

**STUDENTS' ABILITY IN WRITING PROCEDURE TEXT  
AT THE IX GRADE OF SMPN 4  
ANGKOLA SANGKUNUR**



**A Thesis**

*Submitted to English Educational Department of State Islamic University  
Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of  
the requirement for the Graduate Degree of Education (S.Pd) in English*

**Written By:**

**RYAN ARDIANSYAH LUBIS**

**Reg. Number: 18 203 00033**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
OF SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2025**

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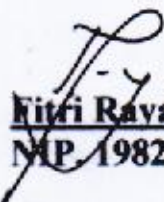
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**Written By:**

**RYAN ARDIANSYAH LUBIS**

**Reg. Number: 18 203 00033**

**Advisor I**

  
**Fitri Ravani Siregar, M.Hum.**  
**NIP. 19820731 200912 2 004**

**Advisor II**

  
**Sri Rahmadhani Siregar, M.Pd.**  
**NIP. 19860506 202321 2 045**

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
OF SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
2025**



## LETTER OF AGREEMENT

Term : Thesis

Padangsidempuan, Januari 2025

a.n. **Ryan Ardiansyah Lubis**

To: **Dean**

**Tarbiyah and Teacher Training Faculty**

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Padangsidempuan

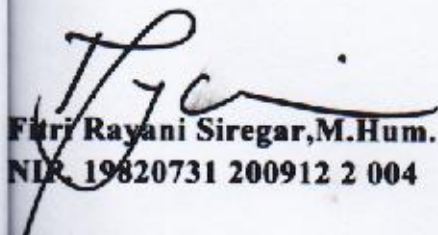
*Assalamu 'alaikum warahmatullahi wabarakatuh.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ryan Ardiansyah Lubis**, entitled **"Students' Ability in Writing Procedure Text At The IX Grade of SMPN 4 Angkola Sangkunar"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

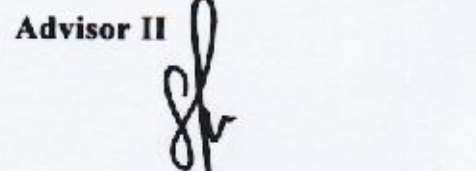
*Wassalamu 'alaikum warahmatullahi wabarakatuh.*

**Advisor I**



**Fitri Rayani Siregar, M.Hum.**  
NIP. 19820731 200912 2 004

**Advisor II**



**Sri Rahmadhani Siregar, M.Pd**  
NIP. 19860506 202321 2 045


## DECLARATION OF THESIS COMPLETION

The name who signed here:

Name : Ryan Ardiansyah Lubis  
Reg. Number : 18 203 00033  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI  
The title of the Thesis : **"Students' Ability in Writing Procedure Text At The IX Grade of SMPN 4 Angkola Sangkunur".**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 12 verse 2.

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Padangsidimpuan, 24 Desember 2024  
: Maker  
  
Ryan Ardiansyah Lubis  
Reg. Number 18 203 00033

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As Academic Civity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Ryan Ardiansyah Lubis  
Registration Number : 18 203 00033  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI  
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Reg. Number 18 203 00033





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**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan T. Rizal Nurdin Km. 4,5 Sititang Kota Padangsidimpuan 22733  
Telephone (0634) 22080 Faximile (0634) 24022


**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Ryan Ardiansyah Lubis  
Registration Number : 1820300033  
Department : Tadris Bahasa Inggris / TBI  
Faculty : Tarbiyah and Teacher Training Faculty  
The Title of Thesis : **Students' Ability in Writing Procedure Text at The IX Grade of SMPN 4 Angkola Sangkunur**

**Chief**


  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004


**Secretary**

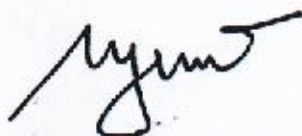
  
Sri Rahmadhani Siregar, M.Pd  
NIP. 19860506 202321 2 045

**Member**

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

  
Sri Rahmadhani Siregar, M.Pd  
NIP. 19860506 202321 2 045

  
Dr. Eka Sustri Harida, M.Pd  
NIP. 19750917 200312 2 002

  
Yusni Sinaga, S.Pd., M.Hum  
NIP. 19700715 2009501 2 010

**Proposed :**

<b>Place</b>	<b>: Ruang Sidang Munaqosyah, Forum G Lt. 2 FTIK</b>
<b>Date</b>	<b>: 16 Januari 2025</b>
<b>Time</b>	<b>: 08.00 WIB s/d Selesai</b>
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<b>Indesk Prediksi Kumulatif</b>	<b>: 3.49</b>
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PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080  
Sihitang 22733 Padangsidempuan

---

## LEGALIZATION

Thesis : Students' Ability in Writing Procedure Text At The IX  
Grade of SMPN 4 Angkola Sangkumur  
Written By : Ryan Ardiansyah Lubis  
Reg.No : 18 203 00033  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement  
for Graduate Degree of Education (S.Pd.)

Padangsidempuan, September 2024  
Dean of Tarbiyah and Teacher Faculty



Dr. I. Laila Saida, M.Si.

18 203 00033 2 002



## **ABSTRACT**

**Name** : Ryan Ardiansyah Lubis  
**Reg. Number** : 18 203 00033  
**The Title of the Thesis** : Students' Ability in Writing Procedure Text  
at The IX Grade of SMPN 4 Angkola  
Sangkunur

This study are to find out the students' ability in writing procedure text at SMPN 4 Angkola Sangkunur. The researcher takes the formulation from the background of the problem is: "How is the students' Ability in Writing Procedure Text At The IX Grade Of SMPN 4 Angkola Sangkunur?. The objective of the research is "to find out the students' Ability in Writing Procedure Text At The IX Grade Of SMPN 4 Angkola Sangkunur. This research conducted by using descriptive quantitative method. The participants of this research took 36 students as the sample. The data were collected through test about procedure text, the kind of the text was essay test. The result of this study in writing procedure text of ninth grade SMPN 4 Angkola Sangkunur was categorized into enough ability. It can be seen from the value of the precentage from mean score gotten by students, that is 60.05 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from  $Z_{count} = 5.6 > Z_{table} 0.003$ . So, the hypothesis is "students'ability in writing procedure text nineth grade SMPN 4 Angkola Sangkunur is enough ability. It can be concluded that the students' ability in writing procedure text is enough.

**Key Words:** *Students' Ability, Writing Procedure Text*

## ABSTRAK

**Nama : Ryan Ardiansyah Lubis**

**NIM : 18 203 00033**

**Judul Skripsi : Kemampuan Siswa dalam Menulis Teks Prosedur di Kelas IX SMPN 4 Angkola Sangkunur**

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks prosedur di kelas IX SMPN 4 Angkola Sangkunur. Peneliti mengambil rumusan dari latar belakang masalah tersebut adalah : “Bagaimana Kemampuan Siswa Menulis Teks Prosedur Pada Kelas IX SMPN 4 Angkola Sangkunur?”. Tujuan dari penelitian ini adalah “untuk mengetahui Kemampuan Siswa dalam Menulis Teks Prosedur Di Kelas IX SMPN 4 Angkola Sangkunur. Penelitian ini dilakukan dengan menggunakan metode deskriptif kuantitatif. Partisipan penelitian ini mengambil 36 siswa sebagai sampel. Pengumpulan data dilakukan melalui tes soal teks prosedur, jenis teksnya adalah tes esai. Hasil penelitian menulis teks prosedur siswa kelas IX SMPN 4 Angkola Sangkunur dikategorikan dalam kemampuan cukup. Hal ini terlihat dari nilai persentase nilai rata-rata yang diperoleh siswa yaitu sebesar 60,05. Kemudian dari hasil pengujian hipotesis, peneliti menemukan bahwa hipotesis tersebut diterima. Hal ini dapat dibuktikan dari  $Z_{hitung} = 5,6 > Z_{tabel} 0,003$ . Jadi, hipotesisnya adalah “kemampuan siswa dalam menulis teks prosedur kelas IX SMPN 4 Angkola Sangkunur adalah kemampuan cukup.

**Kata Kunci:** *Kemampuan Siswa, Menulis teks prosedur*

## خلاصة

الاسم : ريان أرديانسيه لوبيس  
نيم : ٣٣٠٠٠٣٠٢٨١  
عنوان الرسالة: قدرة الطلاب على كتابة نص الإجراءات في الصف التاسع في مدرسة أنغولا سانجكونور الثانوية الحكومية الرابعة

الهدف من هذا البحث هو تحديد قدرة الطلاب على كتابة النصوص الإجرائية في الصف التاسع في مدرسة أنجولا سانجكونور الثانوية الحكومية الأربع. وقد تناول الباحث صياغة خلفية المشكلة على النحو التالي: "ما هي قدرة الطلاب على كتابة النصوص الإجرائية في الصف التاسع في مدارس أنغولا سانجكونور الإعدادية الأربع الحكومية؟". الغرض من هذا البحث هو "تحديد قدرات الطلاب على كتابة النصوص الإجرائية في الصف التاسع في مدارس أنجولا سانجكونور الإعدادية الأربع. تم إجراء هذا البحث باستخدام الأساليب الوصفية الكمية. أخذ المشاركون في هذه الدراسة ستة وثلاثين طالبا كعينات. تم جمع البيانات من خلال أسئلة اختبار النص الإجرائية، وكان نوع النص اختبار مقالي. تم تصنيف نتائج البحث حول نصوص إجراءات الكتابة لطلاب الصف التاسع في مدرسة أنغولا سانجكونور الثانوية الحكومية على أنها ذات قدرة عالية. ويمكن ملاحظة ذلك من القيمة المئوية لمتوسط الدرجات التي حصل عليها الطلاب، وهي ٥٠,٠٦. ومن ثم ومن نتائج اختبار الفرضيات وجد الباحث أن الفرضية مقبولة. يمكن إثبات ذلك من ج عدد = ٥,٦ < طاولتج ٣٠٠,٠ لذا، فإن الفرضية هي أن "قدرة الطلاب على كتابة النصوص الإجرائية للصف التاسع في مدرسة أنغولا سانجكونور الإعدادية الحكومية عالية".

الكلمات المفتاحية: قدرة الطالب، كتابة النصوص الإجرائية



## ACKNOWLEDGEMENT



The researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one who gives the health, time and chance for finishing this thesis entitled “**Students’ Ability in Writing Procedure Text at The IX Grade of SMPN 4 Angkola Sangkunur**”. Peace and Blessing upon our Prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (UIN Syahada Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum., as my first advisor and the leader of English department.
2. Mrs. Sri Rahmadhani Siregar, M.Pd., as my second advisor who has guided me for finishing this thesis, who has been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
3. The Rector of UIN Syahada Padangsidempuan.
4. The Dean of Tarbiyah and Teacher Training Faculty of UIN Syahada Padangsidempuan

5. All lecturers and all the cavities academic of UIN Syahada Padangsidimpuan who have given so much knowledge and helped during I studied in this institute.
6. My beloved parents who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
7. My beloved friends who was patience and care to support me.
8. All my friends in UIN Syahada Padangsidimpuan, good luck for you.
9. All the people who have helped me to finish my study that I can not mention one by one. May Allah, the Almgthy bless the all, Aamiin.
10. UIN Syahada Padangsidimpuan Librarian (Yusri Fahmi, S.Ag.,S.S., M. Hum)

Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis. Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidimpuan, 24 Desember 2024  
Researcher

**RYAN ARDIANSYAH LUBIS**  
**Reg. No. 18 203 00033**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

English is one of the most popular languages in the world. English is an international language that is used by many countries as their official or second language. English has an important role in life, such as education, economic, business, tourism, and culture. Nowadays, many books, songs, films and information are published in English. By mastering English, people can easier learn more knowledge and connect with other people around the world including Indonesia.

