



**STUDENTS' ABILITY IN WRITING PROCEDURE  
TEXT AT EIGHT GRADE SMPN 6  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of Education  
Graduate (S.Pd) in English*

Written By:

**WAHYU A. RABBAWANY**  
Reg. No. 14 203 00149

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

2021



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**2021**

## LETTER AGREEMENT

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Padangsidempuan, Juni 2021  
to: Dean Tarbiyah and Teacher  
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in-

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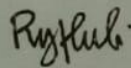
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to **WAHYU A RABBAWANY**, entitled "**STUDENTS' ABILITY IN WRITING PROCEDURE, TEXT AT EIGHT GRADE SMPN 6 PADANGSIDIMPUAN**" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English.

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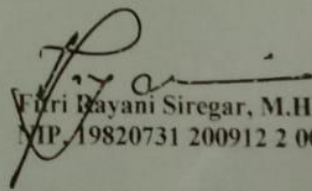
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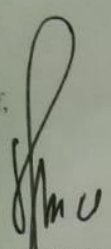
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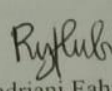
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PADANGSIDIMPUAN**

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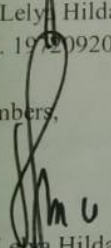
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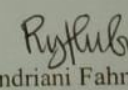


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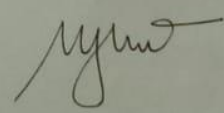
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## ABSTRACT

Name : WAHYU A. RABBAWANY  
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Year : 2021-2022  
Title : STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT EIGHT GRADE SMPN 6 PADANGSIDIMPUAN

Writing is produced in the form of written text which is used to deliver the writers ideas and meanings to the readers. Some of the students still have the difficulties to write what they have heard or read. This thing caused students seldom to do writing activity in the school moreover in the house. It makes students not accustomed to face English words, so when students asked to write a text, the students can't write what they have heard or read because students not accustomed to write.

This research was focus to know the students' ability in writing procedure text at eight grade SMPN 6 Padangsidimpuan.

This research used quantitative research with descriptive method. Quantitative descriptive aims to describe with systematically and accurate of fact about the population. The instrument in collecting data was writing test, it was to write a procedure text consist of the generic structure. The researcher used the generic structure of procedure text as indicator, they are goal, ingredients and steps. Each indicator has the different score, the researcher gave 10 score for indicator of goal because it shows the purpose of the text. In the indicator of ingredients the researcher gave 30 score because in this indicator the students only mention the ingredients that used in the text. While in the indicator steps, the researcher gave 60 score because in this indicator the students should explain the steps one by one from the first until finish.

Based on the result of the research, it was found that the students' ability to write procedure text in class VIII-1 of SMPN 6 Padangsidimpuan was in the good category or a score of 76.5; This is obtained from the results of the average score of the students in taking the test by analyzing the understanding of writing the procedure text. The hypothesis of this research is "the students' ability in writing procedure text at eight grade SMPN 6 Padangsidimpuan is in enough category". 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  $Z \text{ count} = -8.63 < Z \text{ table } 0.3264$ .

Key Words: *Writing, Student's Ability, Procedure Text.*



## ABSTRAK

Nama : WAHYU A. RABBAWANY  
NIM : 14 203 00149  
Tahun : 2021-2022  
Title : **KEMAMPUAN SISWA DALAM MENULIS TEKS PROSEDUR  
DI KELAS DELAPAN DI SMPN 6 PADANGSIDIMPUAN**

Menulis adalah hasil dalam bentuk teks tertulis yang digunakan penulis untuk menyampaikan gagasan dan makna kepada pembacanya. Beberapa siswa masih mengalami kesulitan untuk menulis apa yang telah mereka dengar atau baca. Hal ini menyebabkan siswa jarang melakukan kegiatan menulis di sekolah apalagi di rumah. Hal tersebut membuat siswa tidak terbiasa menghadapi kata-kata bahasa Inggris, sehingga ketika siswa diminta untuk menulis teks, siswa tersebut tidak dapat menulis apa yang telah mereka dengar atau baca karena siswa tidak terbiasa untuk menulis.

Penelitian ini difokuskan untuk mengetahui kemampuan siswa dalam menulis teks prosedur di kelas VIII di SMPN 6 Padangsidimpuan.

Penelitian ini menggunakan jenis penelitian kuantitatif dengan metode deskriptif. Kuantitatif deskriptif bertujuan untuk mendeskripsikan fakta tentang populasi secara sistematis dan akurat. Instrumen dalam pengumpulan data adalah tes menulis yaitu menulis teks prosedur yang terdiri dari struktur generik. Peneliti menggunakan struktur generik teks prosedur sebagai indikator yaitu tujuan, bahan dan langkah. Setiap indikator memiliki skor yang berbeda, peneliti memberikan skor 10 untuk indikator tujuan karena menunjukkan tujuan teks. Pada indikator bahan diberikan skor 30 karena pada indikator ini siswa hanya menyebutkan bahan yang digunakan dalam teks. Sedangkan pada indikator langkah peneliti memberikan skor 60 karena pada indikator ini siswa harus menjelaskan langkah-langkah dalam teks satu persatu dari awal sampai selesai.

Berdasarkan hasil penelitian diketahui bahwa kemampuan menulis teks prosedur siswa kelas VIII-1 SMPN 6 Padangsidimpuan berada pada kategori baik atau skor 76,5; Hal ini diperoleh dari hasil nilai rata-rata siswa dalam mengerjakan tes dengan menganalisis pemahaman menulis teks prosedur. Hipotesis dalam penelitian ini adalah “kemampuan siswa dalam menulis teks prosedur di kelas VIII SMPN 6 Padangsidimpuan dalam kategori cukup”. Kemudian hipotesis yang diajukan adalah “kemampuan siswa dalam menulis teks prosedur pada siswa kelas VIII-1 SMPN 6 Padangsidimpuan dalam kategori baik”. Jadi, dari hasil pengujian hipotesis ditemukan bahwa hipotesis ditolak. Hal ini dapat dibuktikan dari  $Z$  hitung =  $-8,63 < Z$  tabel 0,3264.

*Kata Kunci: Menulis, Kemampuan Siswa, Teks Prosedur.*

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In writing this thesis, the writer is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

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Padangsidempuan, 2 April 2021  
Researcher

**WAHYU A. RABBAWANY**  
**Reg. No. 14 203 00149**

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Padangsidempuan

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## CHAPTER 1

### INTRODUCTION

#### A. The Background of the Problem

Generally, language is a tool that used for communication. It is used to make an interaction among people and it is usually called as human speech. Language is the ability to communicate by give the meaning. Language is the system of sounds and words used by humans to express their thoughts and feelings.<sup>1</sup> Language is a way to show their thoughts, feelings, etc, by use of spoken on conventional symbols. It is used to learn, socialize, think and express ideas or opinion between the speakers and the listeners or the writers and the readers. Further, language is an important thing in our life because everything in this world needs language. People use languages as a tool to do a relation each other. All people need languages to shape thoughts, feelings, desires, and deeds. A language is used for many kinds of purposes. Thus, it has many functions as well.

English is one kind of the language in this world. English is the national language of England. English also stated as an international language, because most of people from different countries use it as a second and foreign language. As an International language, English is very important in our daily life. It is very important to know English in order to stand out in the crowd. English is widely used for many people to communicate each other. A person who does not poses proper English limits his or her ability to

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<sup>1</sup>A. S. Hornby, *Oxford Advanced Learner Dictionary*, (New York: Oxford University Press, 1987), p.662.

achieve their highest potential. If someone wants to communicate with people from other countries, he or she should master English well.

In Indonesia, English as a foreign language is becoming dominant in various aspects in daily life such as education, transportation, and telecommunication. English becomes an important language in transferring knowledge and technology in communication. For Indonesian people, English is the first foreign language which is taught to the students from elementary school until university. People are required to learn English in order to communicate and understand knowledge and technology.

In other words, throughout the communicative competence, the students are expected to be able to communicate with other people and express their ideas in writing using English. In learning English students are expected to master four skills. They are reading and listening for receptive skills and writing and speaking for productive skills. To complete those skills learners must master structure and grammar. Mastering structure and grammar will help learners good at speaking, reading and listening especially writing skill.

