A STUDY ON THE STUDENTS’ ABILITY IN WRITING PROCEDURE TEXT

(A Descriptive Study on the Seventh Grade Students of SMP BinaUtama Pontianak in Academic Year 2011/2012)

A RESEARCH ARTICLE

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Abstract: This study is aimed at describing students’ ability in writing procedure text. The research was conducted to the seventh grade students of SMP BinaUtama Pontianak in Academic year 2011/2012. The ability writing procedure text focused on the four aspects consisting of generic structure, imperative sentences, sequences words and the mechanics of writing. The purpose of a procedure text type is to explain how something can be done such as directions, instruction manual and itineraries. The data were collected by the observation and giving written test to the students. The study was implemented in SMP BinaUtama, especially class seven A. The researcher took 36 students as the subject of research. 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.

Key word: writing ability, procedure text.


Kata kunci: kemampuan menulis, prosedure teks.
In studying English, there are 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. In teaching writing for Junior High School students, the students must be exposed to several kinds of writing practice. They are supposed to be able to write short passages of different kinds of texts. One of them is writing procedure text.

Writing is generally defined as the activity of requiring transfers and organizes the ideas into meaningful transcript text or written from. In education context, writing is considered as one of the four building blocks of the language. It means that writing is important in the language development. It is because writing is productive skill, it is also regarded as an act of communication, which means writing can transfer the message in the written form to the readers. Since writing gives opportunity to explore new information, to use the information and transcript the information into a paragraph, many functions are attached to writing activity. For example, writer may writes for academic writing, essay, diary, report, leisure or study.

The writer chooses writing skills for this research, because writing is productive skill. It means that writing involves in producing language rather than receiving it. As foreign language learner, the students should be able to organize ideas and to clarify concepts as well to absorbs and process information. It makes the students as active learners rather than passive receiver of information. They are required to writer efficiently by producing good sentences and even good text.

One of the basic competences in English syllabus for teaching English writing at the seventh grade students of SMP Bina Utama Pontinak, the students are supposed to have ability to express their ideas in writing activity in procedure text. They are related to the learning material about procedure text (to get things done). Therefore, the relevant activities should be put into practice in the classroom with a regard to this, put down their ideas into sentences, paragraphs or essay and finally become an procedure text.

Procedure texts are parts of human daily live. It tells how something is done thought steps or actions. Larson (1984 : 366) argued that procedural text is texts which give instructions on how to do something. The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual and itineraries. The procedure text is a kind of text type that `give us instruction to do something through a sequence of actions or steps.

Procedure texts should be acquired by the seventh grade students of Junior High School and the students are expected to be able to write a simple short procedure text. Procedure text is commonly called as an instruction text. Anderson and Kathy (1998 : 2) explain that “a procedure is a piece of text that tells the reader or listener how to do something”. Its to provide instructions for making something, doing something or getting somewhere procedure is commonly used to describe how to make something which is close to our daily activity for example how to make a
cup a tea. Therefore the students have to write about their procedure text based on their experience in daily activities.

Procedure text can help the students to improve their writing. Because of that, procedure text can make the students interested to write the text. To make students enjoy in writing activity, teacher should provide materials in the form procedure text. For example, it is about how to make or serve a special kind of food, how to operate something, how to make something and how to play something. However, it is not that easy to develop ideas for kinds of text writing. There must be steps of students have practice, especially dealing with relevant generic structure as well the vocabulary and grammar. To write a text procedure with regard to into particular and the use of generic structure, grammatical features (the imperative sentences and sequenced word), and the mechanics of writing. Therefore, in this research, the writer decided to conduct descriptive study to the seventh grade of SMP Bina Utama Pontianak a study on the students’ ability in writing procedure text in order to find out how the students can write a text procedure appropriately and accurately.

