

THE ANALYSIS OF STUDENTS WRITING IN PROCEDURE TEXT FOUND AT THE TENTH GRADE STUDENTS OF SMA NEGERI TULAKAN IN ACADEMIC YEAR 2021/2022

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Abstract: This research had found the issues in the field. Those are problem of students writing skill indicator. The research aimed to reveal the student's skill in writing procedural text in class X IPS 2 of SMA Negeri Tulakan. This research was descriptive qualitative. It was to explain problems in a phenomenon or condition that were found in this research. The data was collected by written test and interview. The data was analyzed by using Miles and Huberman (1984). The results of this study found the scores obtained by the students, the highest score was on the content value with an average score of 19.8. The second was on the value of language use with an average score of 15.6. The third was on the value of the organization with an average score of 13.6. Fourth was on the vocabulary value with an average score of 12.8. And finally on the mechanical value is with an average score of 3.2. Some indicators that cause students difficulties in writing procedural texts such as learning, the media used when learning in class, teacher explanations, and students' ability to write procedural texts. In addition, there are still some things that students experience in writing procedural texts, namely organization, use of language, vocabulary, and mechanics in writing indicators. This research result could be used as a reference for future researchers who take a research on the same theme.

Keyword: *Procedure Text, Writing, English Language.*

INTRODUCTION

English is the international language used by people in the world, modern society, and is the language used for communication to other people. English is an important part of knowledge and skills can help a fulfilling professional life. Further, English is the dominant or official language in a number of countries, including many former British Empire territories. People often want to know the best language to learn to get ahead in life. Many think that learning English, the international language, is the best option. English is of course an excellent choice (Ilyosovna, 2020: 22).

The importance of using English (skills) in everyday life, starting from education, business, to technology. If the learning uses an effective method, the output of using English will also produce useful soft skills ranging from the ability to listen, speak, read and write soft skills like these are very much needed in the world of work. Therefore this shows how important the use of English (skills) nowadays (Putra, 2020: 7).

One of those skills is writing. Writing is a language skill. Every skill will only be acquired through practice. Practice continuously and full disciplined concept suggested

by practitioners to be able or skills of writing. One of the important skills is writing. According To Zemach & Rumisek (2005) writing is an important of communication in day life it is especially important in high school and college. Writing is also one of the most difficult skills to both a first language and a second language. Writing is a language in the form of writing. Students must be able to choose ideas, vocabulary, be more creative in using language and understand spelling and grammar. There are five general component of writing, According to Hugnes (2003). There are several points to make good content in writing, namely form (an organization in content), grammar (form in categories in language use), vocabulary (a set of words or a set of words), word selection, mechanics (use of language conventions). Further, according to Cohen (1994) there are five aspects of writing they are content, organization, vocabulary, grammar, and mechanics.

One of genre in writing skills is procedure text. Procedure text is an important text to learn because it discusses how something must be done. Anderson & Kathy (2003) explain that is procedure is a piece of text that tell the reader of listener how to do something. The purpose of procedure text is to provide sequence information or direction so that people can successfully perform activities in safe, efficient, and appropriate ways. Furthermore, according to Wardiman (2008) procedure text is the text that give some clues or how to do something through a series of actions. An action where this is in accordance with the steps or instruction and this is an activity that is actually done. By giving an instruction before making an action, people have to understand the following steps that have been given.

Based on the researcher's observation, the researcher found some problems in SMA Negeri Tulakan, namely internal factors and external factors. The internal factors that exist in students, namely psychological, intellectual, emotional, and social conditions. In physical condition students can determine the organs that determine success in learning, this related to the ability of the organs to carry out physical activities in learning. Intellectual ability determines the quality and duration of students in doing the assigned tasks, talents and interest possessed by students and motivational factors in students. While other factors are external factor where this factors is a factor from outside the students or individual. Factors from the teacher include the method applied by the teacher in the learning process is less creative, so students are less

interested in participating in the learning process. Teachers are still not precise in using media tools, especially in learning procedure text.

Therefore, the researcher is concerned with the issues. The researcher believes that there are problems with students writing skill indicators. Henceforth, the researcher carries out the research entitled An Analysis of Student's Writing Skills in Found at the Tenth Grade Students of SMA Negeri Tulakan the Academic Year 2021/2022.

RESEARCH METHOD

Type of Research

This research was conducted by using the descriptive qualitative method. According to Aditya (2009: 2), descriptive qualitative is a researcher carried out with the main aim to give a description condition objectively. This method was chosen because it was intended to describe and obtain information concerning the current status to phenomena of the students' writing skill in procedure text at the tenth grade of SMA Negeri Tulakan. According to Satori and Komariyah (2012: 25) qualitative research is a research approach that reveal certain social situations by describing the real correctly, the shape techniques of collecting and analyzing relevant that the gain from the natural situation. It means that researcher must understand social situations by describing real and true, this researcher can also obtain relevant analysis related to the information obtained and to determine the writing skills of tenth graders of IPS 2 at SMA Negeri Tulakan.

Source of the Data

Primary data are one that is collected for the first time by the researcher (Ajayi, 2017: 2). In the research, the primary data was obtained from the written test and interview of the X IPS 2 students of SMA Negeri Tulakan and the number of students are 25 students. Meanwhile, secondary data is the data already collected or produced by others (Ajayi, 2017: 2). Secondary data is used to support the primary data. The secondary data in this research is the data from article, journal, book, raport, the result of score English teachers other.

Subject of the Research

The subject of this research were the tenth graders of SMA N Tulakan and the main object of the research was the students' writing skills in procedure text.