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Writing is an activity to put an idea systematically in written form or an activity to think, to develop an idea while write it, it deals with sentence and paragraph. In other words, writing is makes produce in the form of written text which is used to deliver

the writers ideas and meanings to the readers. So that, the indirect communication is occurred between writers and readers, which is the reader can comprehend what is meant by the writers.

To increase students' writing ability, the teacher has many efforts continuously. The efforts have been done by the teachers such as changing the method in every teaching and learning process, giving exercises, giving tasks or homework to the students in past teaching, and also holding the remedial teaching to the students who haven't understood it. But, the phenomenon has shown that. There are many students who still low ability in writing.

There are many students can not write English well. Based on interview with their English teacher Ms. Mila Diyana S.Pd, students' writing ability in SMPN 6 Padangsidempuan not perfect. Some of the students still have the difficulties to write what they have heard or read. This thing caused students seldom to do writing activity in the school moreover in the house. It makes students not accustomed to face English words, so when students asked to write a text, the students can't write what they have heard or read because students not accustomed to write. If students often to do writing activity even though that is wrong, at least the students easier to write what they have heard and read.

Another difficulties that Ms. Mila Diyana said is the difficulty to master vocabulary. From the teacher's explanation about ability of the students, the students do not have many vocabularies. The students more

often use the dictionary if the teacher ask them to translate because they do not know the meaning of the words. So, it makes them difficult to comprehend the text. Moreover, they get the difficulty because they rarely memorize vocabularies. The students get the difficulties when write English, especilly in writing text genre.

In writing, we can find many kinds of text genre. One of them is procedure text. A procedure is a specified series or actions or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances. Procedure text is a text that explains or helps us to make or to use something. It explains how people perform different processes in a sequence of steps. It is also as a text that deal with human behavior. Procedure text is the students' ability to present information about how to make something, how is something work or how to use instruction. Furthermore, the procedure text contains elements, such us as social function, generic structure, and language features. The elements must exist in procedure text. The element is used as an indicator to indicate whether the students' text correct or not. The good procedure text writing makes the students easier to presents information about how to make something, how is something work or how to use instruction.

If they do not understand procedure text well, they will be unable to answer the problem appear when learning procedure text. If it still continues, it will damage the students' score in English. To know how students' ability in writing procedure text at eight grade SMPN 6

Padangsidempuan, the researcher did analysis. From the syllabus of English teaching process in SMPN 6 Padangsidempuan there are some material that learn by students at eight grade, they are simple past tense, present continuous tense, narrative text, descriptive text, notice, asking instruction and permission and procedure text. One of the text that learn by students at eight grade and analysed by researcher is Procedure text.<sup>2</sup> In relation to statement above, the researcher wants to choose the topic about: Students' Ability In Writing Procedure Text At Eight Grade SMPN 6 Padangsidempuan.

### **B. The Identification of Problem**

Based on the background of the study above, there were several problems which can be identified by the researcher about English lesson of the eight grade students of SMPN 6 Padangsidempuan, such as:

1. There were many students at eight grade in SMPN 6 Padangsidempuan can not write English well. Some of the students still have the difficulties to write what they have heard or read.
2. Students had difficulties in mastering vocabulary. The students did not have many vocabularies.

### **C. The Limitation of Problem**

Based on the identification above, the researcher found some problems in writing procedure text. They can solve about how to write the procedure text based on the generic structure. So, the researcher limited the

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<sup>2</sup>Syllabus of English Subject at Eight Grade in MTS N 2 Padangsidempuan.

problems on finding the students' ability in writing procedure text that consisted of the generic structure.

#### **D. The Definition of Key Terms**

To avoid the vagueness and misunderstanding between the researcher and reader, the researcher wants to introduce the key term, they are:

##### 1. Students' Ability

Students' ability is the expertise or potencial of someone who is studying in school to do something.

##### 2. Writing

Writing is the activity or a process of writers to convey their idea or information.

##### 3. Procedure Text

Procedure text is a text that explain how to make something or to use something through a sequence of actions or steps.

#### **E. The Formulation of the Problem**

In conducting the research, researcher describes the formulation of the problems is "How is the students' ability in writing procedure text at eight grade SMPN 6 Padangsidempuan?"

#### **F. The Objectives of the Research**

Based on the formulation of the problem, the researcher made the aims of the research. So the objective of the research is "To know the

students' ability in writing procedure text at eight grade SMPN 6 Padangsidempuan.”

#### **G. The Significance of the Research**

There are some expected benefits to achieve from this research. Considering all the explanation above, the following are the significance of the research:

##### 1. Theorically

This research can be as an information to another researcher, who want to do research the same problems as information about the topics. The researcher hope this research can help other researcher as references and standing point for studying the other subject or different kind of texts. This research can give them information if they want to analyze the students' ability in writing texts genre. They can motivate and give suggestion so they can improve their research.

For the English teachers of SMPN 6 Padangsidempuan, the findings of this research are expected to become a source of information about the students' problem in writing procedure text.

##### 2. Practically

Practical in parts they are for the reference, this is significant to be read and as literature for any reserach.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Students' Ability

##### 1. Definition of Students' Ability

Students' ability comes from two words; students and ability. Student is a person who is studying at a university or other place of higher education. Student is a person who attends a school or a college. Student is individuals enrolled in a school or formal educational program. According to A. S. Hornby "the student is a person who studying at a university or college".<sup>3</sup> In addition, student is denoting someone who is studying in order to enter a particular profession.<sup>4</sup> Then the person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially one who attend a school, or who seeks knowledge from professional teacher or from books as the students of an academy, a college or a university, a medical students and a hard students. One who studies or examines in any manner, an attentive and systematic observer, as student of human nature or of physical nature is said by student. Whereas, in Indonesian dictionary explain that the student is a learner especially on the grade of elementary, junior and senior high school.<sup>5</sup> So, based on those definition, the researcher concludes that the students is a person who lives together and studies in formal

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<sup>3</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary (Fifth edition)*, p. 1187.

<sup>4</sup> Victoria Neufelat and David B. Guraimik, *Webstern New World Collage Dictionary*, (USA: Mac Milan, 1995), p. 232.

<sup>5</sup> Dictionary Compilation Team of the Center for Language Development and Development, (Yogyakarta: PT. Hidakarya Agung, 1992), p. 234



education and how is their relation as a member of society to develop education level process.

Ability is the quality or state of being able, a skill or competence in doing, a high level of skill or competence, physical mental or legal power to perform. Ability is the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.; -- in the plural, faculty, talent. Ability is possession of the means or skill to do something. Ability is the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment. Carroll noted that "although the term ability is in common usage in both everyday talk and in scientific discussions, its precise definition is seldom explicated or even considered."<sup>6</sup>

Then, the ability means the quality or capacity of being able to do something well, as Said by Hornby, the definition of ability such as:

- a) Capacity or Power to do something and mental
- b) Cleverness and intelligence
- c) Special natural power to do something well that talent.<sup>7</sup>

According to Douglas Brown, the word "ability" has meanings, they are:

- a) Achievement is actual ability and can be measured by straight use of the instrument or devised test.

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<sup>6</sup>Carroll, J. B., Human cognitive abilities. (Cambridge, UK: Cambridge University Press, 1993),p.3

<sup>7</sup>A. S. Hornby,*Oxford Advanced Learner's Dictionary (Fifth edition)*,...p. 12.

b) Capacity is potential ability and can be measured by not straight the individual's capacity.

c) Aptitude is quality and can be expressed by especially training.<sup>8</sup>

There are many kinds of ability, they are:

1) Flexibility and speed of closure

The ability to hold in mind to particular visual configuration.

2) Fluency

The ability to produce words, ideas and verbal expression.

3) Inductive reasoning

The ability to from test hypotesis directed at finding relationship.

4) A associative memory

The ability to remember bits of unrelated material and to recall.

5) Span memory

The ability to recall perfectly for immediate reproduction a sets as of item after only one presentation of the series.

