AN ANALYSIS OF SEVENTH GRADE STUDENTS` ABILITY IN WRITING PROCEDURE TEXT

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Abstract

The purpose of this study was to determine the ability to write procedural texts for class VII students of SMP Negeri 20 OKU and to describe the difficulties in writing procedural texts for class VII students of SMP Negeri 20 OKU. The research method used in this study was descriptive quantitative with the study population, namely all class VII of SMP Negeri 20 OKU with the total 110 people that consists of 4 classes. In selecting the sample, simple random sampling technique was applied and essay tests was applied to gather the data. Data analysis technique used is descriptive statistical analysis technique. The test result showed that of the 26 students sampled, 11 (42,3%) students scored 80 and above in the very good category, 9 (34,6%) students scored 66-67 in the good category, students who scored 56-65 in the sufficient category were 3 (11,5%) students, students who scored 46-55 in the less category were 1 (3,8%) students, and students who scored 45 and below in the fail category were 2 (7,6%) students. This has been proven by the acquisition of the highest score of 90,62, the lowest score of 43,75, with a total students score 190612 and an average score of 73,3. Based on these results, class VII students of SMP Negeri 20 OKU can be categorized as good or capable of writing procedure texts. While the mistakes of class VII students of SMP Negeri 20 OKU in writing procedure text, students often get difficulties in the writing rules section of procedure text which includes errors in the use of punctuation marks, writing words, and capital letters.

Keywords: *Ability; Writing; Procedure Text*

INTRODUCTION

According to Dalman (2015: 3) "Writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium". In addition, Tarigan (2013: 3) states "Writing is a language skill that is used to communicate indirectly or not face-to-face with other people". Writing is a process of associating between words,

sentences, paragraphs, and between chapters logically so that they can be understood. In writing activities there are several texts that will be studied in learning Indonesian. Learning Indonesian in the 2013 curriculum places more emphasis on text-based learning. Text is interpreted as a unit of language that expresses meaning contextually, so that in learning texts, students are expected to be able to produce and use texts in accordance with their goals and social functions. Learning Indonesian at the seventh grade junior high school level uses several types of text including descriptive text, narrative text, procedural text, and observation report text.

In this study, the researchers chose procedural text as a reference in research because procedural text is a text that contains goals and steps that must be followed so that a job can be done. The communicative purpose of procedural text is to provide instructions or how to do something through a series of actions or steps. According to Harsiati (2017) "Procedural text is a text that describes activities that must be carried out so that the reader can be precise and accurate". According to Priyatni (2014: 87) "The purpose of procedural text explains how something is made or done with sequential steps".

Based on the facts and data obtained from the results of initial observations made by researchers at SMP Negeri 20 OKU, it was revealed that students still had difficulty practicing writing activities. Students more often communicate verbally. In fact, students' daily activities are inseparable from writing activities and research on writing procedural texts has never been carried out at the school. Not only that, in learning Indonesian, students' biggest obstacles are in the writing aspect. According to the author's observation, one of the causes is the lack of vocabulary and knowledge of students in writing as there are still many students who write capital letters which are placed in the middle of sentences even though they should use capital letters, only used at the beginning of sentences, at the beginning of a sentence in direct quotations, it is used after a period, and students are still confused about conveying ideas and ideas in writing using good Indonesian as recommended. Students also still find it difficult to sequence the stages or steps in writing procedure text. Therefore, students must always be trained in writing various texts, in this case writing procedural texts. Therefore, research on writing procedure texts is very important to do as there is still a lack of research on students' ability to write procedure texts. The assessment of the research was taken from four aspects, namely structure, content, language features, and writing rules. and students are still confused about conveying ideas and ideas in

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writing using good Indonesian as recommended. Students also still find it difficult to sequence the stages or steps in writing procedure text. Therefore, students must always be trained in writing various texts, in this case writing procedural texts. Therefore, research on writing procedure texts is very important to do as there is still a lack of research on students' ability to write procedure texts. The assessment of the research was taken from four aspects, namely structure, content, language features, and writing rules. and students are still confused about conveying ideas and ideas in writing using good Indonesian as recommended. Students also still find it difficult to sequence the stages or steps in writing procedure text. Therefore, students must always be trained in writing various texts, in this case writing procedural texts. Therefore, research on writing procedure texts is very important to do as there is still a lack of research on students' ability to write procedure texts. The assessment of the research was taken from four aspects, namely structure, content, language features, and writing rules. Therefore, research on writing procedure texts is very important to do as there is still a lack of research on students' ability to write procedure texts. The assessment of the research was taken from four aspects, namely structure, content, language features, and writing rules. Therefore, research on writing procedure texts is very important to do as there is still a lack of research on students' ability to write procedure texts. The assessment of the research was taken from four aspects, namely structure, content, language features, and writing rules.

