprehension of procedural language generic structures.

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