THE STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE SEVENTH SEMESTER OF TBI IAIN PADANGSIDIMPUAN

THESIS

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

Written By:

TUTY MELINDA
Reg Number. 16 203 00040

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUT FOR ISLAMIC STUDENTS
PADANGSIDIMPUAN
2021

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ADVISOR I   ADVISOR II

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
NIP. 19710510 200003 2 001   NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDENTS
PADANGSIDIMPUAN
2021

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) examplars

Padangsidimpuan,   July 2021

a.n. **Tuty Melinda**

To: **Dean**

Tarbiyah and Teacher Training Faculty
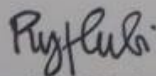
In-

Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Tuty Melinda**, entitled **"The Students' Writing Ability in Procedure Text at The Seventh Semester of TBI IAIN Padangsidimpuan"**. 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 IAIN Padangsidimpuan.

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 IAIN Padangsidimpuan. Thank you.

Wassalamu 'alaikum wr.wb.

Advisor I

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II

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

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	:	Tuty Melinda
Reg. Number	:	16 203 00040
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI-1
The title of the Thesis	:	THE STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE SEVENTH SEMESTER OF TBI IAIN PADANGSIDIMPUAN

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Reg. Number 16 203 00040

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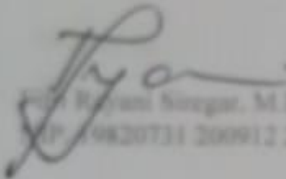
Padangsidimpuan, November 2021
The Signed

Tuty Melinda
Reg. Num. 16 203 00040

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINITION

Name : Tuty Melinda
Registration Number : 16 203 00040
Faculty : Tarbiyah and Teacher Training Faculty/TBI-1
The Title of Thesis : **The Students' Writing Ability in Procedure text at The Seventh Semester of TBI IAIN Padangsidimpuan**
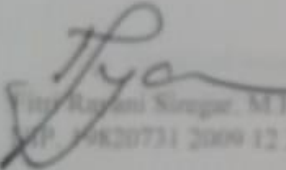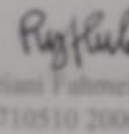
Chief,

Rayani Siregar, M.Hum
NIP. 19620731 200912 2 004

Secretary,

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Members,
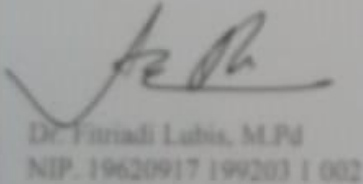
Rayani Siregar, M.Hum
NIP. 19620731 2009 12 2004

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Sri Rahmadhani Siregar, M.Pd
NIDN. 2008058602

Proposed:
Place : Padangsidimpuan
Date : July, 15ᵗʰ 2021
Time : 08.30 WIB until finish
Result/Mark : 79,25 (B)
IPK : 3,04
Predicate : Sangat Memuaskan

RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis   : THE STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE SEVENTH SEMESTER OF TBI IAIN PADANGSIDIMPUAN

Written By   : TUTY MELINDA

Reg. No   : 16 203 00040

Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY /TBI-1

The Thesis had been accepted as a partial fulfillment of the requirement
for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   Juli 2021
Dean of Tarbiyah and Teacher
Training Faculty

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

Name : Tuty Melinda
Reg. Number : 16 203 00040
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Title of the Thesis : The Students' Writing Ability in Procedure Text at the Seventh Semester of TBI IAIN Padangsidimpuan.

ABSTRACT

This research discussed about students' ability in writing procedure text. Writing is one of the important communication tools. People use writing to express their feelings and ideas to communicate with others. In education context, writing is important in the language development. The writing should be systematic and detail. In writing, there are some aspects should be mastered like vocabulary, structure, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing. The research goal is to describe the students' writing ability in procedure text at the seventh semester of TBI IAIN Padangsidimpuan on Academic Year 2020/2021.

This research used the d descriptive quantitative method. The population of this research 112 students of seventh grades students of TBI IAIN Padangsidimpuan, then sample of research intended 34 students, they were 10 students came from TBI-1, 10 students came from TBI-2, 12 students, and 12 students came from TBI-3. Next, this research analyzed the data by mean score formula, to know the students' writing ability score and the hyphothesis used Z-test formula.

Based on the result of the research, it was known that the students' ability in writing procedure text of seventh semester students of TBI IAIN Padangsidimpuan was categorized into good category or 71.73 score; it was gotten from the result of students' means score in doing the test by analysis writing ability of procedure text.

Then, the hypothesis is "students'ability in writing procedure text of seventh semester students of TBI IAIN Padangsidimpuan was categorized into good category". Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from $Z_{count} = 5.6 > Z_{table}\ 0.5120$.

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

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty God who has given me time, knowledge, strength and healthy in writing and finishing this thesis entitled "Students' Writing Ability in Procedure Text at the Seventh Semester of TBI IAIN Padangsidimpuan". Next, the researcher do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

This thesis is presented to the English education Department of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment for degree Strata I (S1). In finishing this thesis, it is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becoes a complete writing. In the process of finishing this thesis, the researcher got a lot of advices, suggestions, and aids from the following people:

1. Mrs. Rayendri Fahmei Lubis, M. Ag., as my first advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.

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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., 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, ...2021
Researcher

TUTY MELINDA

Reg. No. 16 203 00040

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CHAPTER 1
INTRODUCTION

A. Background of the Problem

English teaching involves four language skills, they are listening, speaking, reading and writing. Writing is one of the skills besides speaking, listening, and reading that should be taught in the early of learning. "Writing in general is expressing idea, opinion, experience, or information in the mind of the author into the form of written language. "Writing is one of the important communication tools. People use writing to express their feelings and ideas to communicate with others. In education context, writing is important in the language development. The writing should be systematic and detail. In writing, there are some aspects should be mastered like vocabulary, structure, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing." [1]

Writing is aimed at developing the students' writing skill so that they can write effectively and efficiently. To be able to write effectively and efficiently students should have a particular purpose in their minds before they write. Writing include an important skill that is needed by the students to learn English as foreign language because writing is one of the four skills to measure language competencies of the English teaching.

According to Urquhart and Mclver in Tari Kurnia Putri and Saunir Saun support that:

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[1] 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 University of Pasir Pengaraian). https://www.neliti.com/id/publications/109507.

the primary purpose of content writing is to deliver a message to the readers. It means that in writing, the researcher should make their ideas clearly so that the readers can get the point of the researcher. In addition, communication will be effective if the readers understand what the researcher means within the written form. If they cannot get the point with the words using, the readers will not get the purpose what the researcher tend to express.[2]

Based on the illustration above, writing is a very important capability for being owned by students. In writing, student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Teaching writing for students who learn English is one of the important things that has to be done well because it will influence the students' ability in developing their writing ability.

Learning of procedure text is one of the subjects in writing skill. In that subject the students must write the text based on the generic structure and language features. It's text ask the students to write clearly about the step how to do something, like the procedure of "how to cook fried rice", "how to operate the computer". The curriculum of English today based on the texts which the student expected to be able to write them, and one type of genre in writing that was taught is procedure text. In this research, the researcher focused on procedure text.