School-Based Curriculum (KTSP) for Junior High School states that writing becomes one of the language skills that should be acquired by the students besides speaking, listening, and learning. Writing skills include productive or produce other than speaking skills. Writing learning in schools has not been through the correct process. Teachers often delegate the task of writing without giving proper steps to be able to produce good word. Writing is not simply a matter of putting words together, it is a recursive process, it is a process of revision and rewriting. Teaching writing means we create a pedagogy that helps students see writing as continuous process of Revising and rewriting as they invent, plan, their draft text. Writing is not the only activities combine words. Writing is a process repeated, namely process of revising and rewriting. Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text. Furthermore Carderonello and Edwards (1986:5) explain in their book Raugh Draft as follows: specify that there are five components in the process of writing, namely: 1. Inventing: Namely to find and generate ideas / ideas of students, what will students write or tell, steps can find ideas in many ways such as reading, talking, brainstorming, questions, etc. mind mapping, 2. Planning: the stages of how students are trying to determine how to convey ideas. This stage students will be raised the issue, purpose, reader, text structure and tone of the text to be written, 3. Drafting: In this stage, students tried to form a material or materials into text. Draft sustainable written, from draft 1, draft 2 and draft 3 to be the final result, 4. Revising: revise including adding a new idea, another idea of eliminating some of the words or ideas that do not need or reconstruct what has been written in the draft, 5. Editing: Editing is polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

Since writing is one of the skills that students must learn beside other skills areas (listening, speaking and writing), it is needed to be taught to students about writing skills. Harmer (1998 : 79) says “The reason for teaching writing to the students as a foreign language include
reinforcement, language development, learning style and the most importantly, writing as a skill in its own right”. He also says, “Teaching writing is important because writing is the basic language skill, just as important as speaking, listening as writing”.

Chitavelu et al (1995: 142) mention that “some reasons why writing should be taught to students”. Writing activities are an important means for consolidating language learned in other skill areas (listening, speaking, and reading) and provide variety and can be invaluable in maintaining motivation by serving as a break from oral or reading activities. Besides that, writing activities serve as a record for orally, and also help retention of vocabulary and sentences structures. Writing provides useful and convenient means for testing large numbers of students.

Peha (2003) mentions five reasons why it is so important that teachers ask students to write in all subjects. First, written output is a great way to assess students’ knowledge. Second, writing is the essential skill students need as enter adult life. Third, helping students learn to express themselves with confidence in all subjects areas contribute to improvements in behaviour and self-esteem. Forth, students who write and think clearly have a better chance of navigating their way through the obstacles of adolescence; and fifth, writing is power. The teaching of writing means the teaching of how to construct words into correct sentences, paragraphs, and essays. It depends on the students’ writing ability.

The purpose of studying writing in the Seventh Grade Students of Junior High School in first semester. They are descriptive and procedure. Descriptive is a type of text function to describes particular person, place or thing. Procedure text is a type of text to describe how something is accomplished through a sequence of action or steps. As stated in basic competence of Kurikulum Tingkat Satuan Pendidikan (KTSP: “Siswa mampu mengungkapkan makna dalam teks tulis fungsisonal pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan dekat.” In this case, the researcher just focuses on teaching procedure text that related to standard competence and basic competence in the syllabus of writing. The form standard competence of writing to be able to have ability to express their ideas in the theory of writing procedure text focuses on read and write consisted of reading descriptive text about personal identity, writing a descriptive text about personal identity, reading identity card, writing an identity card, grammar check: ‘be sentences and procedure text.

Based on School-Based Curriculum (KTSP) for Junior High School Grade, there are several kinds of text should be taught to the students at Junior High School level as follows: a. Narrative is tells the story about the real fact or even imagination. It consists of three main parts, which are orientation (information about participants and setting of time and place), complication (problems faced by the main character), and resolution (solution to the problem). It is intended to entertain, stimulate emotions, motivate, guide and event to teach the reader, b. Descriptive is describes a particular thing, person, or place. It is usually started from the general statement about the topic (identification) and then followed by a series of description of the subject (description), c. Recount is tells about
someone’s pas experience. It focuses on a sequence of events. A recount generally begins with an orientation. It gives the readers about the background information needed to understand the text such as who was involved, where it happened, and when it happened. Then recount unfold with a series of events (ordered in a chronological sequence). 4. Report is classifies or describes something based on systematic observation. It begins with a general statement which introduces the topic. Then it is followed by series of descriptions. In the description, facts (parts, qualities, habits, and behaviors of the subject) may be described. 5. Procedure is describes how something is achieved through a sequence of actions or steps. It explains how people perform different processes in sequence of steps. It consists of three main parts, namely goal (aim), materials, and steps (methods).