6) Number facility

The ability to rapidly manipulate number in arithmetic operations.

7) Perceptual speed

Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.

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<sup>8</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed., (New York: Pearson Education, 2001), p. 236-238

## 8) Deductive reasoning

The ability to reason from stated premises to their necessary conclusion.

## 9) Spatial orientation and visualization

The ability to perceived spatial pattern and to manipulate or transform the image of spatial pattern.

## 10) Verbal Comprehension

Knowledge of words and their meaning as well as the application knowledge.<sup>9</sup>

So, the researcher can conclude the ability is talent or special nature power or mental of skill or intelligence of a person to do something well.

From the explanation above the researcher conclude the students' ability is the expertise or potential of someone who is studying in school to do something.

## **B. Writing**

### **1. The Definition of Writing**

Generally, writing is a way in sending message from the writer to the reader. Writing is one of the most important skills in learning language besides reading, speaking and listening, the students think that writing is more difficult than speaking and reading. The main goals in writing activity reable to write ideas, information in a good logical order. Expressing their though clearly, and improve that they have in mind, so that

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<sup>9</sup>Gilson, et all, *Organization Behavior Structure Processes* (Singapore: The MC Graw Hill Companies, 2004), p. 93.

the reader is easier to know what she/he read. In academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Through writing we can tell about people, remember facts and ideas. Generally, The writer expresses his thoughts, ideas and feeling through writing. With writing make us are able to deliver our minds to everybody. Writing is one of the most important things you do in school. Good writing skills will greatly affect a person's level of success in school both in writing reports, writing proposals or working on assignments at school.<sup>10</sup>

Based on the definition of writing above, it can be concluded that writing is one of the mandatory abilities that everyone should know. Without this one ability, activities in daily life can certainly not run smoothly.

Writing is a way of expressing our thoughts in order the reader can understand what we have in our mind in the written form. We can define writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort.

Writing is functional communication, making learners possible to create imagined worlds of their own design.<sup>11</sup> Not all languages have a written form and, even among people whose language has a well-established

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<sup>10</sup> Gebhardt dan Dawn Rodrigues. *The Cambridge Encyclopedia of Language*. (Cambridge: Cambridge University Press, 2009), p. 7

<sup>11</sup> Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

writing system, there are large numbers of individuals who cannot use the system. In terms of human development, writing is a relatively recent phenomenon.<sup>12</sup> Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.<sup>13</sup>

Writing is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product-an essay, letter, story, or research report.<sup>14</sup> Writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive.<sup>15</sup> Writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Writing is central to our personal experience and social identities and we are often evaluated by our control of it. Writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying. Writing is a form language using activities in the form of written. In writing process the students must be focus to select idea, must have a lot of vocabulary

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<sup>12</sup>George Yule, *The Study of Language* 4<sup>th</sup> Ed., (Cambridge: Cambridge University Press, 2010), p. 212.

<sup>13</sup>M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 142.

<sup>14</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.88

<sup>15</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 337.

when writing, be creative in using of language, and understand proper spelling or grammar. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. According to Jeremy Harmer, “Writing is used for a wide variety of purposes it is produced in many different form.”<sup>16</sup>

All of the definitions above explained clearly that writing is a process of showing or expressing ideas, opinions, experiences, or information in the mind of the writer in the form of written language.

## 2. Types of writing

According to Finnochiaro, there are two types of writing:

### a. Factual or Practical Writing

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

### b. Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.<sup>17</sup>

According to Brown, there are 2 kinds of writing:

### 1) Microskills

- 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 (e.g., tense, agreement, pluralization), patterns and rules.
- e) Express particular meaning in different grammatical forms.

### 2) Macroskills

- a) Use cohesive device in written discourse.

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<sup>16</sup> Jeremy Harmer, *How to Teach Writing* (England: Longman, 1988), p.4.

<sup>17</sup> Marry Finnochiaro, *English as a Second Language: from theory to Practice*, (NY: Regents Publishing Company, Inc., 1974); p.85.

- b) Use the rhetorical forms and convention of written discourse.
- c) Appropriately accomplish the communicative functions of written text according to form and purpose.
- d) Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings when writing.
- f) Correctly convey culturally specific references in the context or the written text.<sup>18</sup>

So, from the explanation above the researcher concluded based on the Finnochiaro that factual or practical writing and imaginary creative writing as types of writing in this research.

### 3. 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 spesific 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

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<sup>18</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 398.

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>19</sup>

All of the aspects above for instance organization, content, vocabulary and mechanic are the components of writing.

#### 4. The Purpose of Writing

Every activity has a purpose, so do writing. Writing usually have the purpose like writing to giving information for readers. Fauziati states that the main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation errors.<sup>20</sup>

Miller said there are some purpose of writing, they are writing to understanding experience, to inform, to explain, to persuade, to amuse and to inspire the others.

1) Writing to understand experience

The writers who have this motive of writing draw upon to help them understand who they are, how they become that way, what they like, or

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<sup>19</sup> Hudriatul, <http://repository.ump.ac.id/1007/3/HUDRIATUL%20CHAPTER%20II.pdf>

<sup>20</sup> Fauziati, Endang. *Teaching English as a Foreign Language (TEFL)*, (Surakarta: PT.EraPustaka, 2010.), p. 46.



what they want. Eventhough, the writers are writing about themselves, they are not writing for themselves alone. They are also writing to share their experience to the readers.

- 2) Writing to inform  
To inform means to transmit necessary information about a subject to the readers, and usually this also means telling the readers what the facts are or what happened.
- 3) Writing to explain  
Writing to explain means to take what is unclear to make it clear. The task in explaining is to clarify a subject to the readers.
- 4) Writing to inspire others  
Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.
- 5) Writing to amuse  
Writing to amuse requires the writers to focus on the readers rather than himself or herself. Writing to amuse gives an opportunity to bring pleasure to others.<sup>21</sup>

So, from the explanation above we can know the general purpose of writing are to understanding, to inform, to explain, to entertaint, to inspire the readers and to amuse the readers what they read.

## 5. The Writing Process

Writing as a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. In order be to easier to understand the writing ability, it is important to know process of writing. Writing process is the several actions which have to be done by a writer if he/she wants to write. When we write, we do more than just put words together to make sentences. Process writing as a classroom activity

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<sup>21</sup>Robert Keith Miller, *Motives for Writing*, 5<sup>th</sup> Ed., (New York: The MCGraw-Hill Comp, 2006), p.47

incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.<sup>22</sup> There are three steps of writing that states by Edelstein and Pival:

- 1) Pre-writing In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.
- 2) Writing In this step, the writer sets the ideas in his minds into words, sentences, paragraph, and etc. on the papers.
- 3) Re-writing The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.<sup>23</sup>

Good writers go through several steps to produce a piece of writing, namely:

### 1) Pre-Writing

#### a) Choose a topic.

Before you write your teacher gives you a spesific assignment or some ideas of what to write about. If not, choose your topic yourself.

#### b) Gather ideas

When you have a topic, think about what you will write about that topic.

#### c) Organise

Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

### 2) Drafting

#### Write

Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.

### 3) Reviewing and Revising

#### Review structure and content

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<sup>22</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practise*, (USA: Cambridge University Press, 2002), p.316.

<sup>23</sup>Edelstein, Michael E &Pival.*The Writing Commitment*, (New York: Hartcourt Brouce Javanovich Publisher, 1988).p.11.

Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have unnecessary information.

#### 4) **Rewriting**

##### a) **Revise structure and content**

Use your ideas to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly or add more details.

##### b) **Proofread**

Read your text again. This time check your spelling and grammar and think about the words you have chosen to use.

