A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMKN 2 PEKANBARU IN WRITING PROCEDURE TEXTS

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Abstract: *The aim of this study is to find out the ability of the second year students of SMKN 2 Pekanbaru in writing procedure texts. The population of this research is all of the second year students which consisted of 332 students. There were 34 students who participated in this study as sample. The instrument was a test adapted from authentic material. The frame of the test was covered by 5 components such as, grammar, organization, mechanics, vocabulary, and content. The students write a procedure text based on the topic given. To analyze the data, the raw score of the students was calculated and the level of ability was identified by using the classification of ability level by Arikunto (2003). The result showed that the ability of the second year students of SMKN 2 Pekanbaru in writing procedure texts was at Mediocre level with mean score 74,33. Therefore, it can be concluded that most of the students were able to writing procedure texts. To reach this, the students were suggested to do more practice in writing activity, particulary in writing procedure text.*

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

STUDI KEMAMPUAN SISWA KELAS DUA SMKN 2 PEKANBARU DALAM MENULIS TEKS PROSEDUR

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa kelas dua SMKN 2 Pekanbaru dalam menulis teks prosedur. Populasi penelitian ini adalah seluruh siswa kelas II yang terdiri dari 332 siswa. Ada 34 siswa yang berpartisipasi dalam penelitian ini sebagai sampel. Instrumen itu adalah tes yang diadaptasi dari bahan asli. Rangka pengujian ditutupi oleh 5 komponen seperti, tata bahasa, mekanika organisasi, kosakata, dan konten. Para siswa menulis teks prosedur berdasarkan topik yang diberikan.Untuk menganalisis data, nilai baku siswa dihitung dan tingkat kemampuan diidentifikasi dengan menggunakan klasifikasi tingkat kemampuan oleh Arikunto (2003). Hasil penelitian menunjukkan bahwa kemampuan siswa kelas dua SMKN 2 Pekanbaru dalam menulis teks prosedur berada pada tingkat biasa-biasa saja dengan skor rata-rata 74,33. Oleh karena itu, dapat disimpulkan bahwa sebagian besar siswa mampu menulis teks prosedur. Untuk mencapai hal ini, para siswa disarankan untuk melakukan lebih banyak latihan dalam kegiatan menulis, khususnya dalam penulisan teks prosedur.

Kata Kunci: Kemampuan Menulis, Kemampuan Menulis, Prosedur Teks

INTRODUCTION

Writing is one of the four language skills that plays a vital role in thisglobal community. As a productive skill, there is no doubt that writing is considered complicated for students. It is because writing encourages thinking and learning process. To produce a piece of writing, a process of creating and recreating is needed until the writer is able to clarify and express the ideas in a clear way. It needs special skill and not everyone can develop it naturally.

Richards and Renandya (2002) state that writing is the most difficult skill for second language learners. The difficulty is not only in generating and organizing ideas, but also in transferring the ideas into texts. In line with the statement above, Brown (2007) states that written product is the result of thinking, drafting, and revising process that needs special skill and not everyone can develop it naturally.

According to the syllabus, students are expected to enable in constructing both of spoken and written simple procedure text based on the daily life context by focusingon social function, generic structure, and language feature in proper contexts. Morever, in relation to senior high school objectives of learning English, students are expected to enable to write the text contains some indicators of writing activity. And the students have same books. Each class students have different teacher, and time to learn English. Therefore, students also should enable to write and identify the procedure texts based on the aspects of the procedure text using grammar, vocabulary, punctuation and spelling accurately.

Based on the National Curriculum, the second year students in SMKN 2 Pekanbaru should learn procedure text.And the students should master social function, generic structure and language features. Thestudents are also taught how to write a procedure text.

Based on the interview to the teacher, it can be concluded that. Students can understand the content of the text.But still have difficulty in writing the text. Writing a procedure texts is still one of the major problem of SMKN 2 Pekanbaru, There are some students dificulties writing procedure text, there are some students understand how to start it. The students spent a lot of time to write a paragraph. They didn't know what they are going to write.

The student ability are not same, including in understanding procedure text. Some students may understand easily. For some other of students may find difficulties. Therefore, the writer wants to find out about the real condition of students' ability in Procedure Text.

METHODOLOGY

The population of the research is all of the second years students of SMKN 2 Pekanbaru at the academic year 2016/2017. The population is 322 students spreading in 10 classes. The population is homogenous where the students have the same characteristic: printed materials, teachers English, and level (second year).