To make it easier for students to express writing ideasgiven an instrument in which there are three choices of procedural text titles, namely how to make fried rice, how to cook instant noodles, and how to use an iron then the student must choose one of the three titles to be arranged into a procedure text according to the structure and linguistic characteristics of the text procedure.

Based on the description above, the researcher is interested in examining the ability to write procedural texts in class VII students. Schools that will be the target of researchers are schools that have implemented the 2013 curriculum. Therefore, researchers will conduct a study entitled *Ability to Write Procedural Texts for Class VII Students of SMP Negeri 20 OKU.*

METHODOLOGY

The method used in this study is a quantitative descriptive method. According to Sugiyono (2016: 13) "Descriptive research is research conducted to determine the value of an independent variable, either one or more variables without making comparisons, or connecting with other variables." This descriptive research includes the presentation of conclusions in the form of statistics. According to Sugiyono (2016: 8) "Quantitative research method is a method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, analyzing data in the form of quantitative and descriptive which aims to test predetermined hypotheses".

. The population in this study were all students of class VII SMP Negeri 20 OKU, totaling 110 students. Which consisted of 28 students in class VII.1, 30 students in class VII.2, 26 students in class VII.3, and 26 students in class VII.4.

Sampling in this study is by using the Simple Random Sampling technique. According to Sugiyono (2015: 120) "It is said to be simple (simple) because the taking of sample members from the population is done randomly without regard to the strata in that population". Sampling in this study was carried out by drawing lots of classes consisting of four classes. Based on the drawing of the class selected and the sample in this study was class VII.3 with a total of 26 students.

Data collection techniques in this study used written test techniques. According to Arifin (2016: 118), "The test is a technique used in order to carry out measurement activities, in which there are various questions, or a series of tasks that must be done or answered by students to measure aspects of student behavior". According to Sudijono (2011: 75) "Written test (pencil and paper test), which is a type of test where the tester in submitting questions or questions is done in writing and the tester gives the answer also in writing". The purpose of the written test in this study was to measure and determine the level of students' ability to write procedural texts. According to Sudijono (2011:

OnIn this study, the test given to class VII students of SMP Negeri 20 OKU was in the form of a written test. Students are given an instrument in which there are three choices of procedural text titles, namely how to make fried rice, how to cook instant noodles, and how to use an iron. Then the student must choose one of the three titles to be arranged into a procedural text according to the structure and linguistic characteristics of procedure text.

FINDING AND DISCUSSION

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To provide this assessment the assessor gives a marker in the test carried out by the student as follows.

X1   (   )   = Structure Fittings

X2   ◇   = Content Suitability

X3   ▢   = Accuracy of Language Features

X4   ◯   = The Accuracy of The Writing Rules

Furthermore, after analyzing the value of the ability to write procedural text can be seen in the following table.

Table of Students' Ability to Write Procedural Texts

Class VII SMP Negeri 20 OKU

No	Student's Name	Evaluator	Value Each Aspect				Total	Mark	Average	Criteria Ability
			X1	X2	X3	X4				
1.	AP	P1	3	3	4	1	11	$N=\frac{11}{16} \times 100 = 68,75$	68.75	Good
		P2	3	3	4	1	11	$N=\frac{11}{16} \times 100 = 68,75$		
2.	A A	P1	4	2	2	2	10	$N=\frac{10}{16} \times 100 = 62,5$	68.75	Good
		P2	4	3	3	2	12	$N=\frac{12}{16} \times 100 = 75$		
3.	US	P1	3	4	3	2	12	$N=\frac{12}{16} \times 100 = 75$	78,12	Good
		P2	4	3	4	2	13	$N=\frac{13}{16} \times 100 = 81,25$		
4.	A A	P1	4	4	4	3	15	$N=\frac{15}{16} \times 100 = 93,75$	90.62	Very well
		P2	4	3	4	3	14	$N=\frac{14}{16} \times 100 = 87,5$		
5.	ABW	P1	2	3	4	2	11	$N=\frac{11}{16} \times 100 = 68,75$	68.75	Good
		P2	2	3	4	2	11	$N=\frac{11}{16} \times 100 = 68,75$		
6.	CSR	P1	4	3	3	1	11	$N=\frac{11}{16} \times 100 = 68,75$	71.87	Good
		P2	4	2	4	2	12	$N=\frac{12}{16} \times 100 = 75$		