##### c) **Make final corrections**

Check that you have corrected the errors you discovered and make any other changes you want to make. Now your text is finished.<sup>24</sup>

Meanwhile, Grenville stated that writing is process that involves the

following steps:

- 1) Getting ideas (in no particular order)
- 2) Choosing (selecting the ideas you think will be most useful)
- 3) Outlining (putting these ideas into the best order- making a plan)
- 4) Drafting (doing a first draft from beginning to end, without going back)
- 5) Revising (cutting, adding or moving parts of this draft where necessary)
- 6) Editing (proofreading for grammar, spelling and paragraphs).<sup>25</sup>

Oshima and Hogue divided the writing process into three stages: pre-writing, planning or outlining, and writing and revising. Pre-writing is a series of strategies designed to choose a topic and generate ideas. Planning or outlining is a series strategies designed to make sub lists, write the topic sentence, and outline. Writing and revising drafts are a series strategies designed to write the first rough draft, revise content and organization, proofread the second draft, and write the final copy.<sup>26</sup>

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<sup>24</sup>Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing From Paragraph to Essay*, (Spain: Macmillan, 2005), p. 3.

<sup>25</sup>Kate Grenville, *Writing from Start to Finish: a six step guide*, (Australia: Allen and Unwin, 2001), p.8.

<sup>26</sup>AOshima& Hogue, A., *Writing Academic English* (3rd Ed). (New York: Addison Wesley Longman, 1999), p. 3-12.

From the experts opinion above we can know that the writing process start from pre-writing, planning or outlining, and writing and revising. In pre-writing we can choose a topic and general idea, in planning or outlining we can write the outline or the topic sentences, and in writing and revising we can designing the draft that has been write and revising the content.

### **C. Procedure Text**

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

We usually find many kinds of texts in our daily life. One of those text is procedure text which is an instructional text that describes how to make something or how a series of sequenced steps or phrases. Procedure text as a piece of text that tells the readers or listeners how to do something. It's purpose is to provide instructions to making something, doing something, or getting somewhere.<sup>27</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 Profesional Development Service for Teacher states that procedure text is written text to explain how something is done, in a series of sequenced steps.<sup>28</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 accomplish through a sequence action or step. Procedure text or instructional text

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<sup>27</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p.28.

<sup>28</sup>Profesional Development Service for Teacher, 2013 available on <http://www.pdst.com>

becomes as an important genre because it enables someone to get things done and it is common in oral and written mode.<sup>29</sup> Priyanto 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. 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, 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>30</sup> Procedure text is any meaningful stretch of language that has social purpose to give information how to do something or achieve goal. A 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.”

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<sup>29</sup>Beverly Dewianka, *Exploring How Texts Work*, (Australia: Primary English Teaching Association, 2004), p.27.

<sup>30</sup>Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), p. 125.

As it can be seen above, procedure text defined as a text that explains, tells or shows someone how to do something, to make something and to get someplace, that have to be done in a series of sequenced steps.

## 2. The Generic Structure of Procedure Text

Structure of the text is the aid to arrange the sentences to be a text. According to Swales, “structure of texts is a device that supports communicative purpose.”<sup>31</sup> Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb “construct”, which has meaning: to build something, to put or fit something together, to form together..Both of them have same meaning, there are three generic structure of procedure text, they are:

- a) Goal : An Introductory statement that gives the aim or goal.
- b) Ingredients/ Materials : A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- c) Steps : A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.<sup>32</sup>

Thus from the explanation above, it can be concluded that here are three points of generic structure of procedure text which is crucial and it can be stated without ones, those are goal, Ingredients/materials and steps.

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<sup>31</sup>J.Swales, *Genre Analysis*, (UK: Cambridge University Press, 1990), p.42.

<sup>32</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p. 53.

Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

### 3. The Language Features of Procedure Text

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

- a) 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.
- b) Sequence words or temporal conjunctions (e.g., *firstly, next, then*) and numbers. (e.g., 123) that show the order for carrying out the procedure.
- c) Adverbs of manner to describe how the actions should be performed. e.g., quickly, firmly.
- d) Precise terms and technical language. e.g., ml, grams, etc.<sup>33</sup>

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

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<sup>33</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p.53

#### 4. The Example of Procedure Text



##### a. How to Make Fried Rice (Goal)

###### Ingredients :

- |                        |                       |                    |
|------------------------|-----------------------|--------------------|
| 1) Plate of White rice | 9) 1/2 stick of Leeks | } <b>Materials</b> |
| 2) 2 Eggs              | 10) Chili             |                    |
| 3) Tea spoon of Salt   | 11) Pepper            |                    |
| 4) 2 cloves of Onions  | 12) Cooking oil       |                    |
| 5) 1 cloves of Garlic  | 13) Tomato sauce      |                    |
| 6) Frying pan          | 14) Stove             |                    |
| 7) Spoon               | 15) Plate             |                    |
| 8) Spatula             |                       |                    |



**Instructions/ Steps :**

*First*, prepare a frying pan and pour the cooking oil. *Second*, heat the frying pan by using a medium flame. *Third*, after the cooking oil is hot, put the garlic, onion and chili. *Fourth*, stir all the materials until ripe and fragrant. Use Spatula to Stir until evenly cooked. *After that*, put eggs and scramble until cooked. *Then*, put white rice and stir until mixed with all ingredients. *Next*, add tomato sauce, pepper, and salt until all materials are blended. *Finally*, after everything on the frying pan was fragrant, serve into the plate.

**(Steps)**<sup>34</sup>

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<sup>34</sup> Yuli Nuriskandar, <http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html#ixzz4eQ1VKcSj> (Wednesday, April 11th, 2018)



### **b. How to Make Fried Banana**

#### **Ingredients:**

- 1.1 ripe black-skinned plantain or 4 small finger banana (make sure that the banana is sweet)
- 2.1 teaspoon Sugar
- 3.1 egg
- 4.6 tablespoons Flour
- 5.a pinch of salt
- 6.water
- 7.vegetable oil for deep frying

**Steps/ Instruction:**

1. Place flour in a deep mixing bowl. Make a well in the middle of the flour, and add egg, sugar and salt. Add water little by little. Whisk vigorously until batter is evenly smooth for coating and not too thin. If it is too thin, add more flour.
2. Peel plantain or banana and cut in half lengthwise and then cut again with 4-inch width. Dip into batter to coat generously.
3. Heat oil in a wok or deep fryer until moderately hot. Place coated plantain or banana in the wok or deep fryer and fry slowly until golden brown and crispy. This usually take approximately 10-15 minutes. Remove bananas from oil, drain on paper napkins and dry well.
4. Serve while still warm.<sup>35</sup>

**D. The Review Related Findings**

Related to this research, some researchers had been done as below: the first, Eka Febriyani conclude that used picture series to improve students' writing skill. It was done in two cycles consisting of two meetings on each cycle. In both Cycles, the researcher implemented picture-series and some other actions, such as giving a model of procedure text and listing difficult words and giving rewards. The students considered writing as a difficult lesson. The English teacher always used LKS as the main learning material and mostly asked the students to do the task in LKS. So, the students got bored during the teaching and learning process. It could be seen from the class

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<sup>35</sup>Erlina, <https://cookpad.com/id/resep/3357119-pisang-goreng-tepung>

observation that the researcher did before conducting the actions. As result, the students tended to be reluctant to get involved since they told that they never had an interesting media to be used in writing skill.<sup>36</sup>

Second, M. Miftahul Huda conclude that Teaching writing procedure text using demonstration can be enjoyable for both teacher and students. In fact, students can improve their writing procedure text after being taught using demonstration. Students' writing after being taught using demonstration was improved as well as their motivation to learn English. They become more understood in writing procedure text. Results of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging procedure text effectively and efficiently.<sup>37</sup>

So, based on two previous researchs above, the researcher tries to know the students' ability in writing procedure text. In other hand, two of this research are similar research, but the method, result and objects are different. Meanwhile, this research investigate in writing procedure text. The researcher describe how the students' ability in writing procedure text at eight grade SMPN 6 Padangsidimpuan.

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<sup>36</sup>Febriyani, Eka, *Improving Students' Skills In Writing Procedure Texts By Using Picture Series For The Seventh Grade Students Of SMP N 3 Mertoyudan*, (State University Of Yogyakarta, 2014), p. 97.

<sup>37</sup>Huda, M. Miftahul, *Improving Students' Ability In Writing Procedure Text Through Demonstration (A Classroom Action Research with of Seventh Grade Students of MTs Al Islam Jepara)*. (Walisongo State Islamic University Semarang, 2015). p. 79.