The data that will be used in this research is quantitative data. The instruments to measure the students' ability to write procedure texts. In this research, the students write a procedure text based on the topic given. The students have 45 minutes to write.

They have to write it in one paragraph and in no more than 50 words. They must write it in good paragraphs suitable for the generic structure and language feature.

In this scoring technique the writer, will use five aspect of writing. In scoring the students composition, the writer adapted the scoring system proposed by Brown (2007)

Table 1. The aspect of writing

The aspect of the writing to be evaluated	The score range
1. Grammar	4:3:2:1
2. Organization	4:3:2:1
3. Mechanics	4:3:2:1
4. Vocabulary	4:3:2:1
5. Content	4:3:2:1

(Brown, 2007)

In this aspect the writer is more consider to the generic structure of procedure text in which more complete the generic structure of the students' writing the higher score that they get.

$$TS = G+O+M+V+C$$

Where: TS   = Total score of students

                        G   = Students' ability in Grammar

                        O   = Students' ability in Organization

                        M   = Students' ability in Mechanic

                        V   = Students' ability in Vocabulary

                        C   = Students' ability in Content

(Brown,2007)

To know the real score of the students the writer used the following formula:

$$RS = \frac{TS}{MS} \times 100$$

Where:

RS   = real score of each individual

TS   = total of average score for each aspect of writing

MS   = maximum score

After getting total score from each rater, the writer gathered the real score of students from three raters of by using formula as follows:

$$RS = \frac{rater1 + rater2 + rater3}{3}$$

RS = Real Score

After the final scores of each test got from three of raters by summarizing the scores, the writer calculated the whole final score of the students to get the data of students' ability in writing procedure text. The writer finds out the mean score of them, by using this following formula:

$$M = \frac{\Sigma fx}{N}$$

Note :
M = the mean score
Σfx = total of test score
N = the number of students

(Hatch and Farhady, 1982)

After that, to find out the percentage of the students' ability in writing a procedure text, the writer used the formula:

$$Percent = \frac{F}{N} X\ 100\%$$

Note :
F = Frequency
N = The number of the students

(Sudjiono, 2010)

The real score of the responents classified into five level of ability. They are:

Table 2. Classification Of The Students' Score

| Score Range	Classifications
80 – 100	Excellent
66 – 79	Good
56 – 65	Average
30 – 55	Poor
0 – 29	Fail

(Arikunto, 2003)

FINDINGS AND DISCUSSIONS

After obtaining the students' ability in writing procedure text, it is important to know their ability for each of writing. The writer present the classification of the students' ability for each aspect of writing as follows:

a) **The Students' Ability in Terms of Content**

Figure 1. The students' Ability in Terms of Grammar
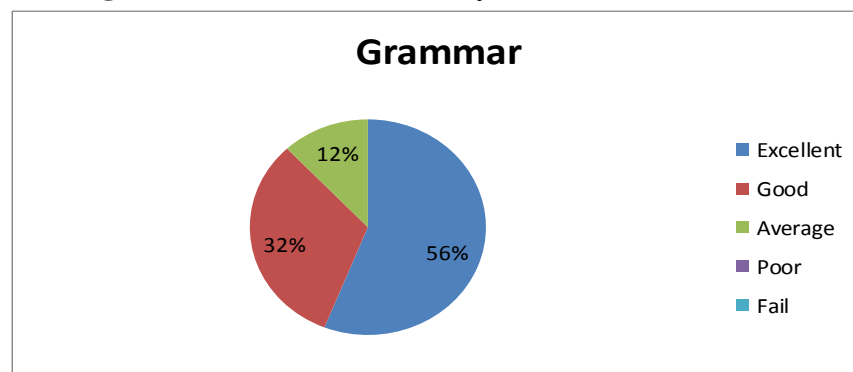
From figure 1, it can be seen that in terms of grammar, 19 students (56%)Are in *excellent* level. It means that they can expand ther ideas very well. Then, 11 students (32%) are in *good* level, 4 students (12%) are in *average* level, no students are in *poor* level. And no students are in *fail* level. It can be inferred that based on the average score, their writing ability in terms of grammar is a *good* level (75,53). Furthermore, fore the score list of each students it terms of grammar in this study can be seen in appendix.