**METHODE**

According to Marczyk Matteo dan Festinger (2005:16) ”descriptive method refers to the process of defining, classifying or categorizing phenomena of interest”. Descriptive method is useful because it can provide important information regarding the average number of a group.

The form of this research used descriptive study, because the writer intended to describe study on the students’ ability in writing procedure text on the seventh grade students of SMP Bina Utama Pontianak in Academic year 2011/2012.

Dawson (2002:47) stated that “the population is all of the objects research”. It may be people, things, animals, plans, clues, test score, or events as the data source, which has the research’s characteristics. The population of this research was seventh grade students of SMP Bina Utama Pontianak in Academic year 2011/2012 with total numbers were 120 students, which consisted of class VII A = 40 students, class VII B = 40 students, class VII C = 40 students.

Cohen, Manion and Marison (2000:932) state that “the sample is the small group that is observed. In this research, the writer used purposive random sampling to choose the sample. As Vockell and Asher (1995:172) explain that “purposive sampling as another type of non-probability sampling, this is characterized by the use of judgment and deliberate effort to obtain representative samples by including typical areas or groups in the sample”. In this research, the writer take one of three class of the seventh grade students of SMP Bina Utama Pontianak in Academic Year 2011/2012. The sampling technique of this research used measurement technique which was intended to measure the students’ ability writing procedure text in form written test. The sample of this research was class VII A as the sample, they were 40 students.

The data were collected from class observation and measurement technique of students’ written test. The data were collected from students’ ability writing procedure text in form of written test. An appropriate technique must be applied to gather the data needed. This research applied measurement technique which was intended to measure the students’ ability in writing procedure text in from written test. The tool of data collecting in this research was written test. In this research, the researcher give students test to write a text procedure. In order to make students easy
to write procedure text, the writer provided one topic with features instruction. In the writing procedure text, the students focused on the generic structure, grammatical features (the imperative sentence and sequenced word), the mechanics of writing. The first was generic structure consisted of title, goal, materials and step. Meanwhile the second was grammatical features (the imperative sentence consisted of positive imperative sentences, negative imperative sentence and the function of imperative sentence in English as the imperative commands. Sequences words consisted of first, then, after that, next and finally). Then, the third was mechanics of writing consisted of comma, period, colon, and etc. The data were collected from the students’ ability writing procedure text. In this data, the researcher analyzed the way of students’ writing procedure text. The analysis begin by identify generic structure, grammatical features (imperative sentence and sequences words), the mechanics of writing. To analyze the students’ result of writing procedure text, the writer used some ways as follows (1) Generic structure. To analyze the students’ result of writing procedure text, the writer used parts of generic structure in procedure text consisting of title : showing the title, goal : specially for recipe, materials : telling the needed materials, and steps : describing the steps to achieve the goal. (2) Grammatical features. To analyze the students’ result of writing procedure text, the writer used grammatical features consisting the imperative sentence and sequenced word. (a) the imperative sentence used the positive imperative sentences, used the negative imperative sentence and used the function of imperative sentence in English as the imperative commands. (b) sequenced word, to analyze the students’ ability writing procedure text the writer used sequences words to describing the steps to achieve the goal consisted of first, second, next, then, after that, now and finally. (3) The mechanics of writing. To analyze the students’ ability writing procedure text in the mechanics of writing, the writer used parts of mechanics consisted of comma, period and colon.

RESULT AND DISCUSSION

Result

The result of this research to know how the seventh grade students of SMP Bina Utama Pontianak in Academic Year 2011/2012 write procedure text. The sampel of this research with total number 120 students which concisted of class VII A is 40 students, class VIIB 40 students and class VII C 40 students. The data were collected from the students ability in writing procedure text. In this data, the researcher analyzed the way of students writing procedure text. The analysis begin by identify generic structure, grammatical feature (imperative sentences and sequences words), the mechanics of writing.