In Indonesia, English is classified as a foreign language. The government recommends English become a subject which has to learn in schools and universities because learning English nowadays is very important. English as foreign language expands one view of the world, liberalize one experience, and make one more flexible and tolerant. There are four major skills that must be mastered by the learners. Those are listening, speaking, reading, and writing.

Writing is an activity that produces messages and words in written form. Writing is productive skill that conveys thoughts or ideas. Through writing people can communicate by words which have written by the writer to the reader. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.<sup>1</sup> However, Writing is the most difficult skill for second language learners to be mastered. The

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<sup>1</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 125.

difficulty in writing is not only in generating and organizing ideas, but also in translating these ideas into readable text.<sup>2</sup> So, writing is one of the skills that must be mastered in learning English.

In writing, there is a text. Text is the original words of something written or printed instead of paraphrasing, translation, revision, or condensation. Text is the result of writing. The main texts in the literary text category are narrative, poetry, and drama. The main texts in the factual text category are recount, response, explanation, discussion, report, exposition, and procedure.

Procedure text is one of the factual text types that is purposed to inform the reader about making or doing something. This text is closely associated with vocational high school students because they always use procedure text in their life to make or to do something. For junior high school students, writing ability is urgently needed. Because writing is the primary basis upon which the work, the learning, and the intellect will be judged in college, in the workplace, and the community. They use writing as their ability to explain a complex position to readers. Writing is an essential job skill. The genre that junior high school students often use is the procedure text. The text is closely associated with junior high school students who often reveal how to make things or do something.

Based on pre-research and interview with some of students of SMP N 4 Angkola Sangkunur, they said they still have many problems in writing procedure text even though they have learned it. Badi said one of the problems is the

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<sup>2</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press, 2002), p. 303.

difficulties in making the title coherence with the content.<sup>3</sup> Simanjuntak said the problems that happened while writing procedure text are the lack of vocabulary and the poor ability in using simple present tense and then the incapability in organizing procedure text and especially in using noun and action verbs or the language features.<sup>4</sup> According to Gulo, she said “It seems difficult for me to decide the topic at first I have many struggles and obstacles in order to arrange to fulfill the chronological patterns because the linking verb that I used seems not connected to the first and the others paragraphs. I mean it is difficult to arrange the good ones.”<sup>5</sup>

Based on the explanation above, the researcher found there are many students’ problems in writing recount text that may lead to making errors. The researcher wants to carry out this topic to be researched to know the reason why this phenomenon happened. After doing the research and knowing the reasons for this phenomenon, the researcher wants this research to become reading material for students, as reference material for students does not make errors in writing procedure text, and as advice or evaluation for educators in teaching if it is possible and appropriate. So, the researcher is interested to conduct a research titled focus of the research Students’ Ability in Writing Procedure Text at The IX Grade of SMPN 4 Angkola Sangkunur.

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<sup>3</sup> PrivateInterview with Muhammad Badi Siregar, as a student at The IX Grade Of SMPN 4 Angkola Sangkunur, Observation on November 21<sup>th</sup> 2023

<sup>4</sup> PrivateInterview with Sakinah Simanjuntak, as a student at The IX Grade Of SMPN 4 Angkola Sangkunur, Observation on November 21<sup>th</sup> 2023

<sup>5</sup> PrivateInterview with Nabila Gulo, as astudent at The IX Grade Of SMPN 4 Angkola Sangkunur, Observation on November 21<sup>th</sup> 2023

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher found some problem at IX grade of SMPN 4 Angkola Sangkunur. The first problem is the difficulties in making the title coherence with the content, lack of vocabulary and the poor ability in using simple present tense and then the incapability in organizing procedure text and especially in using noun and action verbs or the language features. The teacher strategy may not attract students in teaching writing.

## **C. Limitation of the Problem**

This research limited on students' ability in writing procedure text. The researcher used essay test about writing English procedure text, which included the elements of writing that were content, organization, vocabulary, and language use. The researcher limited at the subject at the VIII grade of SMPN 4 angkola sangkunur.

## **D. Formulation of the Problem**

In this research, the researcher takes the formulation from the background of the problem. The researcher formulated the problem is: "How is the students' Ability in Writing Procedure Text At The IX Grade Of SMPN 4 Angkola Sangkunur?"

## **E. The Objective of the Research**

The objective of the research is "to find out the students' Ability in Writing Procedure Text At The IX Grade Of SMPN 4 Angkola Sangkunur."

## **F. Significances of the Research**

In this research, the researcher conduct that the significances of the research is very useful for all who wants to read this research. So, the researcher concludes that the significances of the researcher are below:

9. The Head Master of SMPN 4 Angkola Sangkunur, to encourage the English teacher to teach English better.
10. The English Teacher, this research shows the students' ability that usually made by students in writing procedure text. So that teacher can anticipate and analyze it if it is occur in teaching procedure text.
11. Another Researchers, the result of this research can be used as reference for another research. In other words, this research can be used as additional information for another researcher.

## **G. Outlines of the Research**

In this research, the researcher made the systematic of this research is divided into five chapters as a research. Here, the researcher shows the chapters of the research consist of many sub chapters as follow: Chapter one, it consisted of background of the problem, focus of the research, the formulation of the problem, significances of the research and also the outlines of the research.

Chapter two, it consisted of theoretical of procedure text and review the theories that the researcher uses to construct the understanding about the topic discussed in this study. The theories are related to definition of Students, definition of Ability, the nature of Writing, the nature procedure text and review of related findings. Chapter three, it consisted of time and place of the research,



the method of research, the source of the data, instrument of collecting data, technique of collecting data, technique of data analysis and validation of the data. Chapter four, it consisted of findings that consist of general and specific findings, discussion, and the threats of research. Chapter five, it consisted of conclusion, suggestion, and implication.

## **H. Definitions of Key Terms**

### **1. Students' Ability**

Students' ability is their current level of competence in a particular writing procedural text form of procedural text by giving full consideration toward the purpose, language feature, generic structure, and the type of the text.

### **2. Writing**

Writing is an activity in language learning that expresses thoughts and ideas in written form. Writing can make indirect communication between writer and reader.

### **3. Procedure Text**

Procedure text is a text that is designed that help to do something by explaining step by step, it has a social function to describe how something is accomplished through a sequences of steps or actions.

So, in this research the researcher focus on the students' ability in writing procedure text at the IX grade SMPN 4 Angkola Sangkunur with to find their current level of competence in a particular writing procedural text.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Description**

##### **1. Students' Ability**

Ability is the state of being able to do something, or level of skill at doing something. Ability is the power or skill to do something in a particular activity. According to Robbins and Judge Ability is an individual's current capacity to perform the various tasks in a job. Overall abilities are essentially made up of two sets of factors: intellectual and physical.<sup>6</sup> Ability is the mental or physical capacity, power or skill required to do something.<sup>7</sup> The word 'Ability' is derived from the word 'able', which has the similar meaning with can.

In this research, there are four stages to teach writing procedure text through demonstration, they are: Building the context, knowledge of procedure text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher shows pictures going to write. Modeling the text, procedure text from its feature and purpose. Here, the teacher does a demonstration about making something in correct procedure. Then, the teacher asks the students to take note and students to write their procedure text in front of the class and check it together. Joint construction of the text, writing skill to make procedure text. Students here

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<sup>6</sup> Stephen P. Robbins and Timothy A. Judge, *Organizational Behaviour*, (Edition 15, 2006), p. 52.

<sup>7</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University press, 2000), p. 1334.

start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumbled sentences into a correct order and combining them into a good writing based on a series of pictures.

After that the teacher discusses it with the students. Independent construction of the text, the fourth stage leads students to have independent activities. They will construct (write) a procedure text based on the picture series given. The picture series show the process of how something is made or done. Here, teacher to produce procedure text individually.<sup>8</sup> So, the ability of students mean the quality or state of being able especially physical, mental, or legal power to do something, especially in writing procedural text.

According to Brown, the word ability has three meanings, they are: 1) Achievement is actual ability and can be measured by straight use of the instrument or devised test. 2) Capacity is potential ability and can be measured by not straight, the individual's capacity. 3) Aptitude is quality and can be expressed by especially training.<sup>9</sup> So, students' ability in this research mean the achievement of person who is studying at eleventh grade in SMPN 4 Angkola Sangkunur.

So, based on the explanations above, it can be concluded that students ability is someone who studying at school or college that have power or

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<sup>8</sup> Kurniawan et al, *Improving Students' Ability in Writing Procedure Text Through Demonstration*, English Education Study Program, Teacher Training and Education Faculty of Tanjungpura University, English Journal of Education, 2021, 4, 1, [www.tanjungpurauniversity.ac.id](http://www.tanjungpurauniversity.ac.id).

<sup>9</sup> H. Douglas Brown, *Teaching by Principles and Approach to Language Pedagogy* (New Jersey: Englewood Cliffs, 2001).

capacity to do something that is manifested through his actions. This ability affects the existing consist potential within the individual.

## **2. Writing**

### **a. The Definition of Writing**

Writing is a process of putting down or making letters. Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.<sup>10</sup> According to Brown, writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization.<sup>11</sup>

In another word, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language as correct as possible. In conclusion, writing is the process of putting down ideas by planning, reviewing and revising which is in good arrangement. Writing is the way to share someone thought, it can be formal like thesis, statement or it can be informal like diary.

To produce a good result, someone should do the process well. Linse states that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are

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<sup>10</sup> Jack C and Richard Schmidt Richards, Longman: Dictionary of Language Teaching & Applied Linguistic, third Edit (London: Pearson Education Limited, 2002), p.592

<sup>11</sup> H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, Third Edit (New York: Pearson Education, 2007), p.392.

presented in manner is polished and comprehensible to readers.<sup>12</sup> According to Nunan, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer.<sup>13</sup> It can be said that writing is a way to express someone's thinking into written form and it will be the result of process.

According to some experts, there are some definitions of writing. The first is coming from Kern states that writing is functional communication, making learners possible to create imagined worlds of their own design.<sup>14</sup> It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

The second according to Mayers, writing is a way to produce language, which you do naturally when speak. When say something, think of more to say, perhaps correct something that have said, and then move on to the next statement.<sup>15</sup> Writing different with speaking , except that take more time to think about the subject, the person or people that will be discussing it with, and the goal the hope to achieve in that discussion. If the writing in a second language, also take more time to revise your work.

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<sup>12</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p.98, en.bookfi.net.

<sup>13</sup> David Nunan, *Practical English Language Teaching*, First Edit (New York: McGraw Hill, 2003), p.88.

<sup>14</sup> Richard Kern, *Literacy and Language Teaching* (New York: Oxford University Press, 2000), p.172.

<sup>15</sup> Alan Meyers, *Gateways to Academic Writing: Effetictive Sentences, Paragraph and Essay* (New York: Longman, 2005), p.1.



The third is based on Murcia and Olstain stated that writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion.<sup>16</sup> From those definitions, the researcher concluded that writing is a system of human communication which represents symbol.

Moreover, in writing, a writer also needs to be able in building a good writing form. It is because of a good writing skill make the readers easily understand and get the message or ideas of the writer within the text. The primary purpose of content writing is to deliver a message to the readers. It means that in writing, the writer should make their ideas clearly so that the readers can get the point of the writer. In addition, communication will be effective if the readers understand what the writer means within the written form. If they cannot get the point with the words using, the readers will not get the purpose what the writer tend to express.

Furthermore, writing is not easy to be mastered because writing needs time and process in order to get good writing. As Knapp and Watkins state that learning writing could be a tough and complicated series of processes that need a range of specific teaching methodologies throughout all the stages of learning. Moreover, writing skills are also needed in the future for students to get a job when graduate from school especially in a

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<sup>16</sup> Celce. Murcia and Elite Olstain., *Discourse and Context in Teaching* (New York: Cambridge University, 2000), p.142.

vocational high school.<sup>17</sup> In short, writing is not easy and does not happen instantly, but it requires a lot of process and practice in order to get good writing results.

