

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 2 HILISALAWA'AHE

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Abstract

The purpose of this research is to describe students' ability in writing procedural text and find out the obstacles students experienced in writing procedural text. This research used qualitative research. The data were taken from 18 procedural text that made by students. The data source was eleventh students at SMA Negeri 2 Hilisalawa'ahe Academic Year 2023/2024. The techniques of data collection were writing test and interview. The result of the research was the students' ability in writing procedural text varied at every aspect of writing. However, the average students' ability is content aspect was 20.27 which categorized fair to poor level, organization aspect was 13.5 which categorized fair to poor level, vocabulary aspect was 11.38 which categorized fair to poor level, language use aspect was 10.83 which categorized very poor level, and mechanic aspect was 4.3 which categorized fair to poor level. This is demonstrated based on the students' level of difficulty in writing procedural text. And the result of data analysis of students' ability in writing procedural text at the eleventh grade of SMA Negeri 2 Hilisalawa'ahe was categorized in poor. Furthermore the obstacles experienced by students in writing procedural text were difficulties in organizing in ideas, limited vocabulary and incompetence at grammar. It is suggest to the English teacher improve learning in the classroom, especially in procedural text material.

Key Words: *Writing; Ability; Procedural Text.*

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan kemampuan siswa dalam menulis teks prosedur dan mengetahui hambatan yang dialami siswa dalam menulis teks prosedur. Penelitian ini menggunakan metode penelitian kualitatif. Data diambil dari 18 teks prosedur yang dibuat oleh siswa. Sumber data adalah siswa kelas XI SMA Negeri 2 Hilisalawa'ahe Tahun Ajaran 2023/2024. Teknik pengumpulan data yang digunakan adalah tes menulis dan wawancara. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam menulis teks prosedur bervariasi pada setiap aspek penulisan. Namun, rata-rata kemampuan siswa pada aspek konten adalah 20,27 yang dikategorikan tingkat cukup hingga kurang, aspek organisasi adalah 13,5 yang dikategorikan tingkat cukup hingga kurang, aspek kosakata adalah 11,38 yang dikategorikan tingkat cukup hingga kurang, aspek penggunaan bahasa adalah 10,83 yang dikategorikan tingkat sangat kurang, dan aspek mekanik adalah 4,3 yang dikategorikan tingkat cukup hingga kurang. Hal ini ditunjukkan



berdasarkan tingkat kesulitan siswa dalam menulis teks prosedur. Dan hasil analisis data kemampuan siswa dalam menulis teks prosedur pada kelas XI SMA Negeri 2 Hilisalawa'ahe dikategorikan kurang. Selanjutnya hambatan yang dialami siswa dalam menulis teks prosedur adalah kesulitan dalam mengorganisasi ide, keterbatasan kosakata dan ketidakmampuan dalam tata bahasa. Disarankan kepada guru bahasa Inggris untuk meningkatkan pembelajaran di kelas, khususnya dalam materi teks prosedural.

Kata Kunci: Menulis; Kemampuan; Teks Prosedural.

A. Introduction

Language is a communication system consisting of sounds, words and grammar, or a communication system used by humans. Language has a crucial role in our daily lives, functioning as a communication tool used to interact with other people. Without language, communication between individuals would be difficult. Message and ideas can be conveyed through language, both orally and writing. According to Hanafi (2019:10) "A language is actually a system of sounds and symbols which can be used for communication between one person and others who have some knowledge about the system. It means that language is a communication tool to express knowledge to other people.

Even though various cultures and languages dominate the world, English continues to stand out as a foreign language that is widespread throughout the world, including in Indonesia. The universal function of English as a global communication tools has a central role in connecting individuals from various parts of the world. Understanding and skills in

English are highly valued by many people as valuable assets for interacting and participating in international contexts. In the education sector in Indonesia, English language teaching has a very important role. The language is recognizing not only as an essential academic subject, but also as a tool to equip young people with skills needed on a global scale. Understanding the strategic value of English, Indonesia aims to ensure that the next generation has sufficient skills to compete and contribute in an increasingly connected world stage.

In Indonesia, English is considered as language that has an important role. English language teaching starts from elementary school level to university level, showing the importance of developing English language skills in one's educational development. English proficiency is a necessity in various aspects of life, especially in the context of business and education. English provides individuals with greater access to participate in a global environment, opening up opportunities for personal and professional growth. English is global, based on the claim that the majority of people utilize English for



communication worldwide. It implies that language serves as a medium of communication within a group of people.

