

## Students' Achievement in Writing Procedure text

Thomas Pandonge<sup>1</sup>, Ika Paramitha Lantu<sup>2</sup>, Vini Agneni Sangkuadje<sup>3</sup>

<sup>1</sup>Universitas Sintuwu Maroso

<sup>2</sup>Universitas Sintuwu Maroso

<sup>3</sup>Universitas Sintuwu Maroso

*Corresponding Author*

[ikaparamithalantu@gmail.com](mailto:ikaparamithalantu@gmail.com)

**Abstract:** This research aims to describe the achievement of eighth-grade students in writing procedure text at SMP Negeri 3 Pamona Timur. This research is descriptive qualitative and the subject were eighth-grade students with a total number of 15 students. Data collection is done through tests. The researcher analyzes the data using a procedure task assessment rubric, researcher focuses on all aspects, namely: content, grammar, vocabulary, and mechanics. Based on the results of the research, it is obtained that the students achievement in writing Procedure text at SMP Negeri 3 Pamona Timur from all aspects is categorized into good criteria. The students' writing achievement in the content aspect is 3.6 and it is categorized in good criteria. The students' writing achievement in the organization aspect is 2.5 and it is categorized in fair criteria. The students achievement in the grammar aspect is 3.4 and it is categorized in good criteria. The students writing achievement in the vocabulary aspect is 2.8 and it is categorized fair criteria. The students' writing achievement in the mechanics' aspect is 2.2 and it is categorized in poor criteria.

**Keywords:** *Writing Achievement, Procedure Text*

### 1. INTRODUCTION

English skills are integrated, it consists of Speaking, Listening, Reading, and Writing. Of the four language skills, writing is one of the skills that play an important role in the learners' real life. It is said to be an important role, because writing is the most often done by learners at school because all lessons should take advantage of writing activities as means of transferring information. Therefore writing becomes of the tools important in the teaching and learning process, including in English learning. In the learning process, the writing skills will help the learners to accomplish many kinds of tasks in writing form.

In learning English, especially in junior high school, there are several types of writing text, such as: Procedure, descriptive, narrative, recount, report, etc. One of the important text writing to master by learners is writing procedure text. Procedure text should be mastered by the learners because in the learning procedure text is a form of the text that contains the steps or stages that should be taken to dosomething so that it can be easily and correctly when it is written. A procedure text tells how something is done through a series of steps or actions. The information in procedure text is prevented with a logical sequence of events. Before writing the procedure text, students are required to understand in advance whatthings will be prepared before doing something or a job. In writing procedure text, eighth grade students are expected to be able to write simple procedure texts correctly, by paying attention to the structure and linguistic elements of procedure text.

The researcher conducted the research at SMP Negeri 3 Pamona Timur. This school was built based on collaboration between the community and working relationship, between the local government and with the Australian government. Some of the reason the researcher conducted the research at this school was that the researcher is interested to know the achievement or students' outcomes in learning English by the eighth grader at SMP Negeri 3 Pamona Timur, especially the achievement in writing procedure text. The researcher also wants to ensure that the students understand the procedure text based on the value given by the English teacher during the daily test about the procedure text.

### Definition of Writing

Writing is an activity to take notes or pour the contents of thoughts and feelings into a written language. Writing is the productive skill for writing indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability (Tarigan,2008). According to Nunan (2003), writing serves as most available and the most compelling way because the outcome, visible language is satisfying by the permanent record of thought and feeling. Writing is the activity of finding ideas to be arranged into a text that is interested to readers. Harmer (2004) stated that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have

to be presented in learning activities. The process is included in arranging words into phrase, phrase into sentence, and sentence into a text.

There are five components of writing that are used to evaluate writing result, they are Content, Organizing, Grammar, Vocabulary, and Mechanics. According to Shehadeh (2011) there are five components in the evaluation of writing text as in the following:

1. Content : knowledge of the subject, development of thesis, coverage of the topic, relevance of detail, substance, and quantity of details.
2. Organization: fluency of expression, clarity in the statement of ideas, support, organization idea, sequencing and development of ideas.
3. Grammar: use of sentence structure and construction, accuracy and correctness in the use of the agreement, number, tense, word order, article, pronouns, preposition and negation.
4. Vocabulary: range, the accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning.
5. Mechanics of writing: conventions of spelling, punctuation, capitalization, paragraph indentation, etc.