Data Collecting Technique

The data collected in this study used two techniques namely, written tests and interviews. Written test to find out how students understand writing skills related to text procedure material. Then interview is the process of obtaining information by asking and answering the interview or it can be with a form to make it easier for the researcher to collect the data needed.

The Instrument of the Research

The research instrument is a tool used for data collection. Instrument of the research it is divided into two namely answer sheet and cell phone.

Data Analysis Technique

This research uses data analysis in the form of qualitative method. There are three analysis techniques, namely data reduction, data display, and drawing conclusion.

RESULT AND DISSUSSION

The finding of the research showed that the students had some difficulties in every aspect of writing. It can be seen from the result of the written test as follow:

SAMPLE	ASPECT OF WRITING					AVERAGE SCORE
	C	O	L	V	M	
R1	13	13	17	11	3	19.8
R2	23	16	12	12	3	13.6
R3	25	13	15	13	4	15.6
R4	22	13	17	13	3	12.8
R5	16	13	17	15	3	3.2
SCORE TOTAL	57	66	70	68	64	65

Table 1. The result of student's written test

Note: C: Content

O: Organization

L: Language Use

V: Vocabulary

M: Mechanics

Based on the data obtained by the researcher, there are some problems in students' writing skills including lack of content, organization, language use, vocabulary, and mechanics. The data will be discussed below:

1. Content

Content is a section that explains the topic or main idea clearly and accurately. According to Jacob (1981) content refers to the substance of writing the experience of the main idea (unity), groups of related statement that a writer present as a unit in developing a subject. 2 students cannot develop a subject in writing. The text written by students is too simple and does not find ideas in writing.

2. Organization

According to Schimer & Baley (2000) organization is presentation of ideas is logical, clear beginning, middle, and end; connection between ideas are drawn; transitions are smooth. To convey a logical ideas must use the correct order. 4 students cannot present logical ideas such as beginning, middle, and end. Tects written by students are only written as long as they do not understand how to write.

3. Language Use

The use of language in writing is the use of grammar, combining and grouping ideas in words and sentences. According to jacob (1981) language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentence to bring out logical relationships in writing. Thus, the essay should use the correct grammatical and syntactic pattern. 2 students do not use grammar, combine and group words or sentence correctly. So it's a little difficult to connect logical writing.

4. Vocabulary

This vocabulary includes word choice, accurate use of words/idioms. According to Jacob (1981) vocabulary included of sophisticated range, effective word or idiom choice and usage word from mastery, appropriate register. 2 students in using vocabulary is still lacking because they do not pay attention to effective words choices. So, if you are not careful, someone does not realize the error in the vocabulary.

5. Mechanic

According to Schirmer & Baley (2000) the problem in the mechanics include of errors in capitalization, punctuation, spelling, and

paragraphing are so few and so minor that the reader barely notices them: they do not interfere with the reading flow, and they do not draw the reader's attention away from the ideas being presented. If someone is going to do writing activities, they must have element that include spelling, style, punctuation and paragraph. For 4 students made mistakes in using punctuation, capital letters and few paragraph.

Based on the scores obtained by the students, the highest score was on the content value with an average score of 19.8. The second was on the value of language use, an average score of 15.6. The third was on the value of the organization with an average score of 13.6. Fourth was on the vocabulary value with an average score of 12.8. And finally on the mechanical value is with an average of 3.2.

From the statement above, it can be seen that the content indicator gets the highest score. Students are be able to develop ideas, understand the steps in doing a job. Then, the student's use of language still had some agreement errors, minor problem in complex construction, sentence, numbers, word order or article functions, pronouns and prepositions. Moreover, the organization indicator still lack: being confused or disconnected, non fluent, and lack logical sequencing and development. On vocabulary, students frequently do error in word form/idiom, choice, usage, confusing meaning. The last, on mechanical students are dominated by error of spelling, punctuation, capitalization or not enough to evaluate.

CONCLUSION AND SUGGESTION

Conclusion

From research finding it can be concluded that the writing skills in procedure text are quite good: 1) there are still some indicators that students do not understand, causing difficulties in writing procedure text: a) the scores obtained by the students, the highest score was on the content value with an average score of 19.8, b) the second was on the value of language use with an average score of 15.6, c) the third was on the value of the organization with an average score of 13.6, d) fourth was on the vocabulary value with an average score of 12.8, e) finally on the mechanical value is with an average score of 3.2. Some indicators that cause students difficulties in writing procedural texts such as learning, the media used when learning in class, teacher explanations, and students' ability to write procedural texts. In addition, there are still some things that students

experience in writing procedural texts, namely organization, use of language, vocabulary, and mechanics in writing indicators; 2) the responses of the students related with the teaching and learning process in writing are: a) the learning media used by the teacher in writing procedural text skills in the classroom are using books or the internet on average; b) the strategy used by the teacher when teaching is by multiplying reading, the teacher gives several examples of procedural texts and interprets them, explains the meaning of procedural texts and explains the steps in taking action; c) in writing procedural texts, students themselves have difficulty in compiling sentences when explaining the manufacturing process, not mastering English vocabulary and choosing words or sentences. So it can be concluded that the teacher's media is still lacking in the learning process. The teacher seldom uses other media/methods to improve students' writing skills so that students have difficulty in writing procedural texts such as developing information into steps or writing the text.

Suggestion

The suggestion of the research: 1) the teacher should provide lots of practice and use serial image media and animated project basic learning model for learning about procedure text to students. So that students are more motivated in learning and make students understand and learning more fun, 2) the students are encouraged to improve their English writing skills by practice. Therefore, students will have good writing ability indicator: content, organization, language use, vocabulary, and mechanic.

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