In the process of learning English, there are four essential skills: reading, writing, listening and writing. It is crucial to attain a comprehensive understanding of the English language, given that each skill plays a distinct role, either in general or specific function, during communication. Among these skills, writing stands out as a significant aspect that demands attention alongside listening, speaking and reading. As a means of communication, students are required not only to express themselves orally but also in written form.

Writing is one of learning's material that must learned by students in the eleventh grade of senior or vocational high school which aims to improve their ability to organize the language elements within a text. Writing is a tool that students can use to review knowledge, organize their thoughts, and evaluate their content understanding.

According to Nunan (2003:88) stated Writing is the mental work of inventing ideas and organizing the words into statement and paragraph that will be clear to a reader. It means that in order to express the author's ideas in writing, the author needs to adjust to the statement, that the statement or paragraph that make it easier to understand and interesting to read by the reader.

Harmer (2002:225) states that "writing has a number of conventions which separate it out from speaking, apart from differences in grammar and vocabulary, issues of letter, word, and text formation, manifested by handwriting, spelling, layout and punctuation. In other hand, Ellison (2010:95) writing is the thinking process and expression an idea or opinion on the paper in the form of letters, symbols of words, and punctuations so that it becomes a paragraph. It means writing involves more than just physically copying words, it also the process of thinking and creative expression of ideas or opinions in the form of letters, word symbols, and punctuations to create meaning that is understood by reader.

In writing process, the students should pay attention to the aspect of writing in order that they are able to writ well. The students writing can be seen be from the aspects of writing. According to Jacobs et al.'s (1981:2) there are five aspects of writing, they are:

- Content: the writers have an ability to think creatively to develop their ideas.
- Organization: the writer have fluent flowing expression the ideas, clearly stated or supported well relationship between paragraph, logical, and sequencing.
- Vocabulary: the writers have a numerous words and idioms to



convey intended information, attitudes, and feelings. Additionally, they can use appropriate words, including prefixes and suffixes, as well as idiom.

- Grammar/Language use: the writers can apply the basic agreement between sentences, tenses, numbers, words order or function. Articles, pronouns and prepositions.
- Mechanics: the writer are able to write and good spelling, punctuation, capitalization, and paragraphing.

Procedural text is a text that expresses how to do or make something. The procedural text becomes a guide for the reader to complete a task through a series of steps. So, it can make it easier for readers to follow or do experiments in making something. According to Panggabean et al. (2024:67) "procedural text is a genre of written or spoken communication that provides detailed step-by-step instruction or guidance on how to perform a specific task". The purpose of this procedure text is to tell the reader how to do things in the right order. According to Scarper (2011:2) "A procedural text describes how to do something the author is good at in a way that other people can understand. In the procedure text, there are several parts, namely the language of the future and generic structure which is the content in making the procedure text.

According to Scrapper (2011:2) "A procedural text is writing that tells how to make or do something. This text is created to describe how to do or create through a series of action or steps. In order words 'procedure' guides the reader to do something, to operate something, to create something, or to achieve a certain goal.

According to Morrow et al. (2013:233), purpose of procedural text is to tell someone how to do something. The purpose of procedural text is to provide step-by-step instructions or directions for performing a specific task or completing a particular activity. It aims to guide the reader in a clear and organized manner, facilitating the successful execution of the describe process.

According to Khioriah (2021:25), generic structure of procedural text is as follow:

- Goal / aim (title): the goal is the starting point of a procedure text. It sets the stage by providing a clear statement of what the reader is trying to achieve by following the instructions.
- Material / ingredient: it lists the materials needed. It often gives detail on the size, color, numbers, shapes, quantity, etc.
- Step / method: it explains the steps that must be done from the first to the last.



The language features of procedure text according to Nahria et al. (2020:26):

- Using simple present tense.
- Use of imperative sentences.
- Using action verb.
- Using connective of sequence.
- Using sequence adverb.
- Using adverbials.