According to Barwick in Tari Kurnia Putri and Saunir Saun states that procedure text is a text to direct and explain how to do something through series of steps. Barwick and Dirgeyasa mention that there is two type of procedure text based on the generic structure, they are: how to make

something and how two operate something. How to make something: It is a kind of procedure text needs materials and ingredients to achieve the process such as "How to Make Fried Chicken" or "How to Make Fried Banana". Then, how to operate something: It is a kind of procedure text does not need materials or ingredients. It just shows the actions or steps in order to complete the process such as "How to Operate Projector", "How to Operate Washing Machine", and "How to Sign Up in Instagram.[3]

Based on the explanation above, the students should be able to write procedure text well. It means, the students are expected to be able to access the knowledge by using language skill in order to prepare and educate students to be ready to become human resources who have the competencies needed by employment. This goal can be achieved only if students are able to complete this learning well.

But, in fact based on researcher observation students' writing achievement is low. It is happen because there are some problems in students' writing ability. The first, students are difficult to express their feelings, ideas, opinion because they got difficulties in choosing appropriate words, combining sentences, and communicating their ideas or thought into good sentences or text. The second, several of them still got confused in using grammar to write procedure text. The last, the students are lack of vocabularies, motivation, and concentration in learning.

Then, based on some information from the students at seventh semester TBI IAIN Padangsidimpuan, the researcher found some problems faced by the

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[3] Barwick, J. *Targetting Text: Recount, Procedure, and Exposition*. (Glebe NSW: Blake Education. 1999). p 337

3

students in learning writing. The first is KA, she said that the students are lack in grammar and they are still confused in using punctuation.[4] The second is DA, she said that they are still confused in arranging the words into English language because they do not know structure well.[5] The third, MA, she said that the students do not concentrate of the material and they difficult to focus and center their mind when writing. Besides that, some of the students are lack of vocabulary and motivation in writing, seldom to practice, and lack of attention about the important of writing.[6]

Based on illustration above, students have many problems in writing because the students are poor vocabulary. Most of them cannot develop their mind when they write. The students have lack of writing motivation. Based on the explanation above, it is necessary to conduct the research about "**The Students' Writing Ability in Procedure Text at the Seventh Semester of TBI IAIN Padangsidimpuan"**.

B. Identification of the Problem

Based on the background above the researcher identified the problems of the students' writing ability. Some of the factors that influenced students' writing ability as follows:

1. The students are difficult to express their feelings, ideas, opinion because they got difficulties in choosing appropriate words, combining sentences, and communicating their ideas or thought into good sentences or text.

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[4] Student of English Department, *Private Interview to students of Seventh Semester,* (*TBI IAIN Padangsidimpuan*, 30th July 2020).
[5] Student of English Department, *Private Interview to students of Seventh Semester,* (*TBI IAIN Padangsidimpuan*, 30th July 2020).
[6] Student of English Department, *Private Interview to students of Seventh Semester,* (*TBI IAIN Padangsidimpuan*, 30th July 2020).

2. The students still got confused in using the grammar, the students of the school are still got low ability of writing procedure text.

3. The students are lack of vocabularies in English.

4. The students are lack of motivation and concentration in learning.

C. Limitation of the Problem

Based on the identification of the problem above, there are many problems that should be solved by the researcher in writing skill. Therefore, the researcher limits the scope of problem to discuss about the students' ability writing in procedure text at the seventh semester of TBI IAIN Padangsidimpuan.

D. Formulation of the Problem

Based on the problem above, the researcher formulated the problem as follows: How is the students' ability in writing procedure text at the seventh semester of TBI IAIN Padangsidimpuan?

E. Objectives of the Research

Based on the formulation that had been mentioned previously, the aims of this research is to describe the students' ability writing in procedure text at the seventh semester of TBI IAIN Padangsidimpuan.

F. Definition of Key Terms

1. Students' Ability

The ability is someone capacity to do something. Students' writing ability is the ability of a student, which is owned by the results of what has been learned that can be demonstrated or seen through the results of learning. Students' Writing Ability One of English skills that must be learned by the students. It practices the vocabulary and grammar of the lesson in their daily activities because it is very useful for their advanced, especially in education.

2. Writing Skill

Writing is a service activity through which learners can solidify their knowledge of vocabulary and other grammatical structures. Therefore, the goal of writing is two fold. Firstly, it practices the vocabulary and grammar of the lesson. It helps develop writing ability that serves communicative purposes.

3. Procedure Text

Procedure text is commonly called as an instruction text. To provide instructions making something, doing something or getting somewhere. Procedure is commonly used to describe how to make something which is close to our daily activities for example how to make a cup of tea, how to make an omelet and so on.

G. Significances of the Research

The significances of this research are:

1. For the students, to prove students skill in learning writing ability, to help students understanding text genre and to give motivation to the students to be better in writing procedure text.

2. For the English Lecturers, to motivate the lecturers in order to implement innovative and non-monotonous learning, and teachers to be able to create an atmosphere of learning be active, creative, effective and fun.

3. For the researcher, it can be used as a reference to other researchers who want to conduct a reseacher about writing ability.

H. Outline of The Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of research, definition of terms, significances of the study, and outline of the thesis.

In chapter two, it consists of the theoretical description, which consists of sub chapters such as theoretical description of writing ability and procedure text. Then review of related findings consists of some findings that are done by other researcher in the same research and hypothesis.

In chapter three, it consists of research methodology which consists of time and place of the research, method of the research, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and lecturers by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical description Writing

1. Definition of Writing Procedure Text

Students' writing ability consist three words: students, writing and ability. In oxford advanced leaner's dictionary of current English, according to A. S Hornby students who is studying at a university.[1] Students are anyone who studies or who is devoted to the acquisition of knowledge. Student is a person who attends a school, collage of university, a person who studies something.[2] So, the researcher takes conclusion that called student is given to students who are following the education and learning process to develop themselves through levels and types of education.

According to Brown in Tari Kurnia Putri and Saunir Saun, writing 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.[3] Graham and Hebert in Elva Susanti, Rivi Antoni, Evi Kasyulita state that writing is often recommended as a tool for

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[1] Hornby A S, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1974). P. 18

[2] Merriam A Webster, *Defenition of Student*, (http//www.merriam-webster.com/dictionary/student.), retrideve 10:34 PM (2020).

[3] 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.

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.[4]

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 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 Merriam Webster, the word "ability" has three meanings, they are, the power to do something physical, mental, or power to perform, competence in doing.[5] In Oxford Dictionary "stated that ability is level of skill or intelligence".[6] 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. This text is used to show how something should be done based on certain steps. The steps are a series

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[4] 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 University of Pasir Pengaraian). https://www.neliti.com/id/publications/109507.

[5] A Marriam, *Webster's Collegiate Thesaurus* (USA: Massa Chusettes, 1976). P. 132

[6] Hornby A S, *Oxford Advance Learner's Dictionary of Current English* (New York: Oxford University Press, 2000).p. 2

of activities that cannot be placed randomly.[7] 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.[8]

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.

2. 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

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[7] P. Iwuk. *A Guide for Reading Comprehension*, (Yogyakarta: Citra Aji Parama, 2007), p. 70.

[8] Maharani, Ida. *How to Write Effectively Menulis Secara Efektif*, (Yogyakarta: Citra Aji Parama, 2007), p. 54.