The students have to write different texts in each grade based on syllabus in vocational high schools. For instance, in Kurikulum 2013 the second year students of a vocational high school should be able to write several texts such as invitation letter, personal letter, procedure text, report text, analytical text and biography text. Moreover, each type of texts has its own characteristics that differentiate one text from the others.

From the explanation above, writing can share idea, feeling, or anything than exist in mind. Writing prosecutes students focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

#### **b. The Process of Writing**

A process is a sequence of operational by which something is done. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. According to Harmer, writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, and the

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<sup>17</sup> Knapp, P & Watkins, M, *Genre Text Grammar: Technologies for Teaching and Assessing Writing*, 2005, Sydney NSW: University of New South Wales Press Ltd.

medium such as pen, paper, etc.<sup>18</sup> Writing process is a step how to express the idea or thought into written form. Before doing writing activity, the students should look at the steps of doing writing to produce a good writing product.

Writing process should be done in chronological order, from the first step until the last step. Boardman and Frydenberg state that there are six steps in writing process: 1) analyzing the assignment, 2) Brainstorming, 3) organizing your ideas, 4) writing the draft, 5) rewriting the draft and 6) writing the next (or final) draft.<sup>19</sup>

In addition, Edward and friends state that the process of writing occurs in several stages:

- 1) Prewriting is a stage of process that includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.
- 2) Drafting is a stage that involves getting your ideas down on paper in roughly the format you intend for the finished work.
- 3) Revising is a stage in which you rework your first draft to improve its content and structure.
- 4) Editing and proofreading involve correcting errors in grammar, spelling, and mechanics.
- 5) Publishing and presenting are the stage of writing process in which a writer shares a final draft with an audience through speaking, listening, or

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<sup>18</sup> Jeremy Harmer, *How to Teach Writing* (London: Pearson Educational Limited, 2004), p.4, en.bookfi.net.

<sup>19</sup> Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edit (New York: Pearson Education, 2008), p.31, en.bookfi.net.

representing activities.<sup>20</sup>

In conclusion, the process of writing is the stages that writers have to go through in sequence to produce the result of writing in written form. The stages should be in chronological order from the first stage until the last stage. After knowing the process of writing, the writer also should understand about the characteristic of a good writing, so that writer's information can be caught by reader easily. It will be explained on the following topic.

Oshima and Hogue stated that the process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions.<sup>21</sup> Harmer states that writing is a never one-step action. Writing as one of productive skills needs a process. This process asks writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.

There are four process of writing:<sup>22</sup> the process are Planning, Drafting, Editing (revising) and Final Version.

## **5) Planning**

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. Firstly, The purpose of writing will influence not only the type of text which

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<sup>20</sup> Wilson and Friends, *Writing and Grammar: Communication in Action*, p.15.

<sup>21</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (United States America: Person Education Inc, 2007), p.15.

<sup>22</sup> Jeremy Harmer, *How To Teach Writing* (England: Person Education Limited, 2007), p.4.

writers want to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience which will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

Planning helps you as a writer. It will give shape to the task; it will break it down into separate stages so that you do not feel setting out toward some impossibly distant final goal, it will enable you to measure your progress. Planning will also help the reader.

## **6) Drafting**

After finishing in planning, the process can continue to the next step (drafting). The first draft on the paragraph, the students have to use the ideas from planning as a guide. Write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea
- b) Stick to the topic; do not include information that does not directly support the main idea
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected.



## **7) Editing (Revising)**

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The researcher can consider some steps for editing, those are follows:

- a) Add new ideas to support the topic
- b) Cross out sentence that do not support the topic
- c) Change the order of the sentences
- d) Using
- e) the following checklist to revise your paragraph :
  - (1) Make sure you have a topic sentence
  - (2) Cross out sentences that do not relate to the main
  - (3) Check to see if the sentences are in right order
  - (4) Add new ideas if the support the topic sentences
  - (5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar

## **8) Final Version**

In this stage produced the final version from their writing result to the teacher. The final step of the writing process is publishing. This means different things depending on the piece are working on.

- a) Bloggers need to upload, format and post the piece of completed work
  - b) Students need to produce a final copy of their work, in the correct format
  - c) Is often means adding a bibliography, ensuring that citations are correct, and adding details such as the student reference number
  - d) Journalist need to submit their piece (usually called “copy” ) to an editor. Again, there will be a certain format for this
  - e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure follow them.
- If the students written a novel, look for an agent who represents the genre.

Final version or the final draft is a written piece that will hand in as the best effort. Therefore, students should attach considerable importance to writing the final version of their papers because this is their last opportunity to correct any remaining errors and improve their written work.

### **c. Genres of Writing**

There were three main genres of writing :

- 1) Academic Writing: Papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, thesis, dissertations.
- 2) Job-related Writing: Messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.

3) Personal Writing: Letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fiction.<sup>23</sup>

So, in this research the researcher use academic writing in find the ability of students in writing procedure text.

#### **d. Types of Writing Text**

There are two main types of text, literally and factually. Literally text is a piece of writing, such as a book or poem that has the purpose of telling a story or entertaining as in a fictional novel. Factually text is a text to inform the reader about a particular subject.<sup>24</sup> They should give useful information and focus on facts. Such as reports, interviews, recipes, records of history and instructions.

##### **1) Literally text**

Literally text is a tool to help human to organize their ideas and explore new ideas and experiences.

##### **2) Factual text**

a) Explanation text is a text which tells process relating to natural, social, scientific and cultural phenomena. Explain commonly uses the passive voice in building the text.

b) Procedure text is a text that shows a process in order. It is a social function to describe how something is completely done through a

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<sup>23</sup> Douglas Brown, *Language Assessment* (New York: Longman, 2004), p.219.

<sup>24</sup> Anderson and Anderson,.....p.97.

sequence of series. Procedure text describes the ways to do to make something by steps.

- c) Exposition text is to state a position with a respect to an issue and argue a case for against.
- d) Information report text is a piece of the text that presents information about the subject. An information report is used as a way to gain a better understanding of living or non-living subjects.
- e) Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. This text is written with the purpose to reconstruct past experiences by retelling events and incidents in the order in which they have occurred.

Based on the types of writing text above, in this research the researcher only focuses in the students' ability in writing procedure text.

#### **e. Components of Writing**

To make a good writing the students need a lot of vocabulary, correct grammar, and good comprehension. There are some components of writing:

##### **a) Content**

Content is refers to a set of information that support the specific topic talked about. In the content aspect, the writers can develop the details idea to describe the main topic.

b) Organization

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

c) Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

d) Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it make writing more meaningful.

e) Mechanic

Mechanic means how the students write. Paragraph is a combination of some sentence which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.<sup>25</sup> All of the aspects above for instance organization, content, vocabulary and mechanic are the components of writing.

So, all the components of writing make it easier for researchers to organize the text and the components of writing arranged the text systematically and grammatically well.

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<sup>25</sup> Hudriatul, *The Effectiveness of Monopoly Game For Teaching Writing* (An Experimental Research at First Grade Students of SMP Negeri 2 Banyumas in the Academic Year 2015, <http://repository.ump.ac.id/1007/3/HUDRIATUL%20CHAPTER%20II.pdf>)



#### **f. Purpose of writing**

Writing has many purposes or objectives. The purposes is not only to share opinion or to copy something that is in someone's mind, but the purpose of writing can be to console the reader, to inform a new information and also it can be to examine a process of something. According to Edward et.al, the purpose of writing is may be persuasion (to convince, defend, or argue an opinion) or exposition (to explain, analyze, or examine a concept or process).<sup>26</sup>

Besides, Jacobs categorizes the purpose of writing into three categories, the categories are: 1) To inform In giving information, a written generally explains or describes an idea, a process, an even, a belief, a person, a place, or thing. The writer also gives the facts and explains its causes. 2) To persuade The language style is used in category is obviously different with the previous category. In this category, a writer tries to change his/her audience or behave differently. In this sense, the writer appeals to readers; logic or emotion. 3) To entertain One written has its own language style. The writer gives some efforts to make the readers laugh, smile, fascinated, surprised, or even angry.<sup>27</sup> It means to make the reader happy when they read the text. Based on the explanation above, the researcher concludes that the purpose of writing is to inform, to persuade and to entertain. It also gives more information to the reader about the writer's

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<sup>26</sup> Edward E. Wilson et.al, *Writing and Grammar: Communication in Action* (USA: Prentice-Hall, 2001).

<sup>27</sup> Amzah, Nanning, and Nurfadillah, —Improving Writing Ability of the Eleventh Year Students of MAN 1 Parepare by Using Dice Game,| *Journal of English Education and Development* 1, no. 1 (2017): p.39-40, <https://scholar.google.co.id>.

opinion, idea and feeling. The purpose of writing is to share information. So, to make the writer is easy to create an opinion, the writer should know some processes of writing. It can be seen on the next explanation.

### **3. The Nature of Procedure Text**

#### **a. The Definition of Procedure Text**

Students' writing ability consist three words: students, writing and ability. In oxford advanced leaner's dictionary of current English, according to Hornby students who is studying at a university.<sup>28</sup> Student is a person who attends a school, collage of university, a person who studies something.<sup>29</sup> Students are anyone who studies or who is devoted to the acquisition of knowledge.

According to Brown in Putri and Saun, writing procedure text is the written products are usually the results of thinking, drafting, and revising procedures that need specialized skills like the way to generate ideas, the way to organize them coherently, the way to use discourse markers and rhetorical conventions to put them cohesively into written form, the way to revise text for clearer meaning, the way to edit text for appropriate grammar, and the way to produce a final product.<sup>30</sup> So, the researcher takes conclusion that called student is given to students who are following the

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<sup>28</sup> A S Hornby, Oxford Advanced Learner's Dictionary (New York: Oxford University Press, 1974). P. 18

<sup>29</sup> Merriam A Webster, Defenition of Student, webster.com/dictionary/student.), retrideve 10:34 PM (2020).

<sup>30</sup> Tari Kurnia Putri and Saunir Saun, "An Analysis Of The Second Year Students' Ability In Writing A Procedure Text of a Recipe at SMK N 9 Padang", Journal of English Language Teaching Volume 8 No. 3 (September, 2018): ISSN 2302-3198., p. 336-337. <http://journal.unp.ac.id/index.php/jelt/article/view/105222>.

education and learning process to develop themselves through levels and types of education.

Graham and Hebert in Susanti et.al, state that writing procedure text 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 understand what they read and know what they write.<sup>31</sup> Based on some definition above, it concludes that writing is an activity expressing ideas, opinions, feelings, and events that are intended to be information for its readers.

Learning writing procedure text has many benefits to students such as training students to have the ability to express ideas and points of interest in written form and make students have knowledge in various procedures for writing works. According to Webster, the word “ability” has three meanings, they are, the power to do something physical, mental, or power to perform, competence in doing.<sup>32</sup> Hornby stated that ability is level of skill or intelligence.<sup>33</sup> So, it can be concluded that ability is the student’s potential that can be used to measure or to know the individual’s capacity and also can be expressed by training. Procedure text is the text to describe how something is accomplish through a sequence of action or steps. According to Iwuk, procedure text contains directions or instructions to do something.

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<sup>31</sup> Elva Susanti, Rivi Antoni dan Evi Kasyulita, “A Study on the Students’ Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir.” Journal. (Faculty of Teacher Training and Education <https://www.neliti.com/id/publications/109507>).

<sup>32</sup> A Marriam, Webster’s Collegiate Thesaurus (USA: Massa Chusettes, 1976). P. 132

<sup>33</sup> A S Hornby, Oxford Advance Learner’s Dictionary of Current English (New York: Oxford University Press, 2000).p. 2

This text is used to show how something should be done based on certain steps. The steps are a series of activities that cannot be placed randomly.<sup>34</sup> Besides that, According to Maharani, procedure text is a text that contains information that can help us to do something or make something. The information in the text procedure contains a sequence of steps that we must perform. Procedure text consists of several types. Each type of procedure text has a different purpose.