Based on preliminary study at SMA Negeri 2 Hilisawa'ahe, it was found that many class XI students show deficiencies in the ability to write good and systematic procedural text based on students worksheets collected. This is because most students face challenges in formulating the steps of writing procedural text systematically and clearly. One glaring problem is their inability to organize procedure text effectively. In their writing, students often fail to define the goal clearly and neglect to provide detailed steps for the procedure in question. This has an impact on the lack of competency in writing procedural text according to established standards. As a result, the information presented in their texts is unclear, making it difficult for readers to understand the procedures in question. This lack of ability arises because the assignment is difficult. Many students believe that writing requires a lot of ideas to be successful. This problem is thought to be caused by several factors, including writing learning methods that are less contextual so that students are less

motivated and skilled in writing language texts. This is based on the results of their writing that most students experience errors when writing.

In fact, they must master language skills including listening, speaking, reading, and writing because the goal of learning English is to use it in oral and written communication. Therefore, they have difficulty organizing their thoughts in a coherent manner, resulting in ineffective procedural text. Therefore, this research aims at carrying out an in-depth analysis of the ability to write procedural text based on assessment criteria which include content, organization, vocabulary, language use, and mechanics and identify problems in their writing abilities. Therefore the author wants to conduct research entitled. **“An Analysis of Students’ Ability in Writing Procedural Text at Eleventh Grade of SMA Negeri 2 Hilisawa'ahe”**.

B. Research Method

The research is of the qualitative kind. Descriptive data is typically the foundation of qualitative research. Gay and Peter (2012:7) define qualitative research as the process of gathering, displaying, analyzing, and interpreting extensive narrative material that is not quantitative in order to obtain a deeper understanding of a specific phenomenon of interest. Creswell (2014:4) add credence to the idea that qualitative research is an approach to interpretive research. Creating a description



of a person or environment and searching the data for themes or categories are both components of exploratory research.

It is clear from the summary above that qualitative research involved the analysis and interpretation of text, interview and phenomenon through the use words and letters. The researcher uses qualitative descriptive approach in this study to analyze students' writing skills.

The location of the research was conducted at SMA Negeri 2 Hilisalawa'ahe Academic years 2023/2024. It is located in the village of Berua Siwalawa, South Nias Regency, North Sumatera. This research was conducted in the class eleventh grade IPA.

The data in this research are students' writing abilities obtained from students worksheets on procedural text. The data source is eleventh grade students at SMA Negeri 2 Hilisalawa'ahe, totaling 18 students.

The data collection techniques used by researchers were writing test and interview. Writing test were used to obtain student worksheets on Procedural Texts and interview were used to find out the obstacles students experienced in writing procedural texts.

C. Research Finding and Discussion

In this section, data were collected from students' worksheets and interview with students at class XI IPA of SMA Negeri 2 Hilisalawa'ahe. Data collection

techniques include writing test and interview. In the writing test, the researcher administered test through the teacher. The next step is to conduct interviews with students to find out the obstacles students experienced in writing procedural text after researcher analyzed student worksheets based on writing aspects. Students' abilities in writing procedural text are described in table form. The research result showed that students' ability to write procedural text was categorized as poor, with the main obstacles experienced by students being, difficulties in organizing ideas, limited vocabulary and in competence of grammar.

After collecting the data, the researcher reads and learns the procedural text made by the students. Then, the researcher analyzed the text based on the assessment rubric proposed by Jacob and then categorized it based on the writing assessment criteria stated by Reid. Lastly, the researcher scored students' works. In addition to evaluate the students' writing abilities, the researcher conducted interviews to analyze the challenges faced by the students during the writing process. This approach provided a comprehensive understanding of both the students' performance and the obstacles they encountered in developing their writing skills.

1. The Students' Ability in Writing Procedural Text



The section presents the result of research regarding the ability of class XI students at the SMA Negeri 2 Hilisalawa'ahe in writing procedural text. The researcher was analyzed the students' worksheets and scored their writing based on five aspects of writing, namely content, organization, vocabulary, language use, and mechanic. Here is the summary of the students' score procedural text in the table below:

Table 1
Students' Score in Writing Procedural Text "How to Make Fried Rice"

No.	Name	Aspects Assessment In Writing					Score
		C	O	V	LU	M	
1	S1	17	10	13	14	3	57
2	S2	16	13	10	10	3	52
3	S3	20	17	13	14	2	66
4	S4	22	14	6	6	2	50
5	S5	17	13	10	18	3	61
6	S6	17	10	10	15	4	56
7	S7	16	9	9	10	2	46
8	S8	21	13	10	10	3	57
9	S9	22	14	14	10	2	62
10	S10	23	14	13	10	5	65
11	S11	25	18	15	12	5	75
12	S12	16	9	8	5	2	40
13	S13	21	14	11	9	2	57
14	S14	25	18	15	12	5	75
15	S15	23	15	12	10	5	65
16	S16	22	14	12	10	2	60
17	S17	17	10	9	8	3	47
18	S18	25	18	15	12	5	75
Total							1.066

a. Content

Based on the table 1, it was found that out of 18 students: 8 students are at the good average level (22-26), 7 students are at the fair to poor level (17-21), and 3 students are at the very poor level (13-16).