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No.	Name							Score		Category
7.	DPN	P1	1	3	3	1	8	$N=\frac{8}{16} \times 100 = 50$	56,25	Enough
		P2	2	3	3	2	10	$N=\frac{10}{16} \times 100 = 62,5$		
8.	EA	P1	4	4	4	2	14	$N=\frac{14}{16} \times 100 = 87,5$	84,37	Very well
		P2	4	4	3	2	13	$N=\frac{13}{16} \times 100 = 81,25$		
9.	FDS	P1	4	4	3	3	14	$N=\frac{14}{16} \times 100 = 87,5$	84,37	Very well
		P2	3	3	4	3	13	$N=\frac{13}{16} \times 100 = 81,25$		
10.	FAP	P1	4	4	4	3	15	$N=\frac{15}{16} \times 100 = 93,75$	90.62	Very well
		P2	4	4	3	3	14	$N=\frac{14}{16} \times 100 = 87,5$		
11.	FS	P1	4	4	3	2	13	$N=\frac{13}{16} \times 100 = 81,25$	78,12	Good
		P2	3	4	3	2	12	$N=\frac{12}{16} \times 100 = 75$		
12.	JS	P1	2	2	1	2	7	$N=\frac{7}{16} \times 100 = 43,75$	43.75	Fail
		P2	2	2	1	2	7	$N=\frac{7}{16} \times 100 = 43,75$		
13.	KK	P1	2	3	3	2	10	$N=\frac{10}{16} \times 100 = 62,5$	68.75	Good
		P2	3	3	3	3	12	$N=\frac{12}{16} \times 100 = 75$		
14.	MNUA	P1	2	4	2	3	11	$N=\frac{11}{16} \times 100 = 68,75$	68.75	Good
		P2	2	4	2	3	11	$N=\frac{11}{16} \times 100 = 68,75$		
15.	MFA	P1	3	3	3	2	11	$N=\frac{11}{16} \times 100 = 68,75$	71.87	Good
		P2	3	4	3	2	12	$N=\frac{12}{16} \times 100 = 75$		
16.	MAA	P1	4	4	4	3	15	$N=\frac{15}{16} \times 100 = 93,75$	87.5	Very well
		P2	4	3	4	2	13	$N=\frac{13}{16} \times 100 = 81,25$		
17.	NCP	P1	4	4	3	3	14	$N=\frac{14}{16} \times 100 = 87,5$	81.25	Very well
		P2	4	3	3	2	12	$N=\frac{12}{16} \times 100 = 75$		
18.	NDS	P1	4	4	3	3	14	$N=\frac{14}{16} \times 100 = 87,5$	81.25	Very well

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No.	Name							N		
		P2	4	3	3	2	12	$N=\frac{12}{16}$ X 100 = 75		
19.	OP	P1	3	3	2	2	10	$N=\frac{10}{16}$ X 100 = 62,5	62.5	Enough
		P2	3	3	2	2	10	$N=\frac{10}{16}$ X 100 = 62,5		
20.	RY	P1	2	2	1	2	7	$N=\frac{7}{16}$ X 100 = 43,75	46,87	Not enough
		P2	2	3	1	2	8	$N=\frac{8}{16}$ X 100 = 50		
21.	RR	P1	3	3	2	1	9	$N=\frac{9}{16}$ X 100 = 56,25	56,25	Enough
		P2	3	3	2	1	9	$N=\frac{9}{16}$ X 100 = 56,25		
22.	RHS	P1	3	4	3	3	13	$N=\frac{13}{16}$ X 100 = 81,25	84.3	Very well
		P2	4	4	3	3	14	$N=\frac{14}{16}$ X 100 = 87,5		
23.	RA	P1	2	2	1	2	7	$N=\frac{7}{16}$ X 100 = 43,75	43.75	Fail
		P2	2	2	1	2	7	$N=\frac{7}{16}$ X 100 = 43,75		
24.	S	P1	4	4	4	3	15	$N=\frac{15}{16}$ X 100 = 93,75	90.62	Very well
		P2	4	4	3	3	14	$N=\frac{14}{16}$ X 100 = 87,5		
25.	SDP	P1	4	4	4	3	15	$N=\frac{15}{16}$ X 100 = 93,75	90.62	Very well
		P2	4	4	3	3	14	$N=\frac{14}{16}$ X 100 = 87,5		
26.	YM	P1	4	4	3	3	14	$N=\frac{14}{16}$ X 100 = 87,5	87.5	Very well
		P2	4	4	3	3	14	$N=\frac{14}{16}$ X 100 = 87,5		
Amount			169	172	152	118	610	38125	190612	-