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).[9]

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 Antoni1, Evi Kasyulita explains the process of writing, as follows:

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

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[9] Harmer, J. 2008. *The practice of English language teaching*. New York, NY: Addison Wesley Publishing Company. p. 12.

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

c. Editing

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

d. Final version

Final version is a process to revise and edit the draft, making the change that consider to be necessary. This may look considerably different from both the original plan and the first draft, because things have changed in editing process. In the step the researcher omit some important things also some time add some necessary one. In the process we should pay attention on the text as whole.[10]

The steps above are similar to Oshima and Hogue's in Ade Dwi Jayanti opinion 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:

a. Step 1 (Prewriting): brainstorming.
b. Step 2 (Planning): developing an outline.
c. Step 3 (Writing): writing a rough draft.
d. Step 4 (Revising): editing the rough draft for content and organization.
e. Step 5 (Rewriting): writing a second draft.[11]

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.

3. Purpose of Writing 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

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[10] Harmer, Jeremy, (2004) .*How to Teach Writing.* England :Pearson Education Limited.

[11] Oshima, A. and Hogue,A. 1988. *Introduction to Academic Writing*. New York: Addison-Wesley Publishing Company, Inc.

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. 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.[12]

The purpose of writing is can explain, report the facts, ensure change the peoples' opinion, or affect the readers' attitude. According to Whitaker in Elva Susanti, Rivi Antoni1, Evi Kasyulita the most common purposes in academic writing are to persuade, analyze/synthesize, and inform.

a. Persuasive purpose
Persuasive purpose is to persuade the reader to do something. It means the readers should adopt the answer to the question and support the answer using the reason and evidence. Persuasive writing assignments include argumentative and position papers.
b. Analytical purpose
Analytical purpose is to explain, evaluate possible answers to the question, and choosing the best answer. Analytical assignments includes investigate causes ,examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. Examples of these assignments include analysis papers and critical analysis.
c. Informative purpose
Informative purpose is to explain possible answers to the question, giving the readers new information about the topic, share knowledge and developing the idea. The function is to inform something may important to the readers.[13]

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[12] P. Iwuk. *A Guide for Reading Comprehension*, (Yogyakarta: Citra Aji Parama, 2007), p.5
[13] Elva Susanti, Rivi Antoni1, 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 University of Pasir Pengaraian)., p. 4. https://www.neliti.com/id/publications/109507.

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 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.[14]

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

[14] Wicaksono, Anggun "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-alauddin.ac.id/eprint/6135.

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.

4. Skills of Writing Procedure Text

Brown classified writing skills into six micro skills and six macro skills as the following quotes:

Micro skills of writing:
1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (tense, agreement, pluralization), patterns, and rule.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Macro skills of writing:
1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing

5. Correctly convey culturally specific references in the context of the written text.

6. 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. [15]

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

5. 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 & 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.[16]

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[15] Brown, Douglas. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Longman.com. p.221.

[16] 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.

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

a. Content : main ideas stated clearly and accurately, chance of opinion very clear.
b. Organization : coherent and logical.
c. Vocabulary : choices of words, use of idioms, and word forms
d. Grammar : control of structure.
e. Mechanics : mastery of spelling and punctuation. [17]

For more detail will be described as follows:

a. 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.[18] It means that content is something explain from sentence that should have meaning, refers to knowledgeable and development to assigned the relevant topic.

b. 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"[19] The organization refers to the students'

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[17] Cohen, Andrew D.(1994). *Assessing Language Ability in the Classroom.* Boston: Heinl & Heinle Publishers.

[18] 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.

[19] Brown, H. Douglas. 2010. *Language Assessment: Principles and Classroom Practices.* 2nd Edition. New York: Pearson Education Inc.p. 285.

achievement in writing 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.

c. 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". [20]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.

d. 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 states that, "Language refers to the students' ability in writing the sentence, simple complex, and

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[20] Maskor, Zunita Mohamad and Baharudin, Harun. 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.

compound sentences correctly and logically."[21] 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".[22] 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 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,

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[21] 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.

[22] Brown, H. Douglas. 2010. *Language Assessment: Principles and Classroom Practices*. 2nd Edition. New York: Pearson Education Inc.p. 285.

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.

6. Writing Assessment

Assessment aims at supporting and improving student learning. Assessment, as a term in the academic community, stems from a movement towards accountability. If a teacher fails to have a clear sense of the full dimensions of performance, ranging from poor or unacceptable to exemplary, he or she will not be able to teach students to perform at the highest levels or help students to evaluate their own performance.[23]

In a criterion-referenced approach to scoring writing, the quality of each essay is judged in its own right against such external criteria as coherence, grammatical accuracy, contextual appropriateness, and so on. According to Hyland (2003), such an approach takes a variety of forms and falls into three main categories: (a) holistic, (b) analytic, and (c) trait-based.[24] As Weigle (2002) claims, the holistic approach offers a general impression of a piece of writing; the analytic approach is based on separate scales of overall writing features; and the trait-based approach takes a particular task into consideration and judges performance traits relative to its ‗trait' requirements.[25]

a) Holistic Scoring

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[23] Hyland, K. (2003*). Second language writing*. London: Cambridge University Press.
[24] Hyland, K. (2003*). Second language writing*. London: Cambridge University Press.
[25] Hyland, K. (2003*). Second language writing*. London: Cambridge University Press.

A holistic scale is based on a single, integrated score of writing behavior. The aim of this method is to rate a writer's overall proficiency. To this end, a general and often individual impression of the quality of a writing sample is made. This approach to scoring students' written performances is global and tacitly reflects the idea that writing is a single entity which is best captured by a single scale that integrates the inherent qualities of the writing. [26]

The holistic scoring approach also has certain connotations for training raters; raters must be carefully trained to respond in the same way to the same features in different students' writings because the holistic approach requires a response to the text as a whole.

b) Analytic Scoring

Analytic scoring was suggesting in response to the inherent flaw in holistic scoring: that features of good writing should not be collapsed into one single score. Raters who employ analytic scoring procedures often judge a written text against a carefully-devised set of criteria important to good writing. This scoring procedure is, therefore, more effective in discriminating between weaker texts. Analytic scoring rubrics are in wide use today, and have separate scales for content, organization, and grammar; scales for vocabulary and mechanics are sometimes added separately. Each of these parts is assigned a numerical value.[27]

c) Trait-Based Scoring

Both analytic and holistic scoring were a priori in that they assumed a pre-determined set of criteria which could distinguish good writing from poor

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[26] Hyland, K. (2003*). Second language writing*. London: Cambridge University Press.
[27] Hyland, K. (2003*). Second language writing*. London: Cambridge University Press.

writing, and according to which each piece of writing could be evaluated. A tacit assumption behind both analytic and holistic scoring is that writing is not context-sensitive; however, trait-based approaches to scoring writing are context-sensitive and, as such, differ from both holistic and analytic scoring methods. The goal that trait-based scoring approaches is to create criteria for writing unique to each prompt and the writing produced in response to it. Trait-based approaches are therefore task-specific.