Many students struggle with developing coherent, detailed procedural texts. Good to average students adequately understand and present steps with relevant information, though some details may lack depth. Fair to poor students present main steps clearly but often struggle with flow. Very poor students fail to organize steps effectively, resulting in poorly structured, hard-to-follow texts.

The overall average score of the students in the content aspect is 20.26 and it falls into the fair to poor level.

b. Organization

Based on the table 1, it was found that out of 18 students: 3 students are the excellent to very good level (20-18), 7 students are at the good to average level (17-14), 6 students are at the fair to poor level (13-10). And 2 students are the very poor level (9-7).

Some students still experience difficulties in organizing main ideas and maintaining smooth expression in their writing. Students at the excellent to very good level demonstrate the ability to organize steps clearly and cohesively. Students at the good to average level can arrange main ideas, but their support is limited and the sequence is logical yet incomplete. Students at the fair to poor level show that some sentences are related to the main idea, but they are not fully well-organized. And students at the very poor



level demonstrate poor organization, with steps not clearly arranged.

The overall average score of the students in the organization aspect is 13.5 and it falls into the fair to poor level.

c. Vocabulary

Based on the table 1, it was found that out of 18 students: 4 students are at the good to average level (17-14), 10 students are at the fair to poor level (17-14), and 4 students are at the very poor level (9-7).

Most students still experience difficulties in choosing appropriate words and maintaining clarity of ideas. Students at the good to average level demonstrate the ability to use words fairly well, although there are still some errors in word choice, spelling, and punctuation. Students at the fair to poor level often use inappropriate or unclear words, which causes confusion in their explanations. And students at the very poor level are unable to communicate ideas clearly due to the use of inappropriate or out-of-context words.

The overall average score of the students in the vocabulary aspect is 11.38 and it falls into the fair to poor level.

d. Language Use

Based on the table 1, it was found that out of 18 students: 1 student is at the good to average level (21-18), 6 students are at the fair to poor level (17-11), and 11 students are at the very poor level (10-5).

Many students still experience significant difficulties in constructing both

simple and complex sentences and often make grammatical errors. Students at the good to average level can use effective but simple constructions, with some errors. Students at the fair to poor level demonstrate major problems in simple/complex constructions with frequent errors, while students at the very poor level have hardly mastered sentence construction rules and are dominated by errors.

The overall average score of the students in the language use aspect is 10.83 and it falls into the very poor level.

e. Mechanics

Based on the table 1, it was found that out of 18 students: 5 student are at the excellent to very good level (5), 1 students is at the good to average level (4), and 5 students are the fair to poor level (3).and 7 students are at the very poor (2).

Most students still frequently make mistakes in spelling, punctuation, capitalization, and paragraphing. Students at the excellent to very good level rarely make errors in spelling, punctuation, capitalization, and paragraph organization, making their writing easily understandable. Students at the good to average level rarely make mistakes. Students at the fair to poor level demonstrate frequent errors in the mechanical elements of writing, while students at the very poor level are dominated by errors in spelling, punctuation, capitalization, and paragraph



organization, resulting in writing that is difficult to understand and reducing its overall quality.

The overall average score of the students in the language use aspect is 4.3 and it falls into the fair to poor level.

Overall, students' ability to write procedural text, based on the previous table, includes data from 18 students, with a total score of 1.066 and an average score of 59.22. To determine the students' overall scores in writing procedural text, this research used the theory of Reid (1993:237) as follows:

Table 2
Criteria Scoring In Writing

No	Grade	Score	Criteria
1	A	91-100	Excellent
2	B	81-90	Very Good
3	C	71-80	Good
4	D	61-70	Fair
5	E	<60	Poor

Source: Reid (1993:237)

Based on the data analysis results, it was found that the students' average score is 59.22 and falls into the "poor" category. The Minimum Criteria for Mastering Procedural Text Learning at SMA Negeri 2 Hilisalawa'ahe for XI-IPA is 70. With procedural text learning in high school, students are expected to be able to identify the meaning, social function, text structure, and linguistic elements orally and in simple

written Procedural texts about how to make something by paying attention to the communicative purpose.