Information:

P1   : Teacher Assessment

P2   : Researcher Assessment

X1   : Structure fittings

X2   : Content suitability

X3   : Accuracy of language features

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X4   : The accuracy of the writing rules

It can be seen that the test results showed that of the 26 students used as a sample who obtained a score of 80 and above with an excellent category totaling 11 (42.31%) students, students who obtained a score of 66-79 with a good category totaled 9 (34.61%) students, students who scored 56-65 in the sufficient category were 3 (11.54%) students, students who scored 46-55 in the less category were 1 (3.85%) students, and students who scored 45 and below with the failed category totaling 2 (7.69%) students. This has been proven by the acquisition of the highest score of 90.62, the lowest score of 43.75, with a total student score of 190612 and an average score of 73.3. Thus it can be seen that class VII students of SMP Negeri 20 OKU can already be categorized as capable in writing procedure texts.

Based on the results of analyzing the ability test data for class VII students of SMP Negeri 20 OKU in writing procedural texts based on aspects of procedural text assessment of 26 samples entered, the average value obtained is as follows.

$$M_{x} = \frac{\sum X}{N} = \frac{190612}{26} = 73{,}3$$

Overall, all students have the ability with an average score of 73.5 or class VII students of SMP Negeri 20 OKU can be categorized as good or able to write procedure texts.

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Graph of Data Aspects of Procedure Text Assessment
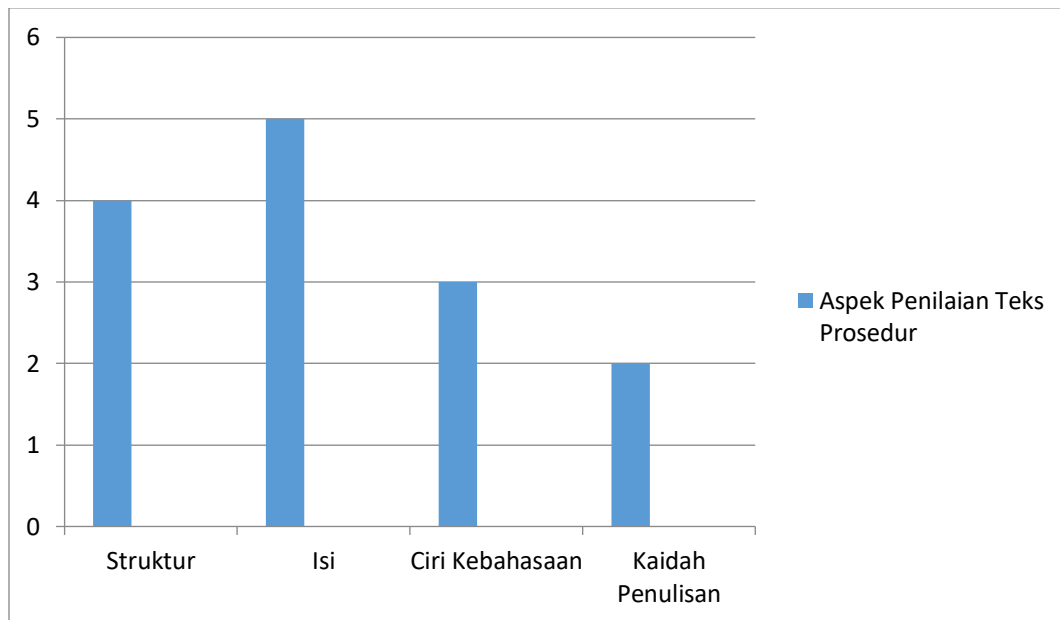
Judging from the results of the data analysis of the procedural text writing tests and the procedural text assessment charts for class VII students of SMP Negeri 20 OKU, it is possible to compare the errors that often occur from the four aspects of the assessment of writing procedural texts starting from the completeness of the structure, the suitability of the content with the title, the accuracy of the language features, and the accuracy of writing rules, namely students are still less able to determine writing rules where students are less able to use punctuation marks when writing procedure texts such as colons written after the words *yakni*, *yaitu, adalah, dan ialah.*