## **E. Hypotesis**

According to L.R. Gay a hypotesis is a researchers' tentative prediction of the result of the research findings.<sup>38</sup> Here, the hypotesis of this research is "The Students' Ability in Writing Procedure Text at Eight Grade SMPN 6 Padangsidempuan is in enough category".

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<sup>38</sup> L.R.Gay and Peter Airasian, *Educational Research: Competenciesfor Analysis and Application*, (USA: Merril, 2000), p. 71.

## CHAPTER III

### RESEARCH METHODOLOGY

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

##### 1. The Place of the Research

This research has done at SMPN 6 Padangsidempuan, specially at Eight Grade, it is located on Jl. Kenanga No.66, RT/RW 0/0, Ds./Kel Ujung Padang, Kec. Padangsidempuan Selatan, Kota Padangsidempuan, Provinsi Sumatera Utara.

##### 2. The Time of the Research

The research began from January 15<sup>th</sup> 2018 until February 2021.

#### B. The Research Design

This research used quantitative research with descriptive method. Quantitative research is research that is carried out by collecting numerical data from sample drawn from a certain population.<sup>39</sup>

Next quantitative research methods can be defined as a research method based on the philosophy of positivism, used to research on a particular population or sample.<sup>40</sup>

Quantitative descriptive is aim to describe with systematically and accurate of fact about the population. It used to describe how the students' ability in writing procedure text at eight grade SMPN 6 Padangsidempuan.

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<sup>39</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p.126.

<sup>40</sup>Sugiyono, *Quantitative Research Methods, Qualitative and R & D*, (Bandung: Afabeta, 2011), p.7

### C. Population and Sample

#### 1. Population

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by the researcher to study and then draw conclusions.<sup>41</sup>

The population of the research was all the students of SMPN 6 Padangsidempuan at eight grade. The population of the research consist of 8 classes with 240 students. Every class consist of 30 students.

**Table 1**  
**The Population of The Eight Grades**  
**at SMP N 6 Padangsidempuan in 2020/2021**

No.	Class	Students
1.	VIII-1	30
2.	VIII-2	30
3.	VIII-3	30
4.	VIII-4	30
5.	VIII-5	30
6.	VIII-6	30
7.	VIII-7	30
8.	VIII-8	30
<b>Total</b>		<b>240 Students</b>

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<sup>41</sup> Sugiyono, *Quantitative Research Methods, Qualitative and R & D*, (Bandung: Afabeta, 2011),p, p.80.

## 2. Sample

The sample is part of the number and characteristics possessed by the population. "So that the sample is part of the existing population, so that sampling must use certain methods based on existing considerations."<sup>42</sup>

The researcher has been taken one class to get the sample of this research. The sample of this research was students from grade VIII-1 with the total 30 students. The researcher take grade VIII-1 as a sample because the students in this class have the suitable criteria. So, the number that has been chosen become the sample in this research.

In this research the researcher use simple random sampling as a technique to get sampling.

**Table 2**  
**Sample of the Research at Eight Grade in SMPN 6 Padangsidimpuan**

No	Class	Total Students
1.	VIII-1	30
Total		30

### D. The Instrument and Technique of Data Collection

The instrument is writing test, it is to write a procedure text consist of the generic structure. Test is sequence of question or practice that would be

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<sup>42</sup>Sugiyono, *Quantitative Research Methods, Qualitative and R & D*, (Bandung: Afabeta, 2011),, p.81.



used for surveying the skill, intelligence, knowledge, ability to trail that is owned be used for surveying by individual or group.

The test has done by writing procedure text. The procedure text that will be written is by choosing one of the titles that was prepared by the researcher. Students should be using simple present tense and the generic structure of procedure text namely; Goal, Ingredients/Materials and Steps.

The indicator of procedure text can be seen as below:

**Table 3**  
**The Indicator of Writing Procedure Text**

<b>Procedure Text</b>			
<b>No</b>	<b>Indicator</b>	<b>Number of Items</b>	<b>Score</b>
1	Goal	A procedure text	10
2	Ingredients/ Materials		30
3	Steps		60
<b>Total</b>		<b>1 Text</b>	<b>100</b>

The researcher used the indicators on the table above because the indicator is the generic structure of procedure text. As can be seen that each indicator have the different score because in the indicator goal only show the purpose of the text so the researcher decide 10 score for the indicator. In the indicator ingredients the researcher give 30 score because in this indicator the students only mention the ingredients that use in the text. While, in the

indicator steps the researcher give 60 score because in this indicator the students should explain the steps one by one from the first until finish.

The techniques for collecting data as below:

1. Check the validity of the test

The researcher use content validity to check the validity of the test.

2. Explaining the outline of Procedure text
3. Preparing the test
4. Giving the test to students
5. Determining the time of doing the test
6. Reminding the students don't cheating and doing the test by their own self.
7. Giving chance to students to check their answer sheets before collecting it.
8. Collecting the students' answer sheets to analyze.

#### **E. The Technique of Data Analysis**

The researcher analyzed the data after collecting it. The scores of students presented in descriptive. The procedures are:

1. Checking the answer sheets
2. Analyzing students result with mean score the formula is:

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

Meaning: M : Mean score

N : Sum of respondents

$\sum x$  : Total of the result

After collecting their answer, the researcher analyzed the result of the test with mean score and the average scores of students are interpreted in descriptive data. After the researcher get the data, it has been presented in frequency table as following:

**Table 4**  
**The Classification Quality of the Students' Score**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21 – 40%	Low
3	42% - 60 %	Enough
4	61% - 80%	High/ Good
5	81% - 100 %	Very high/ Very Good <sup>43</sup>

After the researcher found the mean score of all students', it would be 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.

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<sup>43</sup>Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), P. 23.

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 or good ability.
5. If the value of mean score 81 – 100, it can be categorized into very high or very good ability.

After doing the categorization, the hypothesis would be tested with the formula as following:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{p(1-p)/n}}$$

Explanation:

x: Data that includes hypothesis categories

n: All of data

p: Hypothesis proportion<sup>44</sup>

3. Then, students results/scores are calculated into the classification quality on the table below:

**Table 5**  
**The Classification Quality of the Students' Score<sup>45</sup>**

Quantitative Ability	Qualitative Ability	Ability
80-100	Very good	Able
60-79	Good	Able

<sup>44</sup>Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Srana, 2014), p.80.

<sup>45</sup>Iqbal Hasan. *Analisis Data Penelitian dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p. 21.

50-59	Poor	Unable
$\leq -49$	Very poor	Unable

4. Finally, making conclusion. It is done to conclude the discussion solidly and briefly.

#### **F. The Outline of the Thesis**

The systematic of the research is divided into five chapter. Each chapter consist of many sub chapter with detail as follow:

Chapter I discuss of introduction, consist of background of the problem, focus of the researcher, the definition key terms, formulation of the problem, the objective of the research and the significance of the research.

Chapter II contain of the theoretical description, definition of writing, the writing process, the purpose of writing, definition of procedure text, language features of procedure text, generic structure of procedure text, the example of procedure text and related finding.

Chapter III consist of research methodology involve: Research design, source of data, the technique of data collection, and the technique of data analysis.

Chapter IV consist of the result of the research. The result of the research consist of the description of the data.

Chapter V consistof conclusions told about concluded the result of the research, and suggestions

## CHAPTER IV

### THE RESULT OF THE RESEARCH

#### A. Findings

##### 1. General Finding

The place of the research was conducted at VIII Grade SMP Negeri 6 Padangsidempuan in 2020/2021 Academic Year, which the complete address was on Jl. Kenanga No.66, RT/RW 0/0, Ds./Kel Ujung Padang, Kec. Padangsidempuan Selatan, Kota Padangsidempuan, Provinsi Sumatera Utara.