The types of procedure text include: 1) Procedure text about the instructions, explaining how something works so that it can be used. This text is a usage instruction. Example: how to use video, how to use the computer, and how to use Tape Recorder, 2) Procedure text about the instructions to perform an activity, there are certain activities that must be done in sequence and in accordance with instructions. Such activities will not result if not done in sequence. Examples of such activities are cooking and playing games, 3) Procedure text on how to behave, this text is a clue in order to live better. Example: How to Live Happily, How to Succeed.<sup>35</sup> Based on some description above, the researcher can be concluded that procedure text is any kinds of genre that actually tell us about how to do or how to make something and usually give us the steps.

Procedural is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of

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<sup>34</sup> P. Iwuk. A Guide for Reading Comprehension, (Yogyakarta: Citra Aji Parama, 2007), p. 70.

<sup>35</sup> Ida Maharani. How to Write Effectively Menulis Secara Efektif, (Yogyakarta: Citra Aji Parama, 2007), p. 54.

series and explains or helps us how to make or use something. Procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions to making something, doing something, or getting somewhere.<sup>36</sup>

A procedure explains how to make or to do something through a series of steps. Students encounter procedure texts in most learning areas; in Home Economics (recipes), in Science (experiments), in Technology (how to...), in school operations (how to behave in assembly/ on sports day) and throughout all years of schooling. Based on the Professional Development Service for Teacher states that procedure text is written text to explain how something is done, in a series of sequenced steps.<sup>37</sup>

Procedure text is a text containing four components which are goal, material, method, and re-orientation by which a writer describes how something is accomplished through a sequence action or step. Procedure text or instructional text becomes as an important genre because it enables someone to get things done and it is common in oral and written mode.<sup>38</sup>

Pardiyono states that procedure text is kind of the text that can be found around which involves how thing is done through a set of steps or action.<sup>39</sup>

Procedure text is text that explain how something works or how to use instruction/ operation manuals e.g. how to use the video, the computer,

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<sup>36</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p.28.

<sup>37</sup> Profesional Development Service for Teacher, 2013 available on <http://www.pdst.com>

<sup>38</sup> Beverly Dewianka, *Exploring How Texts Work*, (Australia: Primary English Teaching Association, 2004), p.27.

<sup>39</sup> Pardiyono, *Pasti Bisa!! Teaching Genre- based Writing*, (Yogyakarta: Andi Offset, 2007)

the tape recorder, the photocopier, the fax. Procedure text is text that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules. Procedure text is text that deal with human behavior e.g. how to live happily, how to succeed.

Procedure text is the context of communication, frequently a person should explain about how the work should be completed in sequence (in sequent steps). Instruction on step that must be done, so that the job can be done well and can be shaped in a text type of procedure text.<sup>40</sup> Procedure text is any meaningful stretch of language that has social purpose to give information how to do something or achieve goal.

Based on the definitions above it can be concluded that the procedure text tells how to make or do something. It means that the procedure texts is used to explain the ways or procedures to do something. People use procedure text at home, in theirs jobs, and in their hobbies. Other names for procedure text are technical writing, instructions, directions, or “how-to.”

#### **b. The purpose of Procedure Text**

Purpose refers to the writer reason of writing which can be stated. It is important for writer to determine and identify her purpose of writing early. By knowing the purpose of writing, it can help us more easily to organize ideas in writing and keep writing on track agree with the writer purpose of writing.

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<sup>40</sup> Pardiyono, Teaching Genre-Based Writing, (Yogyakarta: Andi Yogyakarta, 2007), p. 125

According to Iwuk there are many purposes why we write, such as: getting popularity, making happy certain parties, giving criticism to certain parties, influencing the minds of readers, earning money, sharing experiences with readers, and so on.<sup>41</sup> The purpose of writing is can explain, report the facts, ensure change the peoples' opinion, or affect the readers' attitude. According to Whitaker et.al the most common purposes in academic writing are to persuade, analyze/synthesize, and inform.

#### 1) 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.

#### 2) 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.

#### 3) Informative purpose

Informative purpose is to explain possible answers to the question, giving the readers new information about the topic, share

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<sup>41</sup> P. Iwuk. A Guide for Reading Comprehension, (Yogyakarta: Citra Aji Parama, 2007), p.5

knowledge and developing the idea. The function is to inform something may important to the readers.<sup>42</sup>

As part of language skills, writing is also closely related to thinking activities. Through writing, we can communicate our thoughts and improve writing skills. The purpose in writing production items is to give the maximum context in a short item. In other words, in order to make sure that the student will produce the words that contain the problems, which are given as clear a set of clues as can be packed into the item. In relation to this research, writing means a process of communication that convey idea or opinion in the writing form which is done by students and having the purpose to help the students to establish, to entertain, to inform and to explain a particular register.

According to Dietsch in Wicaksono there are three purposes of writing that describe the kinds of students writing; informative, expressive and persuasive.

- 1) Informative writing is intended to give information, ideas, knowledge or directions. Example of informative writing includes describing events or experiences, analyzing concept, speculating on causes and effect and developing new ideas or relationship.
- 2) Expressive writing is intended to express the writer feelings, experience and opinion. This type of writing also has the purpose to entertain the reader. It can be said that expressive writing related to the writer's

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<sup>42</sup> Elva Susanti et.al, "A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir." Journal. (Faculty of Teacher Training and Education University of Pasir Pengaraian)., p. 4. <https://www.neliti.com/id/publications/109507>.



expression which is expressed in the story or essays. Example of expressive writing includes poems, diaries, journal writing, and fiction.

- 3) Persuasive writing has purpose to persuade and convince the reader that it is factual and reliable. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.<sup>43</sup>

So, it can be concluded that through writing we can express what we feel, and what we want. Besides writing can also be used as a means to keep memories of something in the form of writing. to complete the assignment or to get a good grade. In writing procedure text students are expected to be able to understand or master about social function of report text, generic structure of procedure text, and language feature of procedure text.

The writers should decide what the primary purpose before writing something. They have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information.

The purpose of procedure text is to explain or tell reader how to make or operate or to do something through a sequence of actions or steps and to explain how something can be done such as directions, recipes, instruction manual, and itineraries.

### **c. Skill of Writing Procedure Text**

Brown classified writing skills into six micro skills and six macro

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<sup>43</sup> Anggun Wicaksono "Improving Student's Ability In Writing Recount Text Through Contextual Teaching And Learning Approach At The Second Grade Student Of Xi Exact 1 of Sman 2 Palopo.". Journal. Tahun 2016. P.11. <http://repositori.uin-alaudidin.ac.id/eprint/6135>.

skills as the following quotes:

1) Micro skills of writing:

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (tense, agreement, pluralization), patterns, and rule.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

2) Macro skills of writing:

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given exemplification. information, generalization, and
- d) Distinguish between literal and implied meanings when writing
- e) Correctly convey culturally specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and

synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.<sup>44</sup>

Based on the above explanation, the researcher could determine the techniques to taught writing which were appropriate with the students' ability. The pointers in teaching writing was a relation of forms writing be able to maked the students write their ideas well. The researcher could also decided to have been students enter into different writing groups as planner, drafter, responder, reviser, and editor.

#### **d. The Generic Structure of Procedure Text**

Procedure text consists of social function, generic structure and grammatical features. Generic structure is the text structure that contains idea or information to the reader. Siahaan says that procedure text contains four elements such as goal, material, method, and re-orientation by which a writer describes how something is accomplished through a sequence of action or step.<sup>45</sup>

According to Damanik, the generic structures of procedure text are as follows: 1) Goal. It is the title of the text which shows what the writer would like to tell to the audience. 2) Material. It is the things which are needed for completing the procedure (not required for all procedural text). 3) Step. It shows the way they need to be done in completing the procedure (goal followed by a series of steps oriented to achieve the goal).<sup>46</sup>

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<sup>44</sup> Douglas Brown. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.com. p.221.

<sup>45</sup> Siahaan and Shinoda, *Generic Text Structure*.

<sup>46</sup> Lia Agustina Damanik, —The Effect of Picture Series on the Students' Procedure

Furthermore, Djuharie in Ruswinarsih states that the generic structures of procedure text are: 1) Goal: telling about the aim of activity and predict the conclusion might happen. 2) Materials: materials that needed to make something or to do the activity. 3) Steps consisting steps in sequential order to complete the procedure of making or doing something. Every step is written in form of imperative or command.<sup>47</sup> From the previous theories explanation above, the researcher concludes that generic structure is a structure of text which consist of three elements, they are goal, materials, and steps.

Generic structure in procedure text to make sure that the content connects each other. Maharani states that the generic structure of procedure text is as follow: Aim- Materials-Steps. Aim contains the purpose of the activity or title. Materials contain the materials needed. In the materials section is optional (may or may not exist). Steps in the form of steps to perform such activities.<sup>48</sup> Besides that, according to Wadirman, et al the generic structure of procedural text are:

- 1) 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.
- 2) Material : Things that you need to make an object. It is most the important things, when you want make procedure text, because it will

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Writing Text 13, no. 1 (2016): p.15-16, <https://scholar.google.co.id>.

<sup>47</sup> Ruswinarsih, —The Use of Pictures in Improving Writing Procedure Text Ability of the Year Students of SMPN 5 Dumai.

<sup>48</sup> Maharani, How to Write Effectively Menulis Secara Efektif, (Yogyakarta: Citra Aji Parama, 2007).p. 70

help us to finish something that we make. Without material, we will be difficult to make steps to get the final result.

- 3) 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 goa Based on the text example above, the researcher can be explained that the language.<sup>49</sup>

Based on some descriptions above, the researcher can be concluded that generic structure of procedure text is goal (intention/aim), materials (tools/things that needed, and methods (steps in sequential order). So, procedure text is one type of English text to show a series of activities that are written correctly and based on the generic structure that is in the text type.

#### **e. The Language Features of Procedure Text**

- 1) Simple Present Tense, especially imperative form Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.
- 2) Sequence words or temporal conjunctions (e.g., firstly, next, then) and numbers. (e.g., 123) that show the order for carrying out the procedure.
- 3) Adverbs of manner to describe how the actions should be performed.  
e.g., quickly, firmly.

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<sup>49</sup> Wadirman, A., M.B. Jahur, M. Sukirman Djusma. English in Focus for Grade VII Junior High School (SMP/MTS). Jakarta : Pusat Perbukuan Departemen Pendidikan Nasional.

Precise According to Anderson and Anderson, procedure text usually includes the following language features :

- 1) terms and technical language. e.g., ml, grams, etc.<sup>50</sup>

To sum up, all of the points of language features of procedure text above are usually used in writing procedure text.

#### **f. Components of Writing Procedure Text**

In writing, there are five aspects or elements in writing include: a) content, b) organization, c) vocabulary, d) language use, and e) mechanics. It is supported by Manik and Sinurat states that, “There are five components in writing test; they are content, organization, vocabulary, language use and mechanics.

For more detail will be described as follows: 1) Content refers to the substance of writing, the experience of the main idea (unity). 2) Organization, refers to the logical organization of the content (coherence). 3) Vocabulary refers to the selection of the words those are suitable with content. 4) Language use refers to the use of the correct grammatical and syntactic pattern. 5) Mechanic refers to the use of the graphic convention of language.<sup>51</sup>

Besides that according to Cohen there are five aspects of writing. They are:

- 1) Content : main ideas stated clearly and accurately, chance of opinion

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<sup>50</sup> Mark Anderson and Kathy Anderson, Text Types in English 3, (South Yarra: Mcmillan Education Ltd, 1998), p.53

<sup>51</sup> Manik and Sinurat. “Improve Students’ Narrative Writing Achievement Through Film at SMA Negeri I Palipi”. Journal. HKBP Nommensen University, Indonesia. Tahun 2015. p.175. <http://www.46999/25392>.

very clear.