Based on some explanation above, it can be concluded that Writing, as a productive skill, is perhaps the most difficult language skill to teach, and the most delicate to assess. Based on the discussion presented above, it can be concluded that the move towards a reliable scoring system for students' writing performance has resulted in the emergence of task-specific scoring system that address writing features specific to each writing task.

7. Generic Structure of Procedure Text

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.[28] Besides that, according to Wadirman, et al in Elva Susanti, Rivi Antoni1, Evi Kasyulit the generic structure of procedural text are:

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[28] Maharani, *How to Write Effectively Menulis Secara Efektif, (Yogyakarta: Citra Aji Parama, 2007).*p. 70

a. Goal/purpose : to give information what we need. It means, to make procedure text the important thing that we need is the goal or the title to make clear what we need.
b. Material : Things that you need to make an object. It is most the important things, when you want make procedure text, because it will help us to finish something that we make. Without material, we will be difficult to make steps to get the final result.
c. Method / Steps : The information about making an object. After we known the goal and materials, we should to do some steps to get the final result. It is the last way to achieve the best result, and make us easy to finish the goa Based on the text example above, the researcher can be explained that the language.[29]

Based on some description 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.

8. Language Features of Procedure Text

Iwuk says the language features of procedure text as follows:

1. Contain direction or instruction
2. Use simple present tense
3. Use imperative sentence. Imperative sentence informs us the steps or what action that must we take. For instance: make, add, put, take, and so on.
4. Use temporal conjunction words, such as first, secondly, then, finally, and next.
5. Use specific information about how (firmly, slowly, carefully, etc), where (from the top, at the end), when (after this, before that).
6. Some procedures text is complete with illustrations, pictures, or diagrams to explain the information inside.[30]

Besides that procedure text also have language feature, like Mukarto, *et al* say that, "A procedure text uses imperative sentence. An imperative

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[29] 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.

[30] Iwuk, *A Guide for Reading Comprehension*, (Yogyakarta: Citra Aji Parama, 2007), p 62-63.

sentence uses infinitive. A procedure text also uses connector to put the steps in order. First is a word to express the sequence of steps."[31] It can be concluded that to make procedure text, not only focus on goal, material and steps, but the researcher must understand language feature, like imperative sentence and connector word.

9. The Example of Procedure Text

Maharani writes the example of procedure text based on the generic structure as follow:

Aim/title	How to Operate a Digital Camera
Materials	You need: 1. A digital camera. 2. An object (a friend/classmate or something interesting you can find around the classroom or school yard).
Steps	Follow the steps below: 1. First hold up the camera and center the object in the LCD. 2. Second move closer or use the zoom control for the result you want. 3. When you're ready to take the picture, hold the shutter halfway. It is very important , so the camera sets the focus, shutter speed, and various other calculation. This may take a few seconds. 4. Next a light should appear that lets you know the camera is set to go. 5. Finally, press shutter all the way down. It may be necessary to turn off the LCD and use the view finder when there is extreme sunlight or to conserve battery life. The glare from the LCD does not work well with bright light.[32]

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[31] Mukarto, *et al*. (2004). *English on Sky for Junior High School Students Year VII (SMP/MTS)*. Jakarta : Penerbit Erlangga. *Selatan)"Skripsi"*.Jakarta

[32] Maharani, *How to Write Effectively Menulis Secara Efektif,* (Yogyakarta: Citra Aji Parama, 2007), *p.* 71.

B. Hyphotesis

The hypothesis is a temporary assumption which must be tested for truth through scientific research. The hypothesis of this research stated that: "The students' writing ability of procedure text at seventh semester is high ability.

C. Review of the Related Findings

There have been many researches done regard to this research and the research found some related findings such us:

The first is Elva Susanti, Rivi Antoni, Evi Kasyulita, concluded that This research was descriptive qualitative. The numbers of population were 92 students. It was consists of 4 class, each class was 23 students. To select the sample the researcher used clustering random sampling technique. The researcher took one class as be sample, it was class IX A that consists of 23 students. The data of this research was students' score in writing procedure text. The data was collected by using written test. After that, the researcher analyze the data was helped by 3 raters. The findings of the research show that the students' writing skill in procedure text, was scores 78,82. It means that the students' skill in procedure text was in good category.[33]

The second is Tari Kurnia Putri and Saunir Saun, concluded that the students' ability in writing procedure texts was in category 3 (good). Although the ability of students to write procedure texts was in category 3 (good) by looking to the generic structure and language feature of the text,

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[33] Elva Susanti, Rivi Antoni, 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 University of Pasir Pengaraian*. https://www.neliti.com/id/publications/109507.

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.[34]

The third is Putri Lidiana Permata Sari, concluded that there is any significant 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 hoped 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.[35]

The fourth is Lusiana, Endang Susilawati, Dwi Riyanti, conluded that the research showed 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 students' result of writing procedure text is moderator good.[36]

The fifth is Ade Dwi Jayanti, concluded that students' ability in writing identification was Good to Average, students' ability in writing descriptive was Fair to Poor, students' ability in language use was Very Poor, students' ability in using vocabulary was Fair to poor, and students'

[34] 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. p 1.

[35] Putri Lidiana 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. http://jurnal. una.ac.id/ index.php/ jll/article/ view/35.

[36] Lusiana, Hj. Endang Susilawati, Dwi Riyanti, Study on The Students' Ability in Writing Procedure Text. *Journal* of English Teaching. Fkip Universitas Tanjungpura Pontianak. https:// jurnal. untan. ac. id/index. php/ jpdpb/ article/ download/1103/pdf.

ability in using mechanics was Fair to Poor. Then, the results of the research also showed that students had difficulty in identifying objects clearly, difficulties in developing related ideas, students' lack of understanding of simple present tense structures, limited vocabulary, and errors in mechanics.[37]

So, based on five previous researchs above, the researcher tries to find the students' writing ability in procedure text. In other hand, three of this research are similar research, but the result and objects are different. Meanwhile, this research investigate in writing procedure text. The researcher describe how the students' writing ability of procedure text of seventh semester TBI IAIN Padangsidimpuan.

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[37] Ade Dwi Jayanti, Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang, *Academic Journal* of English Language and Education, Vol. 3, No. 1, 2019, IAIN Curup P-ISSN 2580-3670, E-ISSN 2580-3689. https://www. researchgate. net/publication/ 333534047.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in IAIN Padangsidimpuan. It is located in Sihitang, Southeast Padangsidimpuan, Padangsidimpuan Town, North Sumatera Province. The time of this research is Desember 2020 until January 2021.

B. Method of the Research

This research is conducted by using descriptive quantitative method. This method was chosen because it was intended to describe and obtain information concerning the current status to the phenomena of the students' writing ability of procedure text at the seventh semester of TBI IAIN Padangsidimpuan. This research is to describe students' writing ability of procedure text at the seventh semester of TBI IAIN Padangsidimpuan.

C. Population and Sample

a) Population of the Research

The population is the whole the students of the seventh semester of TBI IAIN Padangsidimpuan. So, the population is the whole the students of the seventh semester of TBI IAIN Padangsidimpuan. It consists of 3 classes with 112 students. It can be seen from the following table:

Table 1
The Population of the Seventh Semester
of TBI IAIN Padangsidimpuan

No	Class	Total Students
1	TBI 1	37
2	TBI 2	40
3	TBI 3	35
TOTAL		112

b) Sample of the Research

Samples are some members of the population selected in a particular way and are expected to represent a population. The sample is the smallest part of the population or representative population in this research.