Based on the observation, it was looked the location of this school is very strategic because this school stood in the center of society so the other societies got easy to reach it. Generally, this school had some equipments and facilities as follows:

- a. 21 Classrooms
- b. 1 Administration room which doubles as the principal's room
- c. 1 Teachers room
- d. 1 Library
- e. 1 Laboratories
- f. 1 Computer room
- g. 1 Musollas' room
- h. 1 Counseling Guidance room

## 2. Specific Findings

### a. The Description of Students' Ability on Writing Procedure Text at Eight Grade SMPN 6 Padangsidempuan

Absolutely, to know the extent of the students' ability in writing procedure text at eight grade SMPN 6 Padangsidempuan, the researcher used test as instrument of the collecting the data. The researcher asked the students to write a procedure text based on the question. So the researcher found many stories inside the test, then the instrument given for eight grade students of SMPN 6 Padangsidempuan, the score each of them could be seen in the table below:

**Table 6**  
**The Students Total Score in Writing Procedure Text Test.**

No	Student's Initial Name	Goal	Ingredients	Steps	Total Score
(1)	(2)	(3)	(4)	(5)	(6)
1	AF	10	30	10	50
2	AAKL	10	30	50	90
3	ARS	10	30	50	90
4	AS	10	25	50	85
5	AKL	10	30	40	80
6	AA	10	30	50	90
7	AWH	5	25	40	70

8	ANP	10	20	60	90
9	AKS	10	30	50	90
10	ARP	5	25	50	80
11	EMP	10	30	30	70
12	FSH	5	25	30	60
13	LS	10	30	45	85
14	LN	10	30	30	70
15	MRF	10	30	30	70
16	MSN	10	25	20	55
17	MSH	5	25	40	70
18	MJ	5	25	40	70
19	NH	10	30	50	90
20	RAP	10	30	30	70
21	RAS	10	30	40	80
22	RSZ	10	30	55	95
23	REN	10	20	60	90
24	RPA	10	30	45	85
25	RUH	10	20	40	70
26	SM	10	30	20	60
27	TAS	10	30	30	70
28	WL	10	30	20	60



29	WAS	5	25	50	80
30	ZYZ	10	30	40	80
	<b>Total</b>	<b>2295</b>			

Based on table above, the total scores of eight grade students of SMPN 6 Padangsidempuan in writing procedure text is 2295. It can also seen that there was a student has got 95 as the highest score and there was a student has 50 score as the lowest score. To know the quality score each of the students in identifying word classes can be seen as below:

**Table 7**

**The Quality of Students Score in Writing Procedure Text Test.**

<b>No</b>	<b>Student's Initial Name</b>	<b>Total Score</b>	<b>Quality Score</b>
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
1	AF	50	Poor
2	AAKL	90	Very Good
3	ARS	90	Very Good
4	AS	85	Very Good
5	AKL	80	Very Good
6	AA	90	Very Good
7	AWH	70	Good
8	ANP	90	Very Good
9	AKS	90	Very Good

10	ARP	80	Very Good
11	EMP	70	Good
12	FSH	60	Good
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
13	LS	85	Very Good
14	LN	70	Good
15	MRF	70	Good
16	MSN	55	Poor
17	MSH	70	Good
18	MJ	70	Good
19	NH	90	Very Good
20	RAP	70	Good
21	RAS	80	Very Good
22	RSZ	95	Very Good
23	REN	90	Very Good
24	RPA	85	Very Good
25	RUH	70	Good
26	SM	60	Good
27	TAS	70	Good
28	WL	60	Good
29	WAS	80	Very Good

30	ZYZ	80	Very Good
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Based on the table above, it is clear that the students' quality scores in writing procedure text vary. There are still many students who have low, good and very good. This means that the ability of class VIII-1 students of SMPN 6 Padangsidempuan for the 2020-2021 academic year in writing procedure text were varies.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

**Table 8**  
**Resume of Variable Scores in Writing Procedure Text**

No	Statistic	Variable
1	High score	95
2	Low score	50
3	Mean score	76,5
4	Median	80
5	Mode	70

From the table above, it can be known from 30 students that the highest score is 95 and the lowest score is 50. From the data, the researcher calculated that the mean score is 76,5. The researcher got median score is 80 and modus is 70. By the calculation, it can be concluded that the students' ability in writing procedure text is good.

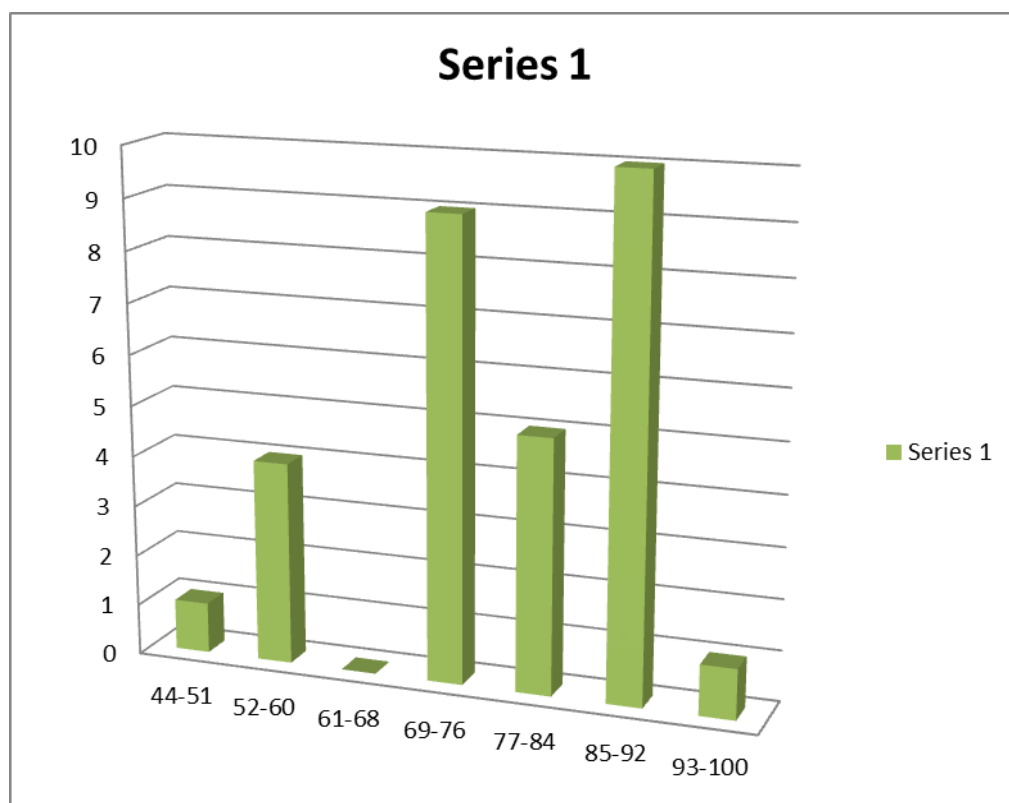
Based on the calculation mean score was 76.5. So application in writing procedure text was good, it can be known from the table interpretation mean score in chapter III. To know relevance of data was done to group the variable score in writing procedure text which interval 5.

**Table 9**  
**The Frequency Distribution in Writing Procedure text**

<b>No</b>	<b>Interval Class</b>	<b>Frequency Absolute</b>	<b>Frequency Relative</b>
1	44-51	1	3.33%
2	52-60	4	13.33%
3	61-68	0	0.00%
4	69-76	9	30.00%
5	77-84	5	16.67%
6	85-92	10	33.33%
7	93-100	1	3.33%
		<b>30</b>	<b>100 %</b>

Based on the table above, it can be concluded that the interval class scores from 44-51 are 1 student with frequency (3.33%), 52-60 as many as 4 students with frequency (13.33%), 61-68 as many as 0 student with frequency (0.00%), 69-76 as many as 9 students with a frequency (30.00%), 77-84 as many as 5 students with a frequency (16.67%), 85-92

as many as 10 students with a frequency (33.33% ) and 93-100 as many as 1 student with a frequency (3.33%). Based on the table above, it can be drawn at histogram as below:



**Diagram 1: The Histogram Students' Ability in Writing Procedure Texts of VIII-1 students of SMPN 6 Padangsidimpuan for the 2020-2021**

Based on the table above, it is known that the variable students' ability in writing procedure text shows that the respondents at 44-51 are 1 student, the 52-60 interval is 4 students, the 61-68 interval does not exist, the 69-76 interval is 9 students, the 77- 84 as many as 5 students, intervals of 85 - 92 as many as 10 students, intervals of 93-100 by 1 student. So what is meant by interval in this study is the number of samples that score as a percentage.