In general, there are some students still could not achieve the learning objectives well. From 18 students there are 3 students could achieve the Minimum Criteria of Mastery Learning and there are 15 students could not achieve it. It means that most of the students do not understand about how to write Procedural text. If we look in personally, there are 3 students who got 71-80 and it is classed as good, there are 5 students who got 61-70 and it is classed as fair, lastly there are 10 students who got a score of <60 and it is classed as poor.

From the explanation above, it can be concluded that the students of grade XI-Science at SMA Negeri 2 Hilisalawa'ahe have varying abilities in writing procedural texts based on the assessed aspects (content, organization, vocabulary, language use, and mechanics). This indicates that there is room for improving students' understanding of writing aspect to enhance their writing abilities in procedural texts, particularly in providing clear instructions and procedures.

2. The Obstacles Experienced by Students' Ability in Writing Procedural Text

Based on the data analysis on the LKS, majority of class XI students at SMA Negeri 2 Hilisalawa'ahe experienced many errors in writing procedural text. After finding out



that they experienced errors in writing procedural text, researchers conducted interviews to obtain further information about the obstacles students experienced when writing procedural text. To gain a deeper understanding, the researcher selected five students for the interviews. When multiple students exhibited the same type of error, only one representative student was chosen from each group of similar errors to avoid redundancy and to ensure a variety of obstacles were explored. Based on the results of the interviews, there were several obstacles experienced by students in writing procedural text. These obstacles are:

1. Difficulty in organizing ideas

The first challenge faced by students is difficulty in organizing ideas. The interview revealed that many students experience confusion when they have to compile procedure steps logically and in sequence.

2. Limited vocabulary

The second challenge identified was students' limited vocabulary. Many students report that they often have difficulty finding the right word to express their ideas in English.

3. Incompetence at grammar

The challenges faced by students are related to third grammar. Most students admit that they often make grammatical errors when writing procedural text.

Based on the facts, interviews conducted with eleventh grade students of SMA Negeri 2 Hilisalawa'ahe identified three main obstacles affecting their ability to write procedural text. These obstacles include difficulty in organizing ideas, result in procedural text that are often incoherent and hard to follow, while limited vocabulary hinders students from clearly and accurately expressing their ideas. Additionally, frequent in competence of grammar, such as incoherent tense usage and subject predicate agreement mistakes, further diminish the quality of the procedural text produced.

D. Conclusion and Suggestion

Based on the research results, the researcher concludes that students' ability to write procedural texts at the eleventh grade of SMA Negeri 2 Hilisalawa'ahe is categorized as poor. The analysis reveals three main obstacles: difficulties in organizing ideas, limited vocabulary, and incompetence in grammar. To address these issues, it is recommended that teachers employ specific strategies to enhance students' writing skills. These strategies include using additional educational resources such as textbooks and online materials, focusing on vocabulary development, and providing targeted feedback to address grammatical issues. By implementing these measures, educators can help improve students'



abilities in writing procedural texts and overcome the identified challenges.

Based on the conclusion above, the writer propose the following to the teacher, students and the other researchers who are interested in studying writing procedural text as follow:

- 1) For the teacher, the findings of this study, teachers can enhance students' abilities in writing procedural texts by incorporating additional resources such as textbooks, online materials, or video tutorials that focus on the structure and appropriate language use in procedural writing. Teachers should also motivate students to expand their vocabulary and encourage consistent practice. Providing constructive feedback on students' work and conducting writing workshops can help students improve their writing skills. Additionally, using peer review techniques and analyzing well-written procedural texts can further aid in understanding effective writing practices. Utilizing technology for writing and editing, and creating a structured learning program that gradually introduces key elements of procedural texts will support students in overcoming their writing challenges.
- 2) For the students, can use the findings of this study to reflect in their own strength and weaknesses and motivate them to overcome the obstacles they face in writing procedural text. It is hoped that

students will find effective strategies to address their difficulties and enchain their writing skills.

- 3) For the future researcher, this research has focused on assessing students' ability in writing procedural text. Future researchers could delve deeper into exploring the root causes of the difficulties uncovered in this study. This would provide a more comprehensive understanding and contribute to the completion of this research area.

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