The researcher uses random sampling technique to take the sample. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

The sample of this research are the students at seventh semester TBI IAIN Padangsidimpuan. The researcher's reason chose random sampling is that students have the same opportunity to be chosen as a sample through random.

So, the researcher applies random sampling technique by choosing of students based on lottery technique which all population are 112 students at seventh semester TBI IAIN Padangsidimpuan. The reseracher only takes 34 students as the sample and it is choosen by using lottery. The procedure is the researcher listing of students by numbering and writing all classes in a small paper and rolled them and then the researcher shake the paper, the last is the

researcher takes 10 students from TBI-1, 10 students from TBI-2, 12 students, and TBI-3, 12 students.

So, the researcher applies random sampling technique by choosing of students based on lottery technique which all population are 112 students at seventh semester TBI IAIN Padangsidimpuan. So, the sample in this research are 34 students. It can be seen from the following table:

Table 2
The Sample of the Seventh Semester
of TBI IAIN Padangsidimpuan

No	Class	Students
1.	TBI-1	10
2.	TBI-2	12
3.	TBI-3	12
	TOTAL	**34**

D. Instrument of Collecting Data

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 uses the test to know the students' writing of procedure text.

The researcher uses essay test about writing English procedure text, which includes the elements of writing that are content, organization, vocabulary, and language use.

The researcher sees the students' writing procede text based on the writing Procedure Text Modified from H. Douglas Brown to collect the data of writing test as follows:

Table 3
Indicator of Students' Writing Procedure Text Modified from H.
Douglas Brown

Aspect	Score	Performance Description	Weighting
Content (C)	5	Excellent	6x
-Goal	4	Excellent to very good	
-Material	3	Good to average	
-Steps	2	Fair to poor limited	
	1	Very poor	
Organization (O)	5	Excellent	4x
-Steps(Numbering)	4	Excellent to very good	
-Logical Sequencing	3	Good to average	
(Cohesion)	2	Fair to poor limited	
	1	Very poor	
Syntax (S)	5	Excellent	5x
-Present Tenses	4	Excellent to very good	
-Temporal Conjunction	3	Good to average	
-Sequence Connectors	2	Fair to poor limited	
-Word Structure	1	Very poor	
Vocabulary (V)	5	Excellent	4x
-Word Choice	4	Excellent to very good	
-Word Mastery	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Mechanics (M)	5	Excellent	1x
-Spelling	4	Excellent to very good	
-Capitalization	3	Good to average	
-Punctuation	2	Fair to poor limited	

E. Validity of the Instrumen

A good test must have validity. So, the test can be used to measure the aspects that will be measured. In this case, the researcher used construct validity. In this research, the researcher used construct validity to get the validity of instrumentation. Construct validity is a part of the test as a totality to measure the test by content. There is a valid essay test that were given by the researcher.

Construct validity is a test validity based on the judgment of the experts. In this case, expert gives 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 English Education Department of State Institute for Islamic Studies Padangsidimpuan and also with the English lecturer.

F. Technique of Data Collection

In this research, in collecting the data by using test. Test is form of questions or exercises that used to measure students' skills, knowledge, intelligence capabilities by individuals or groups. The test is used to measure students' writing ability procedure text. So, it can be concluded that test is a method or tool for conducting an investigation that using test or questions.

G. Technique of Data Analysis

The analysis of data is done to find out the students' writing ability of procedure text at seventh semester TBI IAIN Padangsidimpuan. 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:

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

Explanation:

M   : Mean score (average)

$\sum x$: Total of the result

n   : Sum of respondent[44]

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
5	81% - 100 %	Very high[45]

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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[44]Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrafindo Persada, 2018), P.81.

[45]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 ability.

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

    After the doing the categorization,test hypothesis would be tested with the

formula as following:

    Z-Test

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

    Explanation:

    x: Data that includes hypothesis categories.

    n: All of data

    $p:$ Hypothesis proportion[46]

    If $Z_{count} < Z_{table.}$ So the hypothesis is rejected

    If $Z_{count} > Z_{table.}$So the hypothesis is accepted.

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[46]Ahmad Nizar Rangkuti, *StatistikPenelitianPendidikan* (Medan: PerdanaMulyaSarana, 2014), P. 80.

CHAPTER IV

THE RESULT OF RESEARCH

Based on research that has been done at the seventh semester of TBI IAIN Padangsidimpuan, the data is analyzed 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 Seventh Semester of TBI IAIN Padangsidimpuan

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

Table 5
The Students' Total Score in Writing Proceudre Text

NO	Students' Initial	Score
1	ADP	80
2	AF	80
3	AA	75
4	AH	74
5	AE	80
6	AAZ	73
7	D	60
8	DS	94
9	D	60
10	DAW	95
11	FAS	60
12	FA	84

NO	Students' Initial	Score
13	G	65
14	H	75
15	HR	80
16	K	85
17	KA	55
18	LH	65
19	MA	95
20	MD	60
21	N	75
22	NP	50
23	NS	55
24	N	80
25	N	73
26	PS	68
27	P	76
28	RA	88
29	SS	50
30	SH	59
31	SNA	85
32	S	70
33	T	55
34	WL	60
	TOTAL	**2439**

36

Based on table above, the total scores of students at the seventh semester of TBI IAIN Padangsidimpuan in writing procedure text is 2439. It can also seen that there were students have got 95 as the highest score and there were

have 50 score as the lowest score. To know the quality score each of the students can be seen as in the following table:

Table 6
The Quality score of the students in Writing Procedure Text

No	Students' Initial name	Total score	Quality score
1	ADP	80	High
2	AF	80	High
3	AA	75	High
4	AH	74	High
5	AE	80	High
6	AAZ	73	High
7	D	60	Enough
8	DS	94	Very High
9	D	60	Enough
10	DAW	95	Very High
11	FAS	60	Enough
12	FA	84	Very High
13	G	65	High
14	H	75	High
15	HR	80	High
16	K	85	Very High
17	KA	55	Enough
18	LH	65	High
19	MA	95	Very High
20	MD	60	Enough
21	N	75	High
22	NP	50	Enough
23	NS	55	Enough
24	N	80	High
25	N	73	High
26	PS	68	High

No	Students' initial name	Total score	Quality score
27	P	76	High
28	RA	88	Very High
29	SS	50	Enough
30	SH	59	Enough
31	SNA	85	Very High
32	S	70	High
33	T	55	Enough
34	WL	60	Enough
	Total	**2439**	

Based on table above, it is clearly that quality score the students' score in writing procedure text is differently. There were some students have low, enough, high and very high. It means that the ability of students at the seventh semester of TBI IAIN Padangsidimpuan in 2020-2021 academic year in writing procedure text is variously. The test scores become the data that were needed are tabulated as follow:

Table 7
The Resume of Variable Score in Writing Procedure Text

No	Statistic	Variable
1	High score	95
2	Low score	50
3	Mean score	71.73
4	Median	72.46
5	Mode	72.85

From the table above, it can be known from 34 students that the highest score is 95 and the lowest score is 50. From the data, the researcher calculated that the mean score is 71.73. The researcher got median score is 72.46 and modus is 72.85. By the calculation, it can be concluded that the students' ability in writing procedure text is good.