## B. Hypothesis Testing

The research hypothesis is "The ability to write procedure text for class VIII-1 of SMPN 6 Padangsidempuan is a good skill. Based on the collected data, the data is analyzed to prove the hypothesis using the Z-test formula. It can be seen as follows

Calculation Z count :

$$\begin{aligned}
 Z &= \frac{\frac{X}{n} - p}{\frac{\sqrt{p(1-p)}}{n}} \\
 Z &= \frac{\frac{5}{80} - 0,8}{\sqrt{\frac{0,8(1-0,8)}{80}}} \\
 &= \frac{0,36 - 0,8}{\sqrt{\frac{0,8(0,2)}{80}}} \\
 &= \frac{0,17 - 0,8}{\sqrt{\frac{0,16}{80}}} \\
 &= \frac{-0,63}{\sqrt{0,0053}} \\
 &= \frac{-0,63}{0,0728} \\
 &= -8,63
 \end{aligned}$$

Calculation  $Z_{table}$  :

$$Z(1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$Z = -6,22$$

$$0.025 = 0.0030$$

Based on calculation it can be concluded that  $Z_{\text{count}} = -8,63$  was less than  $Z_{\text{table}} = 0.3264$  ( $Z_{\text{count}} = -8,63 < Z_{\text{table}} = 0.3264$  by level 0,05. So from the result above the researcher concluded that the hypothesis rejected by using Z-test. Because  $Z_{\text{count}} = -8,63 < Z_{\text{table}} = 0.3264$ .

The meaning in the level 5% Students' ability in writing procedure text of VIII-1 of SMPN 6 Padangsidimpuan have good ability.

So, Students' Ability in writing procedure text of VIII-1 of SMPN 6 Padangsidimpuan was good ability according to table III the classification quality of the students' score. It was 76,5 score.

### C. DISCUSSION

After analyzing the data, it was found that the students' ability to write procedure text in class VIII-1 of SMPN 6 Padangsidimpuan was in the good category or a score of 76.5; This is obtained from the results of the average score of the students in taking the test by analyzing the understanding of writing the procedure text. This category is the same as previous researchers.

Eka Febriyani conclude that used picture series to improve students' writing skill. It was done in two cycles consisting of two meetings on each cycle. In both Cycles, the researcher implemented picture-series and some other actions, such as giving a model of procedure text and listing difficult

words and giving rewards. The students considered writing as a difficult lesson. The English teacher always used LKS as the main learning material and mostly asked the students to do the task in LKS. So, the students got bored during the teaching and learning process. It could be seen from the class observation that the researcher did before conducting the ctions. As result, the students tended to be reluctant to get involved since they told that they never had an interesting media to be used in writing skill.<sup>46</sup>

Second, M. Miftahul Hudaconclude that Teaching writing procedure text using demonstration can be enjoyable for both teacher and students. In fact, students can improve their writing procedure text after being taught using demonstration. Students' writing after being taught using demonstration was improved as well as their motivation to learn English. They become more understood in writing procedure text. Results of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging procedure text effectively and efficiently.<sup>47</sup>

The two results showed that the students 'ability to identify all procedure text was good. Thus, the results of this study indicate that students' writing skills are very effective.

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<sup>46</sup>Febriyani, Eka, *Improving Students' Skills In Writing Procedure Texts By Using Picture Series For The Seventh Grade Students Of SMP N 3 Mertoyudan*, (State University Of Yogyakarta, 2014), p. 97.

<sup>47</sup>Huda, M. Miftahul, *Improving Students' Ability In Writing Procedure Text Through Demonstration (A Classroom Action Research with of Seventh Grade Students of MTs Al Islam Jepara)*. (Walisongo State Islamic University Semarang, 2015). p. 79.



**Table 10**  
**Result of Previous Research**

No	Name of Researcher	Category of Mean Score
1	Eka Febriyani	Good
2	M. Miftahul Huda	Good

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

In conducting this research, the researcher realized that there were many threats of the researcher. It is started from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher looks the answer directly without care about it.

The researcher was aware 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, headmaster and English Teachers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research and data calculation, the researcher concluded that the students' ability in writing the text of the VIII-1 procedure in class students of SMP N 6 Padangsidimpuan was in the good category. 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 Padangsidimpuanis in enough category". 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  $Z \text{ count} = -8.63 < Z \text{ table } 0.3264$ .

#### B. Suggestion

After drawing conclusions, the researcher wants to provide suggestions on the results of this study. It can be seen as follows:

1. It is recommended to English teachers, especially English teachers of grade VIII, before learning about writing procedure text. Teachers implement appropriate strategies, methods, methods or procedures that can improve or assist students in understanding English. especially in writing procedure text. Teachers must be serious about teaching this. Even in college, students are still studying this topic and the last one is that writing

procedure text is one of the skills that our minds need to think about texts, and writing is also very important to get information from the source. So, make sure the students understand first.

2. To the principal, it is suggested to motivate the teachers, especially the English teachers of SMPN 6 Padangsidempuan, to continue to motivate their students to learn English.
3. It is more important for students to be more serious and always excited when the teacher gives some students, and always believe in yourself
4. It is important for other researchers to make the most in-depth research on this research topic, because it is still far from perfect to the topic to the limitations of the material, knowledge and experience of researchers.

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**APPENDIX I**

## Students' Worksheet

Name:	Day :
Class :	Date :

**Instruction !****Write a procedure text how to make a cup of coffee.**

Aim/ Goal :

List of Material/ Ingredients :

Steps :

## Students' Worksheet

Name:	Day :
Class :	Date :

**Instruction !****Write a procedure text how to make the fried rice.**

Aim/ Goal	:
List of Material/ Ingredients :	
Steps	:

## Students' Worksheet

Name:	Day :
Class :	Date :

**Instruction !****Write a procedure text how to make the fried banana.**

Aim/ Goal	:
List of Material/ Ingredients :	
Steps	:

Padangsidempuan, November 2018

**Validator**

Mila Diyana, S.Pd

NIP. 19770525 200701 2 002



**APPENDIX 2**

**STUDENT'S NAME  
IN CLASS VIII-1 SMPN 6 PADANGSIDIMPUAN**

<b>No</b>	<b>Students' Names</b>	<b>Students' Initials</b>
1	ADITYA FIRANSYAH	AF
2	AHDAN AL KODRI LUBIS	AAKL
3	AHMAD RIFALDI SIREGAR	ARS
4	AHMAD SANI	AS
5	ALI KURNIAWAN LUBIS	AKL
6	ALYA AYULIANDA	AA
7	ANANDA WAHYUDI HTG	AWH
8	ANGGI NITA PAULINA	ANP
9	ARINI KARTIKA SIREGAR	AKS
10	ARJUNA RAIH PATIH	ARP
11	ELSI MUTIARA PAKPAHAN	EMP
12	FATIH SOLIHIN HARAHAP	FSH
13	LILIS SURYANI	LS
14	LULU NATARA	LN
15	MHD REZA FACHREZI	MRF
16	MHD SAFII NASUTION	MSN
17	MHD SAWAL HASIBUAN	MSH
18	MIFTAHUL JANNAH	MJ
19	NADYA HUTASUHUT	NH
20	RAFLI AULIA PAKPAHAN	RAP
21	RAYCHAND AZHARI SIREGAR	RAS
22	RIALBI SYAHBAN ZUHDI	RSZ

23	RIZKA EFENDI NST	REN
24	RIZKY PUTRA ARIANSYAH	RPA
25	RONA ULAYYA HASIBUAN	RUH
26	SATRIA MANDALA	SM
27	TAUFIK ALWI SIREGAR	TAS
28	WAHDINI LUBIS	WL
29	WILIAN ARIF SATRUA	WAS
30	ZINEDINE YAZID ZIDAN	ZYZ