b) **The Students' Ability in Terms of Organization**

Figure 2. The students' Ability in Terms of Organization
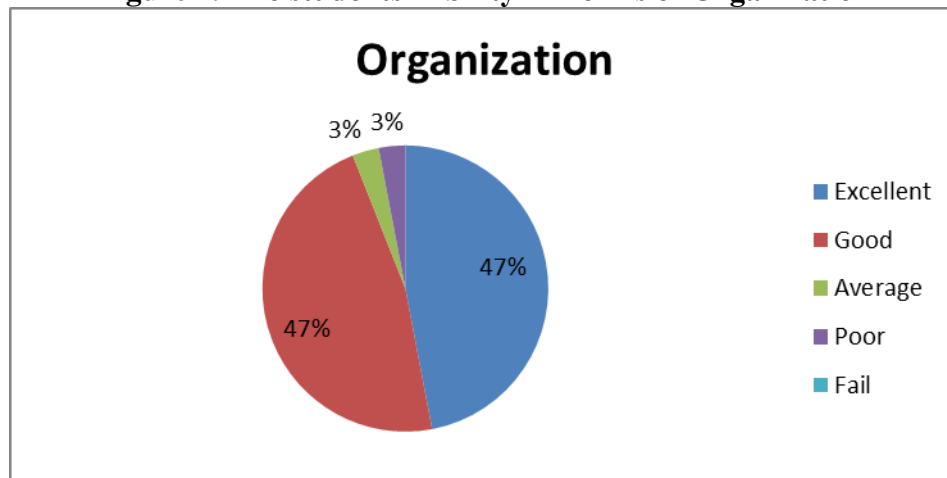
It can be seen that in terms of organization, 16 students (47%) are in *excellent* level. Then, 16 students (47%) are in *good* level, 1 student (3%) are in *average* level, 1 student (3%) are in *poor* level. And no students are in *fail* level. It means that the students can write the procedure text in correct organization wich consists of orientation, events, and re-orientation. It can be inffered that the students' writing ability in terms of organization is in good level (76,27). Furthermore, for the score list of each student in terms of oganization in this study can be seen in appendix.

**c) The Students' Ability in Terms of Mechanic**

Figure 3. The students' Ability in Terms of Mechanic
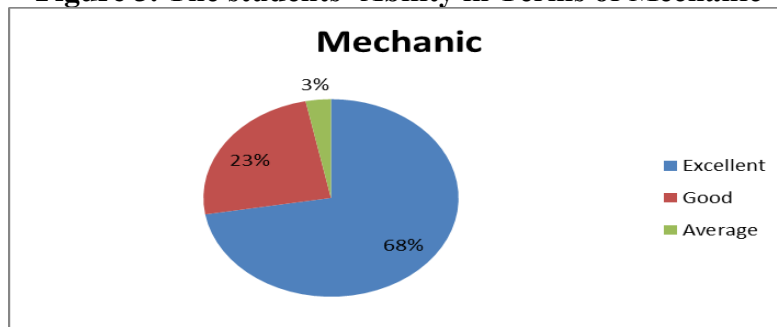
From figure 3, it can be seen that in terms of mechanics, 23 students (68%) in *excellent* level. Then, 8 students (23%) are in *good* level. 9 students (3%) are in *average* level. No students are in *poor* level and *fail* level. It means that more tahn a half of the students write the narrative paragraphs by not too much paying attention to the use of punctuation, spelling, and capilazation. It can be inferred that the students' writing ability in terms of mechanics is in *excellent* level (81,37). Furthermore, for the score list of each student in terms of mechanics in this study can be seen in appendix 8.