In the *Kamus Besar Bahasa Indonesia* (KBBI), words like *"yakni," "yaitu," "adalah,"* and "*ialah"* are not followed by a colon. Furthermore, the error in the use of colons is based on the *Kamus Besar Bahasa Indonesia* (KBBI), where colons are used to end a sentence. However, based on the written procedure text, the student does not use colons to end sentences. Additionally, the student often makes mistakes in writing words, such as writing non-standard words like "*angatkan*" This word belongs to the local language or dialect usually spoken by some members of the Ogan ethnic group. The correct word to use should be "*hangatkan*" Similarly, the word "*trisi*" should be written as "*terisi.*" It can be seen that the student is confused in choosing the appropriate word due to a lack of vocabulary. Therefore, the teacher should encourage students to read more to expand their vocabulary and

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choose the correct spelling when writing procedure texts. Furthermore, the student has a habit of abbreviating words, such as "*sdh*" should be written as "*sudah*," "*yg*" should be written as "*yang*," and "*dlm*" should be written as "*dalam*." Additionally, the student often makes mistakes when using capital letters. In the written procedure text, there are many instances where capital letters are placed in the middle of sentences, such as "*Matikan kompor dan Ambil mie menggunakan saringan.*" Furthermore, the sentence "*TuAngkan bumbu ke dalam piring*" shows errors in the aspect of writing rules. These mistakes in writing conventions are not limited to just one or two occurrences but are made more than five times when writing the steps of the procedure text.

As for the evaluation aspect of the procedure texts, the aspect with the lowest error rate or the highest score is the relevance of the content to the title. Based on the results of the writing test, students have shown a high level of proficiency in aligning the content with the title in a complete and clear manner, according to the chosen procedure text title, ranging from how to make fried rice, how to cook instant noodles, to how to use an iron. Regarding the evaluation aspect of the procedure texts in terms of structure, some students have already demonstrated the ability to use all three structure components of procedure texts, starting from writing the title, listing the tools/ingredients, and providing the steps in sequential order. Furthermore, in terms of the evaluation aspect of the linguistic features, students have shown the ability to incorporate all three linguistic features of procedure texts. They have successfully used numbering/words indicating steps, words indicating commands, and words explaining conditions/limitations.

Then, to overcome difficulties in teaching the teacher can immediately provide examples or explanations regarding the material for writing procedure texts. The teacher can also actively pay attention to, explain, and immediately provide examples of good and correct writing rules, so that students do not experience any more mistakes when writing in the writing rules section. Teachers can also give students homework (PR) which aims so that students can better understand and understand the material that has been studied at school. So students not only get knowledge at school, but outside of school students can also gain knowledge and insight. Thus, the learning outcomes obtained by students are classified as good.

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CONCLUSION

From the data of the writing test for procedure texts, it can be determined that out of 26 students who were sampled, 11 (42.31%) students obtained a score of 80 or above, categorized as excellent. 9 (34.61%) students obtained a score of 66-79, categorized as good. 3 (11.54%) students obtained a score of 56-65, categorized as satisfactory. 1 (3.85%) student obtained a score of 46-55, categorized as poor. Lastly, 2 (7.69%) students obtained a score of 45 or below, categorized as failed. These results are supported by the highest score obtained, which is 90.62, and the lowest score obtained, which is 43.75. The total sum of all students' scores is 190612, with an average score of 73.3.

Based on the results of test data analysis, it is known that class VII students of SMP Negeri 20 OKU in writing procedure texts often make mistakes when writing procedural texts in the writing rules section which includes errors in the use of punctuation marks such as colons written after the words *yakni, yaitu, adalah,* and *ialah*. In the *Kamus Besar Bahasa Indonesia* (KBBI) words like *yakni, yaitu, adalah*, and *ialah* and are not followed by a colon. Errors in writing words such as the word "*trisi*" should have been written as "*terisi*". The mistake of using capital letters is that students often put capital letters in the middle of sentences instead of placing them at the beginning of sentences, such as "*Matikan kompor dan Ambil mie menggunakan saringan*". Based on the test results, class VII students of SMP Negeri 20 OKU can be categorized as good or capable of writing procedure texts. Then, the researchers provide several suggestions namely, the results of this study can be used as a source for learning so that they can become prospective professional educators. For teachers, they should seek creativity when learning in the classroom by using appropriate methods and attracting students' learning interest. For students, students should pay more attention when the teacher explains the material in front of the class so that the knowledge gained is wider. For other researchers, this research is expected to be used as a reference for further research that examines more deeply.

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