- 2) Organization : coherent and logical.
- 3) Vocabulary : choices of words, use of idioms, and word forms
- 4) Grammar : control of structure.
- 5) Mechanics : mastery of spelling and punctuation.<sup>52</sup>

For more detail will be described as follows:

#### 1) Content

Content is something that is to be expressed through some medium, as speech, writing or any various arts. Manik & Sinurat states the score of the content depends on the students' ability to write their ideas and information in logical sentence form.<sup>53</sup> It means that content is something explain from sentence that should have meaning, refers to knowledgeable and development to assigned the relevant topic.

#### 2) Organization

Organization is the arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph, essay, or speech. Also known as arrangement. According to Brown, "Organization express fluent expression such as: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive",<sup>54</sup>

The organization refers to the students' achievement in writing

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<sup>52</sup> Andrew Cohen D.(1994). *Assessing Language Ability in the Classroom*. Boston: Heinl & Heinle Publishers.

<sup>53</sup> Manik and Sinurat. "Improve Students' Narrative Writing Achievement Through Film at SMA Negeri I Palipi". *Journal. HKBP Nommensen University, Indonesia*. Tahun 2015. p.175. <http://www.46999/25392>.

<sup>54</sup> H. Douglas Brown. 2010. *Language Assessment: Principles and Classroom Practices*. 2nd Edition. New York: Pearson Education Inc.p. 285.

the ideas and information in good logical order. The topic and supporting sentences are clearly stated. From the explanation above the researcher concludes that organization is the arrangement of expressing idea, incidents, evidence, or details in a paragraph.

### 3) Vocabulary

The other elements of writing is vocabulary. Vocabulary is the core component of language proficiency and provide much of the basis for how learners speak, listen, and write. Vocabulary is not a development skill or one that can ever be seen as fully mastered. According to Maskoret et al., “Vocabulary knowledge is known as the knowledge of the word”.<sup>55</sup>

It is also learning to make the most appropriate lexical choices for particular linguistic and situasional context, Vocabulary refers to the students’ achievement to use synonym, prefix and suffix correctly. From the explanation above, the researcher concludes that vocabulary is one of the aspects that support the writing activities, in other words, the students are expected mastering vocabulary well, for example read, eat, office, school, guitar and so on.

### 4) Language

Use Language use is the analysis of language elements that convey meaning. It means that grammar is an analysis of language structural to tell the meaning and convey the meaning. Manik & Sinurat

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<sup>55</sup> Zunita Mohamad Maskor and Harun Baharudin. Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill. *International Journal of Academic Research in Business and Social Sciences*. Malaysia. Vol.6. (No.11); 261. Tahun 2016.p.261.



states that, “Language refers to the students’ ability in writing the sentence, simple complex, and compound sentences correctly and logically.”<sup>56</sup> It also refers to the ability to use agreement in the sentences and some other words such as noun signal.

Based on the explanation above, the researcher conclude that language use is the rules of the language for changing the form of word and applied linguistic realized the need to focus language teaching communication fluency on mastery of structure. e. Mechanics Mechanic is one of the writing indicators that refers to spelling, punctuation, capitalization, and paragraphing.

According to Brown, “Mechanic use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing”.<sup>57</sup> Mechanism refers to the students’ ability to use words’ function and spelling appropriately; paragraph and text can be read correctly.

Based on explanation above, the writer concludes that mechanic is term to use in technical aspects of writing such as spelling, punctuation, and capitalization in paragraph. Writing for students has to be done well because it will influence the students’ skills in improving their writing ability. In writing a teacher who recognize the importance of writing as a tool for learning understand that writing helps students

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<sup>56</sup> Manik & Sinurat. “Improve Students’ Narrative Writing Achievement Through Film at SMA Negeri I Palipi”. Journal. HKBP Nommensen University, Indonesia. Tahun 2015. p.175. <http://www.ccsenet.org/journal/index.php/ijel/article/download/46999/25392>.

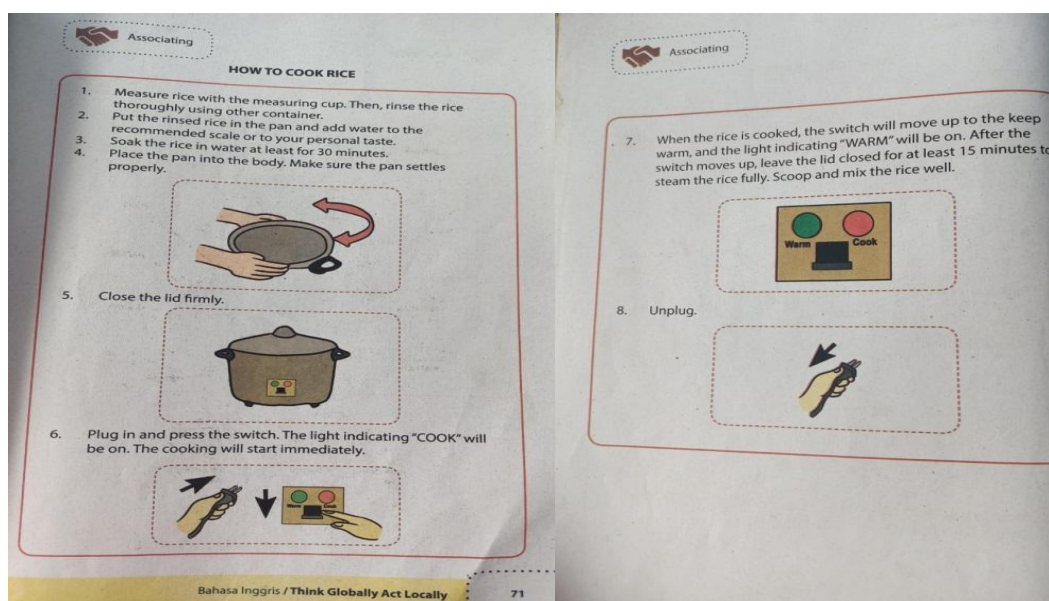
<sup>57</sup> H. Douglas Brown. 2010. Language Assessment: Principles and Classroom Practices. 2nd Edition. New York: Pearson Education Inc.p. 285

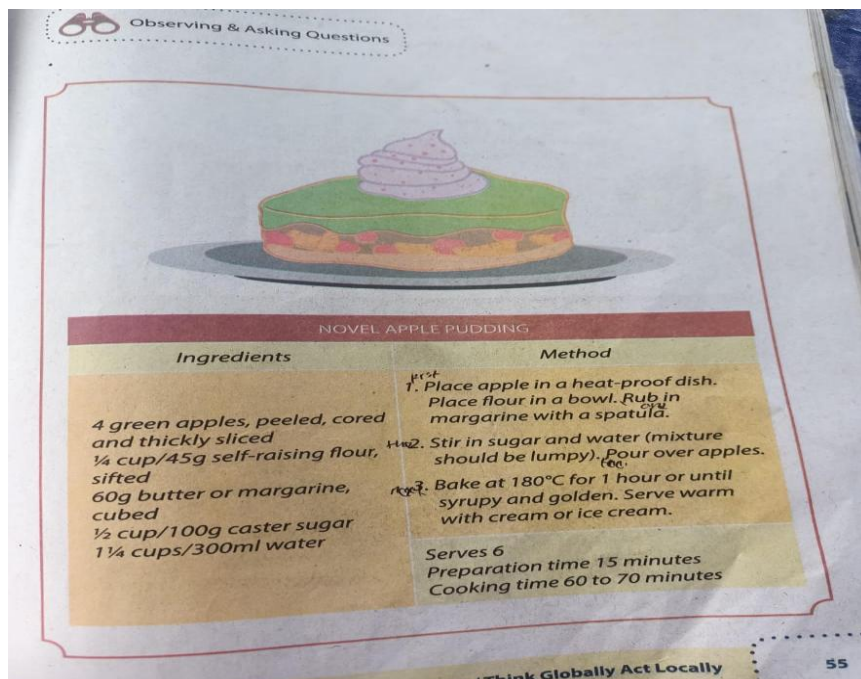
connect their thoughts and communicate with others.

Based on some descriptions above, it can be concluded that there are five components in writing test; they are content, organization, vocabulary, language use and mechanics. Writing for students has to be done well because it will influence the students' skills in improving their writing ability. In writing a teacher who recognize the importance of writing as a tool for learning understand that writing helps students connect their thoughts and communicate with others.

#### g. Example of Procedure Text

Procedure text is a type of text that is written to explain how to do something. It is a step by step explanation of a process or a set of instruction for completing a specific task. Procedure text is used in many contexts, such as manuals, recipes, scientific experiments, or instructions for assembling products. Here the example of procedure text about how to use something with the step by step





Fitctures II.1 Source: English Textbook Of At The IX Grade Of SMPN 4 Angkola Sangkunur.<sup>58</sup>

### How to Cook Rice

- 1) Measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.
- 2) Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.
- 3) Soak the rice in water at least for 30 minutes.
- 4) Place the pan into the body. Make sure the pan settles properly
- 5) Close the lid firmly
- 6) Plug in and press the switch. The light indicating “COOK” will be on.

The cooking start immediately.

<sup>58</sup> Siti Wachidsh, Asep Gunawan, and Diyantari, *Think Globally Act Locally, English Textbook Of At The IX Grade Of SMPN 4 Angkola Sangkunur* (Jakarta: Kemendikbud, 2018).

- 7) When the rice is cooked, the switch will move u p to the keep warm, and the light indicating “WARM” will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice full. Scoop and and mix the rice well
- 8) Unplug.

### **Novel Apple Pudding**

#### **Ingredients:**

4 green apples, peeled, cored and thickly sliced

$\frac{1}{4}$  cup / 45g self- raising flour, sifted

60g butter or margarine, cubed

$\frac{1}{2}$  cup/ 100g caster sugar

1  $\frac{1}{4}$  cup / 300 ml water

#### **Method:**

- 1) Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.
- 2) Stir in sugar and water (mixture should be lumpy). Pour over apples.
- 3) Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream
- 4) Preparation time 15 minutes cooking time 60 to 70 minutes.

### **h. The Process of Writing Procedure Text**

Writing focuses not only on a product of writing itself but also on the process of writing. Writing process is a process which writer begins to write down their ideas on the paper which is valuable aid to the whole learning

process. According to argues that process of writing is a way of looking at what people do when they compose written text. The most important part when someone wants to write they should know the goal and understandable to the readers.

The steps of writing help the writer arrange a clear and understandable text. It can be explained as follows:

#### 1) Prewriting

The first step is called prewriting. Prewriting is a way to get ideas.

In this step, you choose a topic and collect ideas to explain the topic.

#### 2) Organizing

The next step in the writing process is to organize the ideas into a simple outline.

3) Writing The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable after all. This is just a rough draft. You will fix the errors later.

#### 4) Polishing, Revising and Editing.

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and

mechanics (editing).<sup>59</sup>

In brief, writing is very important for the students in their study and writing also as process of communicating information or ideas in learning process. In writing, it is important to pay attention how the process writing is. According to Harmer in Susanti, Rivi Antoni<sup>1</sup>, Evi Kasyulita explains the process of writing, as follows:

#### 1) 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.

#### 2) 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.

#### 3) 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

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<sup>59</sup> Harmer, J. 2008. The practice of English language teaching. New York, NY: Addison Wesley Publishing Company. p. 12.

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.<sup>60</sup> The steps above are similar to Oshima and Hogue states that “There are four main stages in the writing process: prewriting, planning (outlining), and writing and revising drafts, and writing the final copy to hand in.” They add a simple conclusion about some steps in the writing process, such:

- 1) Step 1 (Prewriting): brainstorming.
- 2) Step 2 (Planning): developing an outline.
- 3) Step 3 (Writing): writing a rough draft.
- 4) Step 4 (Revising): editing the rough draft for content and organization.
- 5) Step 5 (Rewriting): writing a second draft.<sup>61</sup> So, before writing, it is important to make concept of the text. So, when a researcher will be doing the writing process, we will not be overlap from the topic. Thus, those steps of writing should be done by students in order to get a good writing.