Based on the calculation mean score was 71.73. So application in writing procedure text was good, 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 8
The Frequency Distribution in Writing Procedure Text

No	Interval Class	Frequency Absolute	Frequency Relative
1	50-56	5	14.71%
2	57-63	5	14.71 %
3	64-70	5	14.71 %
4	71-77	7	20.59%
5	78-84	8	23.53%
6	85-91	1	2.94 %
7	92-98	3	8.82%
	i =7	34	100 %

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

F

9–

8–

7–
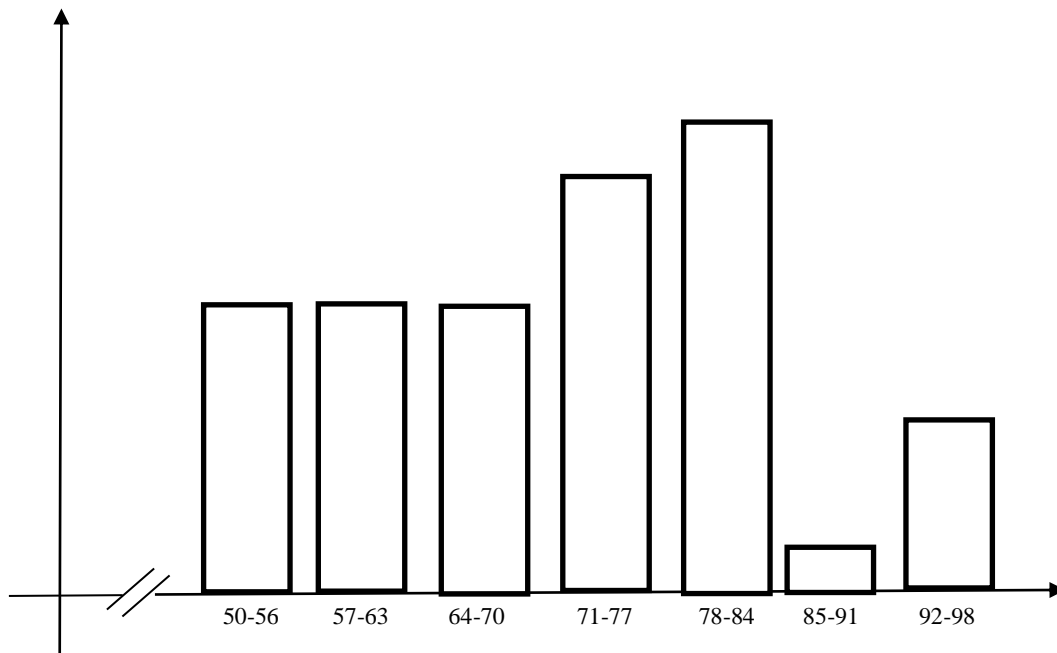
Diagram 1: The Histogram Students' Ability in Writing Procedure Text of Seventh Semester Students of TBI IAIN Padangsidimpuan

Based on the table above, it was known that the variable revelation students' ability in writing procedure text shown that the respondent at 50–56 were 5 students, interval 57 – 63 were 5 students, interval 64-70 were 5 students, interval 71 – 77 were 7 students, interval 78 – 84 were 8 students, interval 85 – 91 were 1 student, and interval 92- 98 were 3 students. So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis of research is "The students' Ability in writing procedure text of seventh semester students of TBI IAIN Padangsidimpuan was high ability. According to Notoatmodjo is a temporary answer to the formulation of research problems usually called

hypothesis.[47] Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be seen as follow:

Calculation Z count :

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

$$Z = \frac{\frac{19}{34} - 0.8}{\sqrt{\frac{0.8(1-0.8)}{30}}}$$

$$= \frac{0.55 - 0,8}{\sqrt{\frac{0.8(0.2)}{30}}}$$

$$= \frac{0.55 - 0,8}{\sqrt{\frac{0.16}{30}}}$$

$$= \frac{0.25}{0.04472}$$

$$= 5.6$$

calculation Z_{table} :

Z (1/2 ∝)= Z $_{table}$

∝ = 0.05

∝ = $\frac{1}{2}$ (0.05)

Z= 5.6

0.025 = 0.003

Based on calculation it can be concluded that Z_{count} = 5.6 was higher then Z $_{table}$ = 0.003 (Z_{count} = 5.6 > Z_{table} =0.003 by level 0,05. So from the result above the researcher concluded that the hypothesis was high ability. Because Z_{count}= 5.6 > Z $_{table}$= 0.003. The meaning in the level

[47] Notoatmodjo, Soekidjo. 2010. *Metodologi Penelitian Kesehatan*. Rineka Cipta. Jakarta. p.105.

5 % Students' ability in writing procedure text of seventh semester students of TBI IAIN Padangsidimpuan have high ability. So, if Z_{count}= 5.6 > Z_{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 was high ability.

C. DISCUSSION

After gathering and analyzing the data, it was known that the students' ability in writing procedure text at seventh semester students of TBI IAIN Padangsidimpuan was categorized into high category or 71.73 score; it was 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 Elva 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 was in high category."[48] So, the students were good categories in writing procedure text especially to write content and organization in a procedure text. From the percentages above the researcher's finding was higher than previews research.

The second was done by Dwi Riyanti. She concluded that the result analysis of the writing test, the general conclusion of this research is the

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[48] 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).

seventh grade students of SMP Bina Utama Pontianak in Academic Year 2011/2012 have enough ability in writing procedure text or 60 mean score.[49] So, The research showed 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 was enough category but in previews research was low category. So, the researcher's finding was different with the previews research.

The Third was done by Saunir Saun. The kind of this research was 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. [50] So, Although the ability of students to write procedure texts was 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 was enough category but in previews research was low category. So, the researcher's finding was different with the previews research.

The forth was done by Permata Sari. The result of the research, the students' ability in writing procedure text was low. It was proved by their

[49] Dwi Riyanti, Study on The Students' Ability in Writing Procedure Text. Journal of English Teaching. Fkip Universitas Tanjungpura Pontianak.

[50] 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.

mean score in writing procedure text that only reach 59.0.[51] 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 hoped 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 was higher than previews research.

The fifth was done by Muhammad 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 was 14.24.[52] It means the students' ability in writing were good. So, the researcher's finding was higher than previews research.

Based on some previous research the researcher can conclude that students' writing ability in writing procedure text was good category. So, in this research, if they were compared with this research result, it means that the students' writing ability at seventh semester of students TBI IAIN Paadangsidimpuan was good.

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[51] 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

[52] Muhammad Sukirlan, "Teaching Writing of Procedural Text at Second Grade Students of SMA", *Journal of English Language Teaching.*

Therefore, the researcher concluded that the students' ability in reading narrative text done by 5 researchers was different and category among the 5 researcher s above. It can be seen as follows:

Table 9
Result of Previous Research

No	Name of Researcher	Result of Research in Writing Procedure text	Category of Mean Score
1	Elva Susanti	78.82	Good
2	Dwi Ryanti	60	Enough
3	Saunir Saun	79.31	Good
4	Permata Sari	59.0	Low
5	Muhammad Sukirlan	69.50	Good

D. Threats of the Research

In conducting this research, the researcher realized that there were so many threats of the researcher in doing writing ability research. It is started from the titled until finishing thesis and using the technique of analyzing data. The researcher realized that in conducting a quantitative research needed long time research due to the limitation of time and finance, and material. So, the researcher knew that it was so far from excellence thesis.