**d) The Students' Ability in Terms of Vocabulary**

Figure 4. The students' Ability in Terms of Vocabulary
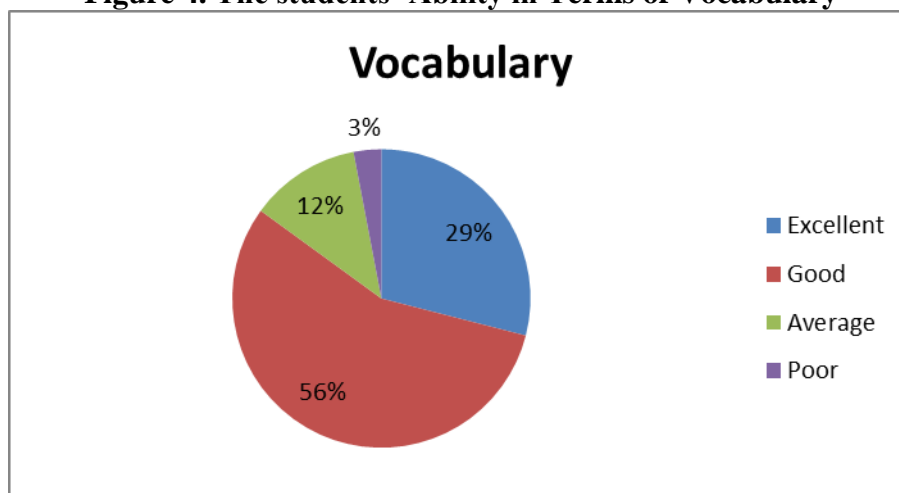
From figure 4.4, it can be seen that in terms of vocabulary, 10 students (29%) are in *excellent* level. Then, 19 students (56%) are in *good* level, 4 students (12%) are in *average* level, 1 student (3%) are in *poor* level, and no students are in *fail* level. From the data obtained, it can be said that many students can express their idea by using appropiate vocabularies even there is a title bit of mistake. Based on the average score, they are in *good* level (75,00). Furthermore, for the score list of each student in terms of style in this study can be seen in appendix 9.

e) The Students' Ability in Terms of Content

Figure 5. The students' Ability in Terms of Content
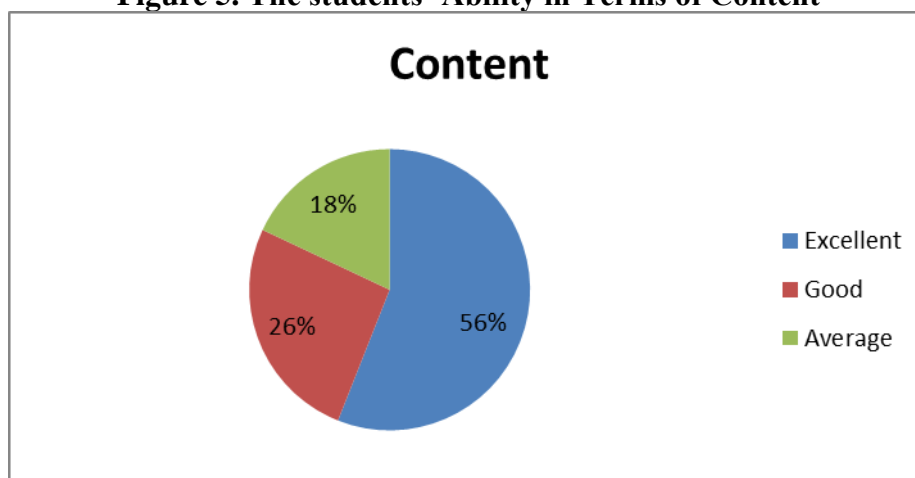
From figure 5, it can be seen that in terms of content, 19 (56%) are in *excellent* level. It means that they can expand their ideas verry well. Then, 9 students (26%) are in *good* level, 6 students (18%) are in *average* level, and no students are in *poor* and *fail* level. It can be inferred that based on the average score, their writing ability in terms of content is in *good* level (79,00). Furthermore, for the score list of each student in terms of content in this study can be seen in appendix 10.

CONCLUSIONS AND RECOMMENDATION

A. Conclusion

The objective of this research is to find out the ability of the second year students of SMKN 2 Pekanbaru in writing procedure text. Based on the result of the data analisys in chapter IV the research make conclusion based on five component of writing: first, the students ability in grammar of procedure text, organization, mechanic, vocabulary and content. Second the most difficull aspect in writing procedure text is vocabulary, with the mean score (75,00) and the easlest aspect is mechanic, with the mean (81,37)

B. Recommendations

Based on the result obtained and the conclusions in this study, the writer would like to porpose some recommendations. First, the students should be attention to vocabulary aspect since the score of these two aspects are in good level (75,00). The possible way to improve the students' ability is probably by doing more practice in writing activity, particulary in writing procedure text.

Then, for the teacher of SMKN 2 Pekanbaru, it's better for the teacher to give the students more writing practice, especially in the area of vocabulary and gramma. Besides, the teacher may apply appropriate methods or strategies in class to the students in order to improve students' ability interms of grammar and vocabularies as well as the other aspects: organization, mechanic and content. One of the appropiate strategy to apply in teaching writing is Peer Review. Pee review can help the students' to produce good writing since they pay attention to the details of a piece of writing (wheter their own or another writer's). However, peer review is the possible way to increase their ability in terms of vocabulary and grammar aspect.

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