## APPENDIX 3

**SCHOOL OF STUDENTS IN WRITING TEXT PROCEDURE FOR  
CLASS VIII-1 SMPN 6 PADANGSIDIMPUAN**

<b>No</b>	<b>Student's Initial Name</b>	<b>Goal</b>	<b>Ingredients</b>	<b>Steps</b>	<b>Total Score</b>
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>
1	AF	10	30	10	50
2	AAKL	10	30	50	90
3	ARS	10	30	50	90
4	AS	10	25	50	85
5	AKL	10	30	40	80
6	AA	10	30	50	90
7	AWH	5	25	40	70
8	ANP	10	20	60	90
9	AKS	10	30	50	90
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>
10	ARP	5	25	50	80
11	EMP	10	30	30	70
12	FSH	5	25	30	60
13	LS	10	30	45	85
14	LN	10	30	30	70

15	MRF	10	30	30	70
16	MSN	10	25	20	55
17	MSH	5	25	40	70
18	MJ	5	25	40	70
19	NH	10	30	50	90
20	RAP	10	30	30	70
21	RAS	10	30	40	80
22	RSZ	10	30	55	95
23	REN	10	20	60	90
24	RPA	10	30	45	85
25	RUH	10	20	40	70
26	SM	10	30	20	60
27	TAS	10	30	30	70
28	WL	10	30	20	60
29	WAS	5	25	50	80
30	ZYZ	10	30	40	80
	<b>Total</b>	<b>2295</b>			

## APPENDIX 4

### DESCRIPTION DATA USING MATHEMATIC FORMULA

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

50	90	90	85	80
90	70	90	90	80
70	60	85	70	70
55	70	70	90	70
80	95	90	85	70
65	70	60	80	80

2. High score = 95
3. Low score = 50
4. Range = high – low score  
= 95-50  
= 45
5. Total of classes ( BK) =  $1 + 3.3 \log (n)$   
=  $1 + 3.3 \log (30)$   
=  $1 + 3.3 (1,47)$   
=  $1 + 4,85$   
= 5.85  
= 6

6. Interval (i)

$$i = \frac{R}{\frac{BK}{6}} = 7,5(\text{dibulatkanjadi } 8)$$

7. Mean score

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

No	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	50	1	50	2500	2500
2	55	1	55	3025	3025
3	60	3	180	3600	10800
4	70	9	630	4900	44100
5	80	5	400	6400	32000
6	85	3	255	7225	21675
7	90	7	630	8100	56700
8	95	1	95	9025	9025
<b>Jumlah</b>		<b>30</b>	<b>2295</b>	<b>44775</b>	<b>179825</b>

$$\text{Mean} = x = \frac{\sum x}{N}$$

$$X = \frac{2295}{30} = 76,5$$

8. Median = 80
9. Modus = 70

**APPENDIX 5****RESEARCH DOCUMENTATION**

**Explained The Procedure Text To The Students (Sesi 1)**

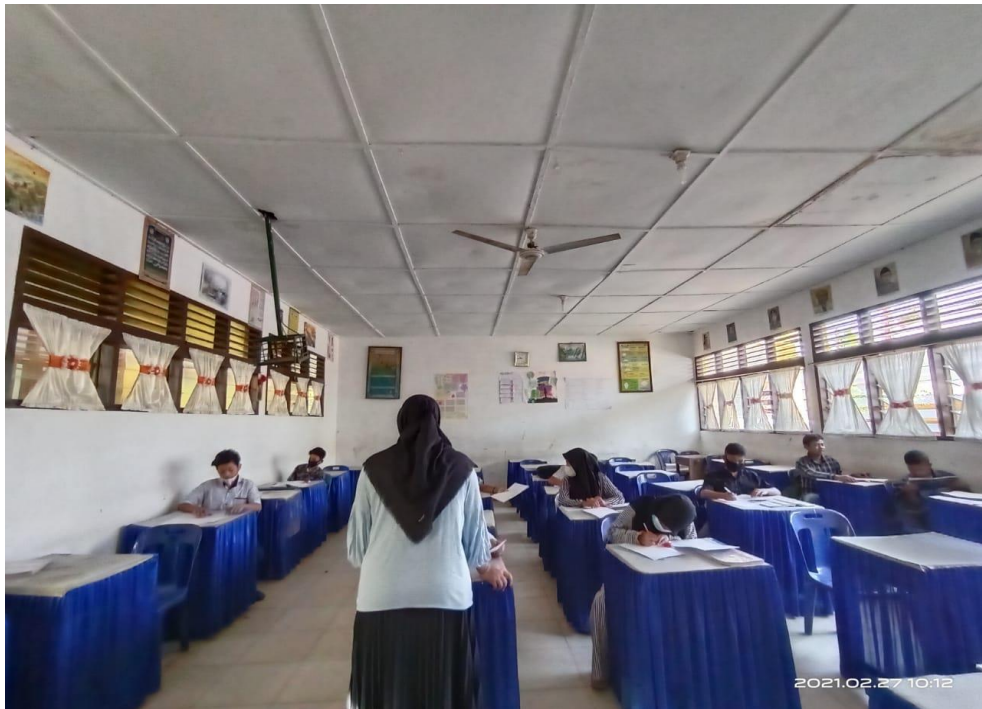


**The Students Did The Writing Test**



**Explained The Procedure Text To The Students (Sesi 2)**





**The Students Did The Writing Test**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
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Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 207 /n.14/E/TL.00/02/2021  
Hal : Izin Penelitian  
Penyelesaian Skripsi

24 Februari 2021

Yth. Kepala SMPN 6 Padangsidempuan  
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa

Nama : Wahyu A. Rabbawany

NIM : 1420300149

Program Studi : Tadris/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan


adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Writing Procedure Text at Eight Grade SMPN 6 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk membenarkan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik ucapkan terimakasih.



Dr. Leny Hilda, M.Si  
NIP. 19720920 200003 2 002


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan T. Rizal Nurdin Km. 4.5 Sihatang 22733  
 Telephone (0634) 22080 Faksimile (0634) 24022

---

Nomor : 59/In.14/E.6a/PP.00.9/09/2017  
 Lampiran : -  
 Perihal : **Pengesahan Judul dan Pembimbing Skripsi**
Padangsidimpuan, 16 September 2017

Kepada Yth:  
 1. **Rayendriani Fahmei Lubis, M.Ag** (Pembimbing I)  
 2. **Fitri Rayani Siregar, M.Hum** (Pembimbing II)

di - Padangsidimpuan

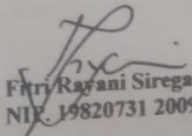
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

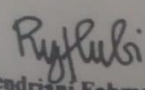
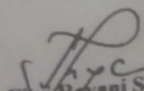
Nama	: Wahyu A. Rabbawany
NIM	: 1420300149
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: <b>Students' Ability In Writing Procedure Texts At Eight Grade SMPN 6 Padangsidimpuan</b>

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

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

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

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**PEMERINTAH KOTA PADANGSIDIMPUAN**  
**DINAS PENDIDIKAN**  
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 Email : smpnegeri6padangsidimpuan@gmail.com

**SURAT KETERANGAN**  
 Nomor : 424 / 012 /SMP.N.6/2021

Yang bertanda tangan dibawah ini :

Nama	: ERLINDA PULUNGAN,S.Pd
Nip	: 19750310 200604 2 012
Pangkat /Gol.Ruang	: Pembina,IV/a
Jabatan	: Kepala Sekolah SMP Negeri 6 Padangsidimpuan


Dengan ini menerangkan bahwa :

Nama	: WAHYU A.RABBAWANY
NIM	: 1420300149
Prodi Studi	: Tadris / Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Adalah benar telah melaksanakan penelitian dari tanggal 26 s.d 27 Februari 2021 dengan Judul Skripsi "Students' Ability in Writing Procedure Text at Eight Grade SMPN 6 Padangsidimpuan" Sesuai dengan Surat Dekan Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Padangsidimpuan Fakultas Tarbiyah Dan Ilmu Keguruan Nomor : B-207/In.14/E/TL.00/02/2021.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Padangsidimpuan , 01 Maret 2021  
 Kepala SMP Negeri 6 Padangsidimpuan

  
 ERLINDA PULUNGAN,S.Pd  
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