On doing the test, the result obtained might be less valid due to the students did the test via online learning (daring). The researcher didn't know whether the sample of this research were serious in answering any questions from the test, there was a mutual cheating and limited time available or might the time was given to the students were 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 was 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

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After calculating and analyzing the data from the students' score, it could be found the score of the students was high. Based on the result of the research, the researcher got the conclusion that students' ability in writing procedure text of seventh semester students of TBI IAIN Padangsidimpuan was categorized into high ability. It can be seen from the value of the precentage 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".

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 seventh semester students of TBI IAIN Padangsidimpuan 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 seventh semester students of TBI IAIN Padangsidimpuan 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.

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CURRICULUM VITAE

Name   : Tuty Melinda

Registration number   : 1620300040

Sex   : Female

Address   : Padangsidimpuan

Religion   : Moslem

Place/ Date of birth   : Kalimantan Tengah, 27 Mei 1997

Father's name   : M. Tasrif Dalimunthe

Mother's name   : Nurmelina Harahap

Educational Background

1. Elementary School at SD Negeri 200508 Sihitang 2004-2010
2. Junior High School at SMP Negeri 5 Padangsidimpuan 2010-2013
3. Senior High School at SMA Negeri 3 Padangsidimpuan 2013-2016
4. Student of English Program at State Institute for Islamic Studies (IAIN) Padangsidimpuan 2016-2021

Appendix 1

The Instrument of Test

> **Name:**
>
> **Class:**
>
> **Students' Number:**

a. Goal : How to Operate a Digital Camera

b. Material : Camera

c. Steps :

1. Turn the camera on. The first step to using a digital camera is simply turning the device on. Most cameras have a small on button located somewhere on the side of the camera. The charger plugs into the wall and then into your camera. In the event your camera does not turn on, try plugging it into the charger, waiting a few minutes, and then trying again.

2. Insert a memory card. Most digital cameras only have enough storage to hold a few pictures on their own. You'll need to insert a memory card into your camera so it can hold a large amount of photos. Your camera's user manual should say which memory cards are compatible with your camera. The packaging of a memory card should also indicates which cameras are compatible with that card.

3. Familiarize yourself with the buttons. Digital cameras come with a variety of buttons. You should spend some time familiarizing yourself with what these buttons do. Some buttons help you zoom in and take pictures. Others

allow you to adjust settings on your camera. The shutter button is a small button, usually on the top right corner of the camera, you press down when taking a picture.

4. Take a few picture. If you want to start using your camera, begin by taking a few pictures. Choose a subject, like a landscape or a pet, focus your camera for a moment, and then press the shutter button. The camera should capture this image. To get the hang of using your digital camera, take a few pictures around your house.

5. View your pictures. Once you've taken a few practice pictures, review your pictures. Press down on the play button. The pictures you just took should appear on your camera's screen. You can scroll through the pictures using the scroll wheel.

The Instrument of Test

Name: **Class:** **Students' Number:**

How To Operate Digital Camera

1. The first, read the camera manual before taking photos.
2. The second, check the batterai before using the camera.
3. The Third, insert a storage media card into the specified slot.
4. Next, Remove the lens cap. Turn on the camera with the on-off switch or lens cap.

5. Then, set the image quality to the desired image size.

6. The next step, Bring the camera to your eye and look throgh the viewfinder. Positioning the target mark in the viewfinder at the center of your subject will ensure that it will be in focus for the shot.

7. Then, press the ran button and you will hear a beep sound when taking photos. Wait until the green light stops blinking before take another one.

8.The last turn off the camera. Your new photo will appears on the camera's LCD screen.

The Instrument of Test

Name:
Class:
Students' Number:

Step 1: Lens Cap. Though it may sound unnecessary for the first step, do not forget to take the protective cap off the lens.

Step 2: Framing. Find a solid frame.

Step 3: Different Modes.

Step 4: Autofocus.

Step 5: Adjustments.

Step 6: Take Lots of Pictures.

Step 7: Conclusion.

Step 8:Following the Step by Step.

Appendix 2

Table Validity of Test

No	M_p	M_t	SD_t	P	Q	$r_{pbi}=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	16.61	14.7	4.8	0.7	0.3	0.603	0.396	Valid
2	18.06	14.7	4.8	0.5	0.5	0.7	0.396	Valid
3	16.33	14.7	4.8	0.6	0.4	0.413	0.396	Valid
4	15.86	14.7	4.8	0.8	0.2	0.492	0.396	Valid
5	17.46	14.7	4.8	0.4	0.6	0.465	0.396	Valid
6	18.33	14.7	4.8	0.3	0.7	0.483	0.396	Valid
7	16.57	14.7	4.8	0.2	0.8	0.194	0.396	Invalid
8	14.45	14.7	4.8	0.4	0.6	-0.0125	0.396	Invalid
9	14.08	14.7	4.8	0.8	0.2	-0.258	0.396	Invalid
10	17.13	14.7	4.8	0.5	0.5	0.506	0.396	Valid
11	16.18	14.7	4.8	0.7	0.3	0.468	0.396	Valid
12	16.78	14.7	4.8	0.4	0.6	0.358	0.396	Valid
13	19.75	14.7	4.8	0.1	0.9	0.503	0.396	Valid
14	19.5	14.7	4.8	0.1	0.9	0.391	0.396	Valid
15	19.22	14.7	4.8	0.3	0.7	0.602	0.396	Valid
16	16.22	14.7	4.8	0.6	0.4	0.385	0.396	Valid
17	16.8	14.7	4.8	0.3	0.7	0.279	0.396	Invalid
18	13.22	14.7	4.8	0.3	0.7	-0.197	0.396	Invalid
19	15.3	14.7	4.8	0.7	0.3	0.252	0.396	Invalid
20	17.10	14.7	4.8	0.6	0.4	0.620	0.396	Valid
21	17.16	14.7	4.8	0.4	0.6	0.415	0.396	Valid
22	15	14.7	4.8	0.8	0.2	0.125	0.396	Invalid
23	15.91	14.7	4.8	0.4	0.6	0.204	0.396	Invalid
24	17.07	14.7	4.8	0.5	0.5	0.462	0.396	Valid
25	16.41	14.7	4.8	0.6	0.4	0.434	0.396	Valid
26	16.92	14.7	4.8	0.5	0.5	0.402	0.396	Valid
27	17.3	14.7	4.8	0.4	0.6	0.642	0.396	Valid
28	14.73	14.7	4.8	0.6	0.4	0.174	0.396	Invalid
29	16.23	14.7	4.8	0.6	0.4	0.566	0.396	Valid
30	14.95	14.7	4.8	0.7	0.3	0.079	0.396	Invalid