There are four aspects of procedure text consisting of generic structure, grammatical features (imperative sentences and sequences words), the mechanics of writing.
Discussion

From the table we can see that procedure text. They are generic structure, imperative sentences, sequences words and mechanics of writing. The first was generic structure in which 34 students could write title and goal, 31 students could write materials and 20 students could write steps in writing procedure text. Meanwhile, the second table was imperative sentences were, 28 students could write procedure text. Then, the third table was sequences words “first” were 21 students, “then” were 21 students, “after that” were 23 students, “next” were 19 students and “finally” were 18 students who could write a text procedure using sequences words in ability written test. And the last, four table was the mechanics of writing with 34 students could used a procedure text in writing. It can be seen from table 1.1, 1.2, 1.3, and 1.4. In this research, the writer applied measurement technique to measure a study on the students’ ability in writing procedure text. The writer gave test on January, 18th 2012 in class VII A in the form of written test for about two hours. In this case, the writer gave test items about procedure text to measure the students’ ability. Based on the findings of the research, the result analysis in writing test of students’ ability writing procedure text was moderator good ability. Because, from 34 students’ results ability in writing procedure text. They could write a text procedure used the generic structure, imperative sentences, sequences words and mechanics of writing. It shows that the Seventh grade students of SMP Bina Utama Pontianak in academic year 2011/2012 were moderator good writing procedure text.

They often make mistakes in the writing procedure text. For the examples in the generic structure, grammatical features (imperative sentences and sequences words). The first was parts of generic structure, some students’ result writing procedure text were not clear and not complete write generic structure. For example above, it can be seen in the table generic structure of procedure text and the analysis of result in generic structure in result writing test of students’ case 2 and students’ case 3. Meanwhile, the second was grammatical features consisted of imperative sentences of procedure text. Never bless, most of the students did not understand to used imperative sentence in writing procedure text. For example the students’ case 2 and students’ case 3, its can be seen in the analysis of result in imperative sentences and the table of imperative sentences in the procedure text and then was sequences words, most of students did not clear and not complete to use of sequences words in procedure text. For example above, it can be seen in the table sequences words and the analysis of result sequences words of students’ case 2 and students’ case 3.

From of discussion above, it can be said that the seventh grade students’ of SMP Bina utama Pontianak in Academic Year 2011/2012 had moderator good in writing procedure text.
CONCLUSION AND SUGGESTION

Conclusion

Based on the result analysis of the writing test, the general conclusion of this research is the seventh grade students of SMP Bina Utama Pontianak in Academic Year 2011/2012 have moderator good ability in writing procedure text. Because, from 34 students’ result ability in writing procedure text, they could write a text procedure used generic structure in which result 34 students. Meanwhile, grammatical features (the imperative sentence was 28 and sequences words was 28). For the mechanics of writing was 34 students could write a text procedure in ability written test. It can be seen from table 1.1, 1.2, 1.3, and 1.4. From the test ability in writing procedure text, the students could focus in four aspects that consisted of the generic structure, imperative sentence, mechanics of writing and sequences words.

Suggestion

Relating to the results in writing test of the analysis about the students ability in writing procedure text to the seventh grade students SMP Bina Utama Pontianak in Academic Year 2011/2012. It is necessary for the writer to give some suggestion as follows (1) From the results of the analysis about a text procedure, the students should understand to write procedure text used generic structure namely: title, goal, materials and steps. (2) The students should understand to write procedure text used imperative sentence in procedure text namely: the positive imperative sentence, negative imperative sentence and the function of imperative sentence in English. (3) The students should understand to write procedure text used parts of sequences words namely: first, second, next, then, that, after that, now, finally and etc in the procedure text. (4) The students should understand to write procedure text used the writing of mechanics in procedure text namely: comma, period, colon and etc. (5) The students should understand to write procedure text in different topics and also practice of writing text.

BIBLIOGRAPHY