## **B. Review of Related Findings**

The researcher takes five previous studies related to the research which the title is an analysis of student's errors in writing recount text. The detail explanation is below.

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<sup>60</sup> Jeremy Harmer, (2004) .How to Teach Writing. England :Pearson Education Limited.

<sup>61</sup> Oshima, A. and Hogue,A. 1988. Introduction to Academic Writing. New York: Addison- Wesley Publishing Company, Inc.

The first is by Gendroyono, he conclude that the use of picture series promotes the improvement of students' ability in writing procedure text and can elevate the students' interest or motivation in the classroom.<sup>62</sup> Picture series is very good in providing an idea for the students to write. The students' works are also more persistent to the idea as compared to when not using the picture series.

The pictures also attract more attention from the students and motivate students to get involved in the classroom interaction with the teacher and among themselves. For the detailed works of the students, the use of appropriate diction and the improvement of vocabulary mastery is also the effect of the use of the picture series. Further, the changes of the pictures in every meeting make the students remain interested in participating in the teaching and learning process because they do not feel bored.

The second is by Putri and Saun, they stated that there are several conclusions that can be drawn. First, the students' ability in writing the generic structure was 3.44 (good); goal was 3.79 (very good), material/ingredient was 3.79 (very good), and step was 2.76 (good). Second, the students' ability in writing language feature was 2.86 (good); imperative sentence 3.21 (good) and temporal conjunction 2.69 (good). The overall ability of the second year students of Culinary at SMKN 9 Padang in writing a procedure text was 3 (good). There were eight of them scored 4 (very good), twenty students scored 3 (good), and one

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<sup>62</sup> Gendroyono, "The Improvement Of Students' Ability In Writing Procedure Text Through Picture Series," *Jurnal Pendidikan Indonesia* 2, No. 6 (2021): 993–1023.



student scored 2 (fair). It can be concluded that almost all of the students have written generic structure and language feature of the procedure text correctly.<sup>63</sup>

The third is by Melinda, It can be seen from the value of the percentage from mean score gotten by students, that is 71.73 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from  $Z_{count} = 5.6 > Z_{table} 0.003$ . So, the hypothesis is "students' ability in writing procedure text of seventh semester students of TBI IAIN Padangsidimpuan is high ability".<sup>64</sup>

The fourth is by Rabbawany, This can be seen from the percentage value of the mean score obtained by the students, namely 76.5 mean score. The hypothesis of this research is "the students' ability in writing procedure text at eight grade SMPN 6 Padangsidimpuan in enough category".<sup>65</sup> Then, the hypothesis proposed was "the students' ability in writing procedure text in class VIII-1 students of SMPN 6 Padangsidimpuan is in good category". So, from the results of hypothesis testing is found that the hypothesis is rejected. This can be proven from  $Z_{count} = -8.63$

From the above four related results, it can be concluded that there are most common errors that faced by students in writing text, especially in writing

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<sup>63</sup> Tari Kurnia Putri And Saunir Saun, "Journal Of English Language Teaching An Analysis Of The Second Year Students ' Ability In Writing A Procedure Text Of A Recipe At Smk N 9 Padang" 8, No. 3 (2019).

<sup>64</sup> Tuty Melinda "The Students ' Writing Ability In Procedure Text At The Seventh Semester Of Tbi Iain Submitted To State Institut For Islamic Studies Padangsidimpuan Written By: Tarbiyah And Teacher Training Faculty State Institut For Islamic Students Text At The Seventh Semester Of Tbi Iain," 2021.

<sup>65</sup> A Rabbawany, Wahyu "Students ' Ability In Writing Procedure Text At Eight Grade Smpn 6 Padangsidimpuan Written By: English Education Department Tarbiyah And Teacher Training Faculty State Institute For Islamic Studies Students ' Ability In Writing Procedure Text At Eight Grade Smpn 6 Padangsidimpuan," No. 14 (2021).

procedure text. However, there are similarities between four previous studies and the present study that analyzed the most common errors in students' handwritten passages. Indeed, in this research, the researcher analyzed all the kinds of most common errors in students procedure text writing at SMPN 4 Angkola Sangkunur.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Place and Time of the Research**

The research conducted in SMPN 4 Angkola Sangkunur at Danau Siais Street km 45 desa Malombu Kec. Angkola Sangkunur kab. Tapanuli Selatan. This research started from November 2023 until January 2025.

##### **B. Kind of the Research**

This research conducted by using descriptive quantitative method. This method was chosen because it intended to describe and obtain information concerning the current status to the problem of the students' writing ability of procedure text at the IX Grade SMPN 4 Angkola Sangkunur.

##### **C. Population and Sample**

###### **1. Population of the Research**

The population is the whole the students of the IX Grade SMPN 4 Angkola Sangkunur. So, the population is the whole the students of the IX Grade. It consists of 2 classes with 36 students. It can be seen from the following table:

**Table III. 1**  
**The Population of the IX Grade SMPN 4**  
**Angkola Sangkunur**

<b>No</b>	<b>Class</b>	<b>Total Students</b>
<b>1</b>	IX A	16
<b>2</b>	IX B	20
	<b>TOTAL</b>	<b>36</b>

## 2. Sample of the Research

The sample of this research is the IX Grade of SMPN 4. The researcher's reason chose total population sampling because the size of the population that has the particular set of characteristics that are interest in is typically very small. The reason for taking total sampling is because the population was less than 100. The entire population is used as the research sample. So, the number of samples in this study was 36 students.

**Table III. 2**  
**Total Sampling of IX Grade SMPN 4**  
**Angkola Sangkunur**

No	Class	Total Students
1	IX A	16
2	IX B	20
	<b>TOTAL</b>	<b>36</b>

## D. Instrument of the Research

A research must have an instrument in the research, without collecting data it is impossible to do the research. The data is one of very important role. The researcher used the test to know the students' writing of procedure text. The researcher used essay test about writing English procedure text, which included the elements of writing that were content, organization, vocabulary, and language use. The researcher identified the students' writing procedure text based on the writing Procedure Text Modified from Brown to collect the data of writing test as follows:<sup>66</sup>

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<sup>66</sup> H. Dougle As Brown, *Principles of Language Learning and Teaching* (San Francisco State University: Pearson Longman, 2007).

**Table III. 3**  
**Indicator of Students' Procedure Text Writing**

<b>Aspect</b>	<b>score</b>	<b>Total score</b>	<b>Performance Description</b>
Content (C) a. Goal b. Material c. Steps	5	20	Excellent
	4		Excellent to very Good
	3		Good to Average
	2		Fair to Poor limited
	1		Very Poor
Organization (O) a. Steps(Numbering) b. Logical Sequencing (Cohesion)	5	20	Excellent
	4		Excellent to very Good
	3		Good to Average
	2		Fair to Poor limited
	1		Very Poor
<b>Aspect</b>	<b>score</b>		<b>Performance Description</b>
Syntax (S) a. Present Tenses b. Temporal Conjunction c. Sequence Connectors d. Word Structure	5	20	Excellent
	4		Excellent to very Good
	3		Good to Average
	2		Fair to Poor limited
	1		Very Poor
Vocabulary (V) a. Word Choice b. Word Mastery	5	20	Excellent
	4		Excellent to very Good
	3		Good to Average
	2		Fair to Poor limited
	1		Very Poor
Mechanics (M) a. Spelling b. Capitalization c. Punctuation	5	20	Excellent
	4		Excellent to very Good
	3		Good to Average
	2		Fair to Poor limited
	1		Very Poor

### **E. Validity of the Instrument**

A good test must have validity. So, the test can be used to measure the aspects that measured. In this case, the researcher used content validity. In this research, the researcher used content validity to get the validity of instrumentation. Content validity was a part of the test as a totality to measure the

test by content. There was a valid essay test that were given by the researcher. Content validity was a test validity based on the judgment of the experts with the goal, material , and steps.

In this case, expert gave opinion about the instrument, whether instrument can be used or still need improving, or may be the instrument is failed to be used. The researcher used essay test to test the students 'writing procedure text ability. In this research, scoring criteria is based on five aspects of writing assessment: content, organization, syntax, vocabulary and mechanics. To make it sure, the researcher has consulted to the expert of English writing in SMPN 4 Angkola Sangkunur.

#### **F. Technique of Data Collection**

In this research, in collecting the data by using test. Technique of collecting data in this research as a procedure how the researcher gave the test to the students as participant in this research. There are some steps in collecting the data:

1. The researcher distributed the test sheet.
2. The researcher explained how to do the test.
3. The researcher gave the time of doing the test about 45 minutes.
4. The researcher gave chance to students to answer the test.
5. The researcher collected the students' answer sheet to analyze.

Test was form of questions or exercises that used to measure students' skills, knowledge, intelligence capabilities by individuals or groups. The test was used to measure students' writing ability procedure text. So, it can be concluded

that test was a method or tool for conducting an investigation that using test or questions.

### G. Technique of Data Analysis

The analysis of data is to find out the students' writing ability of procedure text at IX Grade SMPN 4 Angkola Sangkunur. After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

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

Explanation:

M : Mean score (average)

$\sum x$  : Total of the result

n : Sum of respondent<sup>67</sup>

After the researcher get the data, it has been presented in frequency table as following:

**Table III. 4**  
**The Classification Quality of the Students' Score Criteria**

No	Score	Criteria
1	0- 20	Very low
2	21 – 40	Low
3	42 - 60	Enough
4	61 - 80	High
5	81- 100	Very high <sup>68</sup>

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<sup>67</sup> Anas Sudjiono, Pengantar Statistik Pendidikan (Jakarta: Rajagrafindo Persada, 2018), P.81.

<sup>68</sup> Riduwan, Pengantar Statistik Untuk Penelitian (Bandung: Alfabeta, 2013), P. 23

After the researcher found the mean score of all students', it would consult to the criteria as the following:

1. If the value of mean score is 0 -20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40. It can be categorized into low ability.
3. If the value of mean score is 41 – 60, it can be categorized into enough ability.
4. If the value of mean score 61 – 80, it can be categorized into high ability.
5. If the value of mean score 81 – 100, it can be categorized into very high ability.



## CHAPTER IV

### RESULT OF THE RESEARCH

Based on research that has been done at the eighth grade of SMPN 4 Angkola Sangkunur, the data analyze to give the description of the students' ability in writing procedure text. This chapter presents the findings of the research of data as follows:

#### **A. Description of Data Students' Ability in Writing Procedure Text at the Eighth Grade of SMPN 4 Angkola Sangkunur**

In conducted the research, the data collected through test as instrument of this research. The researcher asked the students to write procedure text on the writing essay. So the score each of them could be seen in the table below:

**Table IV.1**  
**The Students' Total Score in Writing Proceudre Text**

<b>No.</b>	<b>Students' Initial</b>	<b>Score</b>
1	AFD	49
2	AA	52
3	AH	65
4	AMM	82
5	AZL	44
6	AN	53
7	BG	60
8	DH	38
9	DG	60
10	DB	60
11	DFH	55
12	DBB	29
13	DM	54
14	EN	80
15	FSYL	48
16	FZ	51
17	JH	65
18	MHN	70

No.	Students' Initial	Score
19	MH	65
20	MAS	48
21	NPG	66
22	NAS	88
23	OH	66
24	OZ	62
25	RH	68
26	RA	62
27	RSS	54
28	RPS	46
29	SS	65
30	VAM	62
31	WN	55
32	WWL	64
33	WL	63
34	WFN	71
35	YN	64
36	YSN	78
	<b>TOTAL</b>	<b>2162</b>

Based on table above, the total scores of students at the eighth grade of SMPN4 Angkola Sangkunur in writing procedure text is 2162. It can also seen that there are students have got 88 as the highest score and there were have 29 score as the lowest score. To know the quality score each of the students can be seen as in the following table:

**Table IV.2**  
**The Quality score of the students in Writing Procedure Text**

NO	Students' Initial	Score	Quality Score
1	AFD	49	Enough
2	AA	52	Enough
3	AH	65	High
4	AMM	82	Very High
5	AZL	44	Enough
6	AN	53	Enough
7	BG	60	Enough
8	DH	38	Low
9	DG	60	Enough
No.	Students' Initial	Score	Quality Score
10	DB	60	Enough

11	DFH	55	Enough
12	DBB	29	Low
13	DM	54	Enough
14	EN	80	High
15	FSYL	48	Enough
16	FZ	51	Enough
17	JH	65	High
18	MHN	70	High
19	MH	65	High
20	MAS	48	Enough
21	NPG	66	High
22	NAS	88	Very High
23	OH	66	High
24	OZ	62	High
25	RH	68	High
26	RA	62	High
27	RSS	54	Enough
28	RPS	46	Enough
29	SS	65	High
30	VAM	62	High
31	WN	55	Enough
32	WWL	64	High
33	WL	63	High
34	WFN	71	High
35	YN	64	High
36	YSN	78	High

Based on table above, it is clearly that quality score the students' score in writing procedure text is differently. There are some students have low, enough, high and very high. There are two students in low ability, there are fifteen students in enough ability, there are seventeen students in high ability, and there are two students in very high ability.