Appendix 3

STUDENTS' NAME AND INITIALS OF SEVENTH SEMESTER
STUDENTS OF TBI IAIN PADANGSIDIMPUAN

No	Students' Names	Students' Initials
1	Aditya Dwi Prayoga	ADP
2	Aisyah Firi	AF
3	Anita Aidha	AA
4	Annisa Hasibuan	AH
5	Aprita Efendi	AE
6	Aza Ayu Nizori	AAZ
7	Dahma	D
8	Desliani Sari	DS
9	Dhea	D
10	Diah Ayu Wahyuni	DAW
11	Fiti Ani Siregar	FAS
12	Fitri Amelia	FA
13	Gustina	G
14	Hindun	H
15	Hotnida Rambe	HR
16	Khadijah	K
17	Kiky Andrianti	KA
18	Lia Hardianti	LH
19	Maya Angela	MA
20	Murni Dahlena	MD
21	Naimah	N
22	Nelmawati Pulungan	NP
23	Nilda Sani	NS
24	Novita	N
25	Nurbaiti	N
26	Paujiah Siregar	PS
27	Pidiwansah	P
28	Rabiatul Adawiyah	RA
29	Sahduan Sinaga	SS
30	Seriani Hutasuhut	SH
31	Siti Nur Anisa	SNA
32	Sriana	S
33	Tasya	T
34	Winda Lestari	WL

Appendix 4

STUDENTS' SCORE IN WRITING PROCEDURE TEXT OF SEVENTH SEMESTER STUDENTS OF TBI IAIN PADANGSIDIMPUAN

No	Students' Initial	Total Score
1	ADP	80
2	AF	80
3	AA	75
4	AH	74
5	AE	80
6	AAZ	73
7	D	60
8	DS	94
9	D	60
10	DAW	95
11	FAS	60
12	FA	84
13	G	65
14	H	75
15	HR	80
16	K	85
17	KA	55
18	LH	65
19	MA	95
20	MD	60
21	N	75
22	NP	50
23	NS	55
24	N	80
25	N	73
26	PS	68
27	P	76
28	RA	88
29	SS	50
30	SH	59
31	SNA	85
32	S	70
33	T	55
34	WL	60
	Highest Score	95
	Lowest Score	50
	Sum	2439
	Mean Score	71.73
	Mode	72.85
	Median	72.46

Appendix 5

DESCRIPTION DATA USING MATHEMATIC FORMULA

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

50	50	55	55	55
60	60	60	60	60
65	65	65	68	70
73	73	74	75	75
75	76	80	80	80
80	80	84	85	85
88	94	95	95	

2. High score $= 95$

3. Low score $= 50$

4. Range $=$ high – low score

   $= 95\text{-}50$

   $= 45$

5. Total of classes (BK) $= 1 + 3.3 \log (n)$

   $= 1 + 3.3 \log (34)$

   $= 1 + 3.3 \,(1{,}53)$

   $= 1 + 5.049$

   $= 5.049$

   $= 6.049 = 6$

6. Interval (i)

   $i = \dfrac{R}{BK} = \dfrac{45}{6.049} = 7.43 = 7$

7. Mean score

   $(x) = \sum \dfrac{fixi}{fi}$

No	Interval	Fi	Xi	Fixi	F.Kumulatif
1	50-56	5	53	265	5
2	57-63	5	60	305	10
3	64-70	5	67	340	15
4	71-77	7	74	525	22
5	78-84	8	81	656	30
6	85-91	1	88	89	31
7	92-98	3	95	288	34
	i =7	34		2439	

$$\text{Mean} = x = \frac{\sum x}{N} \qquad\qquad X = \frac{2439}{34} = 71.73$$

8. Median

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

b : Tepi bawah kelas median, median berada pada kelas interval

F : Jumlah frekuensi kumulatif sebelum kelas median

p : Panjang kelas

f : Frekuensi kelas median

$$\text{Median} = 70.5 + 7 \left[\frac{\frac{1}{2} 34 - 15}{7} \right]$$

$$= 70.5 + 7 \left[\frac{2}{7} \right]$$

$$= 70.5 + 7 \,(0.28)$$

$$= 70.5 + 1.96$$

$$= \mathbf{72.46}$$

9. Modus

$$\text{Mo} = b + p \left[\frac{b1}{b1 + b2} \right]$$

fa = Frekuensi yang terletak di atas interval yang mengandung modus

fb = Frekuensi yang terletak di bawah interval yang mengandung modus

p   = Kelas interval sebesar

b   = Batas bawah nyata dari skor yang mengandung modus

$$= 70.5 + 7\left[\frac{5}{5+8}\right]$$

$$= 70.5 + 7\,(0.40)$$

$$= \mathbf{70.05 + 2.8}$$

$$= \mathbf{72.85}$$

Appendix 6

The Recapitulation of Test Result

No	No.	Indicators					Test Score
		Content	Organization	Syntax	Vocabular	Mechanics	
1	ADP	24	16	20	16	4	80
2	AF	24	12	20	20	4	80
3	AA	24	16	15	16	4	75
4	AH	20	16	15	20	3	74
5	AE	24	16	20	16	4	80
6	AAZ	18	16	20	16	3	73
7	D	18	12	15	12	3	60
8	DS	24	20	25	20	5	94
9	D	18	12	15	12	3	60
10	DAW	30	20	20	20	5	95
11	FAS	18	12	15	12	3	60
12	FA	24	20	20	16	4	84
13	G	18	16	15	12	4	65
14	H	18	16	20	16	5	75
15	HR	24	20	15	16	5	80
16	K	24	16	20	20	5	85
17	KA	12	12	15	12	4	55
18	LH	18	16	15	12	4	65
19	MA	30	20	20	20	5	95
20	MD	18	12	15	12	3	60
21	N	24	16	15	16	4	75
22	NP	18	12	10	8	2	50
23	NS	12	12	15	12	4	55
24	N	24	16	20	16	4	80
25	N	18	16	20	16	3	73
26	PS	18	16	15	16	3	68
27	P	18	16	20	20	2	76
28	RA	24	20	20	20	4	88
29	SS	12	12	10	12	4	50
30	SH	18	16	15	8	2	59
31	SNA	24	20	20	16	5	85
32	S	20	16	15	16	3	70
33	T	18	12	10	12	3	55
34	WL	18	12	15	12	3	60
	Total	**694**	**528**	**575**	**516**	**126**	**2439**
	Average	**66.10**	**75.43**	**82.14**	**58.97**	**72.00**	**71.74**

Nomor : B - 1949   /In.14/E.1/TL.00/12/2020   28 Desember 2020
Hal   : Izin Penelitian
          Penyelesaian Skripsi.

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Tuty Melinda
NIM   : 1720300045
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang

sedang menyelesaikan Skripsi dengan Judul **"Students' Writing Ability in Procedure Text**

at The Seventh Semester of TBI IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian

sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

                                                        a.n.Dekan
                                                Wakil Dekan Bidang Akademik

                                                Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
                                                NIP. 19800413 200604 1 002

Nomor : 40 /In.14/E.6a/PP.00.9/04/2021   30 April 2021
Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama   : Tuty Melinda
NIM   : 17 203 00045
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 29 Desember 2020 s/d 16 Januari 2021 dengan judul **"Students' Writing Ability in Procedure Text at Seventh Semester of TBI IAIN Padangsidimpuan"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

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