It means that the ability of students at the ninth grade of SMPN 4 Angkola Sangkunur in writing procedure text is variously. The test scores become the data that were need are tabulate as follow:

**Table IV.3**  
**The Resume of Variable Score in Writing Procedure Text**

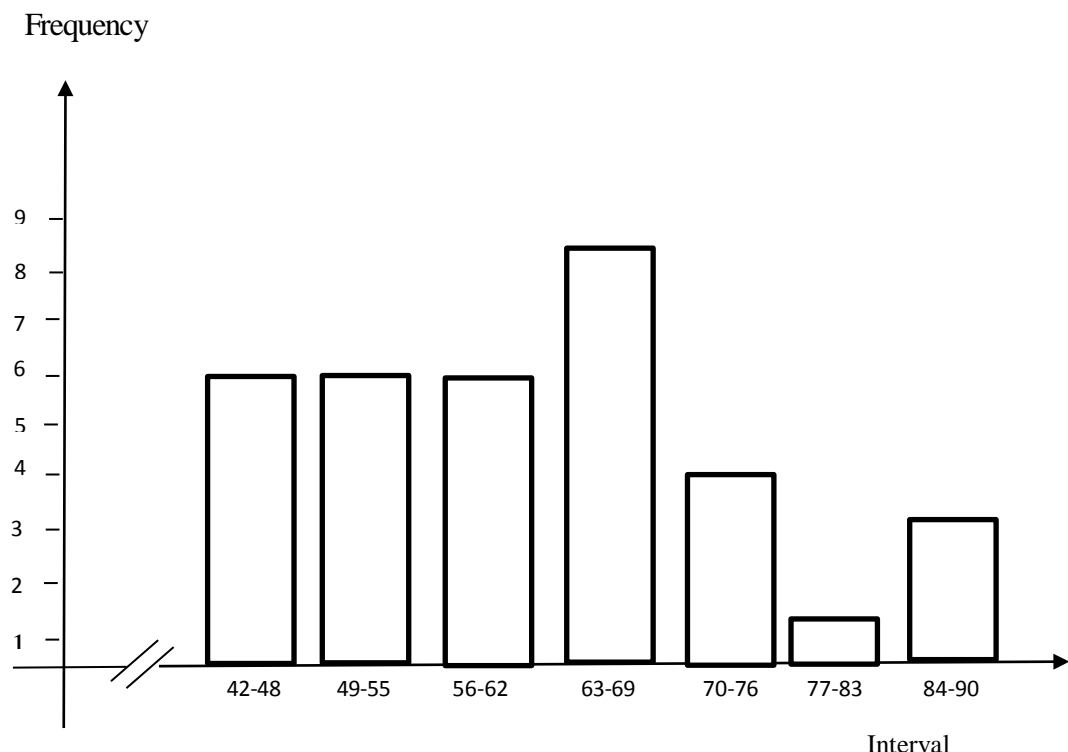
No	Statistic	Variable
1	High score	88
2	Low score	29
3	Mean score	60.05
4	Median	65.71
5	Mode	65

From the table above, it can be known from 36 students that the highest score is 88 and the lowest score is 29. From the data, the researcher calculate that the mean score was 60.05. The researcher get median score was 65.71 and modus is 65. By the calculation, it can be conclude that the students' ability in writing procedure text is enough. Based on the calculation mean score is 60.05. So application in writing procedure text was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in writing procedure text which interval 7.

**Table IV.4**  
**The Frequency Distribution in Writing Procedure Text**

No	Interval Class	Frequency Absolute	Frequency Relative
1	29-48	6	14.71%
2	49-55	8	14.71%
3	56-62	6	14.71%
4	63-69	11	20.59%
5	70-76	2	23.53%
6	77-83	2	2.94 %
7	84-90	1	8.82%
	<b>i =7</b>	<b>36</b>	<b>100 %</b>

Based on the above table, it can be drawn at histogram as below:



**Diagram IV.1: The Histogram Students' Ability in Writing Procedure Text of Seventh Semester Students of SMPN 4 Angkola Sangkunur**

Based on the table above, it is known that the variable revelation students' ability in writing procedure text show that the respondent at 42– 48 is 5 students, interval 49 – 55 is 6 students, interval 56-62 is 6 students, interval 63 – 69 is 9 students, interval 70 – 876 is 4 students, interval 77 – 83 is 1 student, and interval 84- 90 is 3 students. So, the meaning of interval in this research is showing the count of sample who get score in percentage.

## **B. Hypothesis Testing**

The hypothesis of research is “The students' Ability in writing procedure text of seventh semester students of SMPN 4 Angkola Sangkunur was high ability. Based on the collected data, the data has been analyzed to prove

hypothesis by using formula of Z- test.

Based on calculation it can be conclude that  $Z_{\text{count}} = 5.6$  is higher then  $Z_{\text{table}} = 0.003$  ( $Z_{\text{count}} = 5.6 > Z_{\text{table}} = 0.003$  by level 0.05. So from the result above the researcher conclude that the hypothesis is high ability. Because  $Z_{\text{count}} = 5.6 > Z_{\text{table}} = 0.003$ . The meaning in the level 5 % Students' ability in writing procedure text of seventh semester students of UIN Syahada Padangsidempuan have high ability. So, if  $Z_{\text{count}} = 5.6 > Z_{\text{table}} = 0.003$  the hypothesis is accepted. Then the result is students' ability in writing procedure text is not like with the hypothesis before namely, the students ability in writing was enough ability. So, the students' ability on writing is high ability.

### C. Discussion

After gathering and analyzing the data, it is know that the students' ability in writing procedure text at seventh semester students of UIN Syahada Padangsidempuan is categorized into high category or 71.73 score; it is gotten from the result of students' means score in doing the test by analysis writing procedure text. This category same with researcher before that had been done by Susanti, She has done her research with the result of this research show that the students' writing skill in procedure text, was scores 78.82. It means that the students' skill in procedure text is in high category.”<sup>69</sup> So, the students is good categories in writing procedure text especially to write content and organization in a procedure text. From the percentages above the researcher's finding is higher

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<sup>69</sup> Elva Susanti, “A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir.” Journal. (Faculty of Teacher Training and Education University of Pasir Pengaraian).

than previous research.

The second is done by Riyanti. She concludes that the result analysis of the writing test, the general conclusion of this research is the seventh grade students of SMP Bina Utama Pontianak in Academic Year 2011/2012 have enough ability in writing procedure text or 60 mean score.<sup>70</sup> So, The research shows that result of written test in writing procedure text, most of students had ability to use the generic structure, imperative sentences, mechanics of writing and sequences words. The researcher's finding is enough category but in previous research is low category. So, the researcher's finding is different with the previous research.

The Third is done by Saun. The kind of this research is descriptive research. The result of thesis shows that students' ability in writing procedure text can be categorized into good categories or 79.31 mean score.<sup>71</sup> So, Although the ability of students to write procedure texts is in category 3 (good) by looking to the generic structure and language feature of the text, there are several parts of the text that students have not understood how to write them. Students were expected to understand how to write a good procedure text by paying attention to the generic structure and language feature of the text. The researcher's finding is enough category but in previous research was low category. So, the researcher's finding is different with the previous research.

The fourth is done by Sari. The result of the research, the students' ability in writing procedure text is low. It is proved by their mean score in writing

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<sup>70</sup>Dwi Riyanti, Study on The Students' Ability in Writing Procedure Text. Journal of English Teaching, Fkip Universitas Tanjungpura Pontianak.

<sup>71</sup> Saunir Saun, "An Analysis Of The Second Year Students' Ability In Writing A Procedure Text of a Recipe at SMK N 9 Padang", Journal of English Language Teaching Volume 8 No. 3 (September, 2018): ISSN 2302-3198.

procedure text that only reach 59.0.<sup>72</sup> So, in this research about an analysis of students' ability of procedure text significantly very low. From this research, there are two instruments in examining their ability including generic structure and language features. It is hope that by the finding of these trouble, there will be future research on this subject so that there will be some method or strategy that enable to overcome these troubles. It means that most of the students failed in writing procedure text. So, the researcher's finding is higher than previews research.

The fifth is done by Sukirlan. The result showed that the students' mean score of the pretest was 69.50 and their mean score of the posttest after the implementation by using video was 83.64, in which the improvement is 14.24.<sup>73</sup> It means the students' ability in writing are good. So, the researcher's finding is higher than previews research.

Based on some previous research the researcher can conclude that students' writing ability in writing procedure text is good category. So, in this research, if they are compared with this research result, it means that the students' writing ability at the eighth grade of SMPN 4 Angkola Sangkunur was good.

#### **D. Threats of the Research**

In conducting this research, the researcher realize that there are so many threats of the researcher in doing writing ability research. It is start from the titled until finishing thesis and using the technique of analyzing data. The researcher

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<sup>72</sup> Permata Sari, "An Analysis Of Students' Ability In Writing Procedure Text At Grade X Of SMK 10 Muhammdiyah Kisaran". Journal. English Study Program, Asahan University

<sup>73</sup> Muhammad Sukirlan, "Teaching Writing of Procedural Text at Second Grade Students of SMA", Journal of English Language Teaching.



realize that in conducting a quantitative research needed long time research due to the limitation of time and finance, and material.

On doing the test, the result obtained might be less valid due to the students did the examination. The researcher do not know whether the sample of this research are serious in answering any questions from the test, there is a mutual cheating and limited time available or might the time is give to the students are not enough. So, the researcher looks the answer directly without care about it.

However, the researcher had done the best in this research, the researcher is very aware of the treats that exist in this thesis or all the things would want to be searched, but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, friends and others.

## CHAPTER V

### CONCLUSION, SUGGESTION, AND IMPLICATION

#### A. Conclusions

After calculating and analyzing the data from the students' score, it could be found the score of the students was enough. Based on the result of the research, the researcher got the conclusion that students' ability in writing procedure text of eighth grade SMPN 4 Angkola Sangkunur was categorized into enough ability. It can be seen from the value of the percentage from mean score gotten by students, that is 60.05 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from  $Z_{count} = 5.6 > Z_{table} 0.003$ . So, the hypothesis is "students' ability in writing procedure text ninth grade SMPN 4 Angkola Sangkunur is high ability".

#### B. Suggestions

After take the conclusion, the researcher wants to give the suggestion. The researcher offers some suggestions as follows:

1. For the students at the ninth grade SMPN 4 Angkola Sangkunur are expected to be more active, more serious in learning English and they should increase their writing mastery in procedure text such as grammatical structure of procedure text, the words and mechanics that should be used. It is also suggested to the students to be more seriously and always being passionate in learning English.
2. For the English lecturers, it is suggested to the English lecturers, especially at the ninth grade SMPN 4 Angkola Sangkunur before studying about writing skills,

or writing procedure text to keep motivating their students in studying English.

The teachers should apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in writing procedure text. 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.

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. It also important to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

### **C. Implication**

In addition to the identification and description of writing procedure text, it is also important to correct them. The sources and the types of the errors determine what sort of feedback the teacher might receive since errors provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of students' ability in writing procedure text function as facilitator in language teaching in many ways only if the teacher is aware of them and able in the teaching process appropriately.

Students' ability in writing procedure text can also benefit teachers and students simultaneously since students' ability tell the teacher how far the learners

has progressed in achieving the goal and what remains for them to learn. Measuring the student's progress, the teacher can reshape his teaching strategies and plans in accordance with the needs of the learner. Furthermore, errors point out the areas that need further improvement. Additionally, students' abilities are significant data for syllabus designers as they show what items are important to be included or which items need to be recycled in the syllabus.

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## **Apendix 1**

### **Instrumen Test**

#### **Instruction !**

**Write An example procedure text how to make a cup of coffee with the aims, list of material, and the steps.**

**Name :**

**Class :**

**Date :**

#### **HOW TO MAKE A A CUP OF COFFEE**

**Aim / Goal :**

**List of Material :**

**Steps :**

**Note : This Test is in accordance with the curriculum and syllabus SMP N 4 Angkola Sangkunur.**

**Validator**

Rizki Rosanna S. Pd  
**NIP:198612202024212016**



## Appendix 2

### STUDENTS' NAME AND INITIALS OF IX GRADE OF SMPN 4 ANGKOLA SANGKUNUR

No	Students' Name	Students' Initials
1	Adi Fiqri Dongoran	AFD
2	Amri Akbar	AA
3	Angolifa Halawa	AH
4	Anna Mawaddah Manurung	AMM
5	Anto Zanolu Laia	AZL
6	Arisman Nduru	AN
7	Budiato Gea	BG
8	Darlianun Halawa	DH
9	Darwin Gulo	DG
10	Dewisman Buulolo	DB
11	Dinda Fidiasyah Harahap	DFH
12	Dirmansah Batubara	DBB
13	Donis Mendofa	DM
14	Erni Nduru	EN
15	Faleria Selpin Yuliana Laia	FSYL
16	Faolima Zega	FZ
17	Jerlius Harefa	JH
18	Maharani Hafisah Nasution	MHN
19	Meidar Halawa	MH
20	Muhammad Apriadi Siregar	MAS
21	Nabila Pratiwi Gulo	NPG
22	Nadin Anjani Siregar	NAS
23	Odilina Hulu	OH
24	Opertinus Zai	OZ
25	Rahmad Hidayah	RH
26	Rizky Aditya	RA
27	Riki Saputra Simanjuntak	RSS
28	Riski Pandapotan Simanjuntak	RPS
29	Sakinah Simanjuntak	SS
30	Vikhalora Admajaya Manik	VAM
31	Warlina Nduru	WN
32	Wihelmus Wicer Laia	WWL
33	Windaman Laia	WL
34	Windi Fransiska Nasution	WFN
35	Yulia Nduru	YN
36	Yusania Nduru	YSN

### Appendix 3

#### STUDENTS' SCORE IN WRITING PROCEDURE TEXT OF IX GRADE SMPN 4 ANGKOLA SANGKUNUR

No	Students' Initial	Total Score
1	AFD	49
2	AA	52
3	AH	65
4	AMM	82
5	AZL	44
6	AN	53
7	BG	60
8	DH	38
9	DG	60
10	DB	60
11	DFH	55
12	DBB	29
13	DM	54
14	EN	80
15	FSYL	48
16	FZ	51
17	JH	65
18	MHN	70
19	MH	65
20	MAS	48
21	NPG	66
22	NAS	88
23	OH	66
24	OZ	62
25	RH	68
26	RA	62
27	RSS	54
28	RPS	46
29	SS	65
30	VAM	62
31	WN	55
32	WWL	64
33	WL	63
34	WFN	71
35	YN	64
36	YSN	78
	Highest Score	88

	Lowest Score	29
	Sum	2162
	Mean Score	60.05
	Mode	65
	Median	65.71

## Appendix 4

### DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

29	38	44	46	48
48	49	51	52	53
54	54	55	55	60
60	60	62	62	62
63	64	64	65	65
65	65	66	66	68
70	71	78	80	82

88

2. High score = 88
3. Low score = 29
4. Range = high – low score  
= 88-29  
= 59
5. Total of classes ( BK) =  $1 + 3.3 \log (n)$   
=  $1 + 3.3 \log (36)$   
=  $1 + 3.3 (1.55)$   
=  $1 + 4.65$   
= 5.65  
= 6.65 = 7

6. Interval (i)  $i = \frac{R}{i}$

$$\frac{59}{6.65} = \frac{45}{6.049} = 7.43 =$$

7. Mean score

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

No	Interval	Fi	Xi	Fixi	F.Kumulatif
1	29-48	6	38.5	231	6
2	49-55	8	52	416	14
3	56-62	6	59	354	20
4	63-69	11	66	726	31
5	70-76	2	73	146	33
6	77-83	2	80	160	35
7	84-90	1	87	87	36
	<b>i = 7</b>	<b>36</b>		<b>2120</b>	

$$\text{Mean} = \bar{x} = \frac{\sum x}{N} = \frac{2162}{36} = 60.05$$

## 1. Median

$$\text{Median} = b + p \left[ \frac{\frac{1}{2} N - F}{f} \right]$$

$b$  : Tepi bawah kelas median, median

berada pada kelas interval  $F$  : Jumlah frekuensi kumulatif sebelum kelas median

$p$  : Panjang kelas

$f$  : Frekuensi kelas median

$$\begin{aligned} \text{Median} &= 65 + 7 \left[ \frac{\frac{1}{2} 34 - 15}{7} \right] \\ \text{Mo} &= b + p \left[ \frac{\frac{1}{2} N - F}{f} \right] \end{aligned}$$

## 2. Modus

$$= 65 + 7 \left[ \frac{2}{7} \right]$$

$$= 65 + 7 (0.28)$$

$$\overline{[b_1 + b_2]}$$

$$= 65 + 0.71$$

$$= \mathbf{65.71} \quad -$$

$$b_1 \quad ]$$

$f_a$  = Frekuensi yang terletak di atas interval yang  
 mengandung modus  $f_b$  = Frekuensi yang terletak di bawah  
 interval yang mengandung modus  $p$  = Kelas interval sebesar  
 $b$  = Batas bawah nyata dari skor yang mengandung modus

$$\begin{aligned}
 &= 64.5 + 7 \frac{f_a}{f_b + f_a} \\
 &= 64.5 + 7 (0.99) \\
 &= 64 + 1 \\
 &= 65
 \end{aligned}$$

## Appendix 5

### The Recapitulation of Test Result

No	Initial	Indicators					Test Score
		Content	Organizational	Syntax	Vocabulary	Mechanics	
1	AFD	10	10	7	12	10	49
2	AA	10	12	8	10	12	52
3	AH	12	13	12	14	14	65
4	AMM	16	18	15	18	15	82
5	AZL	8	8	8	10	10	44
6	AN	10	9	12	10	12	53
7	BG	10	12	10	13	15	60
8	DH	10	9	8	5	6	38
9	DG	13	12	10	12	13	60
10	DB	13	12	10	15	10	60
11	DFH	13	12	10	10	10	55
12	DBB	7	7	5	5	5	29
13	DM	12	10	10	10	12	54
14	EN	17	15	15	18	15	80
15	FSYL	10	10	8	10	10	48
16	FZ	10	8	12	9	12	51
17	JH	15	15	12	13	10	65
18	MHN	14	13	13	17	13	70
19	MH	13	13	12	14	13	65
20	MAS	10	8	10	10	10	48
21	NPG	12	14	13	13	14	66
22	NAS	18	18	17	18	17	88
23	OH	13	13	12	13	15	66
24	OZ	12	12	10	13	15	62
25	RH	15	15	13	15	10	68
26	RA	13	12	10	14	13	62
27	RSS	10	10	10	12	12	54
28	RPS	10	10	8	10	8	46
29	SS	13	14	13	12	13	65
30	VAM	13	12	12	13	12	62
31	WN	15	10	8	12	10	55
32	WWL	12	14	12	13	13	64
33	WL	13	13	12	15	13	63
34	WFN	15	12	13	18	13	71
35	YN	13	12	13	13	13	64



36	YSN	15	15	15	18	15	78
		<b>445</b>	<b>432</b>	<b>398</b>	<b>457</b>	<b>433</b>	<b>2162</b>
		<b>12.36</b>	<b>12</b>	<b>11,05</b>	<b>12.69</b>	<b>12,02</b>	<b>60,05</b>

## DOCUMENTATION

### Meet the Principal and Administrative Staff



## Meet The English Teacher and Students



## Giving The Instruction to The Students



### **Class IX-A Are Doing The Procedure Text**





### Class IX-B Are Doing The Procedure Text



## **CURRICULUM VITAE**



### **I. PERSONAL IDENTITY**

1. Name : Ryan Ardiansyah Lubis
2. Reg Number : 1820300033
3. Gender : Male
4. Place and Date of Birth : Manunggang Julu, 04 Oktober 1999
5. Nationality : Indonesia
6. Status : Single
7. Religion : Moeslem
8. Address : Manunggang Julu
9. Phone Number : +62 823 7012 2963

### **II. PARENTS IDENTITY**

1. Ayah
  - a. Name : Ahmad Husein Lubis
  - b. Address : Malombu
  - c. Phone Number : -
2. Ibu
  - a. Name : Basariah Harahap
  - b. Address : -
  - c. Phone Number : -

### **III. EDUCATION**

1. SD Negeri 200513 Padangsidimpuan : 2006-2012
2. SMP Negeri 4 Padangsidimpuan : 2012-2015
3. SMA Negeri 4 Padangsidimpuan : 2016-2018
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan : 2018-2024



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan T. Rizal Husain Km. 4,5 Bontang 22733  
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor B- 1864 /Un.20/E.1/TL.00.9/07/2024

29 Juli 2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala SMPN 4 Angkola Sangkunur

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ryan Ardiansyah Lubis

NIM : 1820300033

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Malombu, Kec. Angkola Sangkunur Kab. Tapanuli Selatan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Writing Procedure Text at The IX Grade of SMPN 4 Angkola Sangkunur".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelombongan

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A |  
NIP 19601224 200604 2 001



**PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DAERAH  
SMP NEGERI 4 ANGKOLA SANGKUNUR**

Alamat : Jl. Danau Siais Km 45 Desa Malombu  
NPSN : 10262101

KODE POS 22736



**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3/ 48 / SMPN-0084 / 2024

Yang bertanda tangan di bawah ini :

Nama : **ISKANDAR HASIBUAN, S. Pd, M,M**  
NIP : 19680725 199601 1 002  
Pangkat / gol : Pembina Tk. I / IV b  
Jabatan : Kepala Smp Negeri 4 Angkola Sangkunur

Dengan ini menerangkan bahwa :

Nama : **RYAN ARDIANSYAH LUBIS**  
NIM : 1820300033  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah Dan Ilmu Keguruan

Telah melaksanakan Penelitian pada SMP Negeri 4 Angkola Sangkunur mulai tanggal 1 Agustus sampai dengan 3 Agustus 2024 sesuai dengan Judul Penelitian :

**“STUDENTS’ ABILITY IN WRITING PROCEDURE TEXT AT THE IX GRADE OF  
SMP NEGERI 4 ANGKOLA SANGKUNUR**

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.



Malombu, 05 Agustus 2024

Kepala SMP Negeri 4 Angkola Sangkunur

**ISKANDAR HASIBUAN, S.Pd, M.M**  
PEMBINA TK. I

NIP. 19680725 199601 1 002