### Procedure Text

According to Oxford Advanced learner dictionary, the procedure is a formal or official order or way of doing a thing (Hornby, and Ashby, 2003). It is a type of text that tells us how something is done through a series of actions or steps (Departemen Pendidikan Nasional, 2004). A procedure text is a text that contains objectives and steps to be followed, so that a job can be done (Kemendikbud, 2013:84). The steps usually cannot be reserved. When learning procedure text, students explore the language in the form of procedure that will be used to be able to follow all processes in social life. According to Kosasih (2014:67) "procedural text is a text that explains complete, clear and detailed steps on how to do something".

The purpose of procedure text is to tell people how something is made or created. The communicative purpose of procedure text is to provide instructions on how to do something through a series of actions or steps (Kemendikbud, 2017:84).

According to Anderson (2011), procedure text usually includes the following language features:

1. The sentence begins with an action verb (*Imperative sentence*).e.g., *pour hot water into the cup*.
2. Sequence words or temporal conjunction (e.g. first, next, then, afterthat) and numbers (e.g 1,2,3) that is how the order for carrying out the procedure.
3. Adverbs of manner to describe how the actions should be performed.E.g quickly, firmly.
4. Precise terms and technical language. E.g.ml, grams, etc.

In addition, the others sources added some of the language features of procedure text which are not included in Anderson's book. They are:

1. Groups are used in listed material equipment.
2. The person following the instruction may not be referred too may be referred to in a general way as one or you. There is little use of personal pronouns.
3. Words related to directions and specific location are found e.g. left, north, Jamis on street.
4. Adjectives add details relating to size, shape, color, and amount.
5. The Present tense is generally used.

Every genre of text needs a generic structure to organize and show the difference from other texts. The generic structure of procedure text according to Knapp and Watkins (2005), they stated that procedure text is concerned with telling someone how to do something. The structure of the procedure text consists of the title in the form of goal/purpose, materials/tools, and steps for the closing stage only as a complement (Harsiati, Agus, and E. Kosasih, 2016:98-103).

#### a) Title "Goals / Purpose

According to Harsiati, Agus, and E. Kosasih, 2016:99. The title is the general introduction as a marker of what will be made or will be done. The title in the procedure text is already included in the goal. The idea of a text should be in line with the title, it underlies all the discussion in the text. It can be concluded that the title is a view of the life of feelings about life and the particular set of values that make up and become the basis of the main idea of the writer.

#### b) Tools/Material

Procedure text as a way to make something requires tools and material. For example, food recipes, making decorations, or making other things. Tools and materials are detailed to an accurate size due to produce a product that good. The tools and materials sections contain materials or equipment for achieving the goal (Harsiati, Agus, and E. Kosasih, 2016:102)

#### c) Steps

The steps of the procedure text are the core of the procedure text. Steps contain the stages of activity. The steps section contains stages to achieve activity objectives based on various materials or available

equipment. The steps must be carried out in order so that goals can be achieved. Steps in the form of details suggested to readers related to the specified topic (Harsiati, Agus, E. Kokasih, 2016:102)

## 2. METHOD

According to Creswell (2012:258) “qualitative research as a procedure that produced descriptive data in the form of text or orally from the people studied was provide a unique picture in data analysis”. Sources of the data have been taken from the test and documentation. The location of this researcher is conducted at SMP Negeri 3 Pamona Timur, Located at Jl.A. Mobanggo No. 5 Kele'i Village, East Pamona District, Poso Regency, Central Sulawesi Province and time to the research was carried out in April-June. The data sources in the research were 15 students in the Eight-Grade students of SMP Negeri 3 Pamona Timur. In this research, the researcher used a written test to collect data. The researcher used the achievement test to collect the data. The achievement test which is a test used to measure a persons' achievement after learning something, stated by Suharsimi Arikunto(2010:193).

Data were obtained from the test using qualitative techniques. The use of scoring rubric in writing procedure text to determine students' achievement in writing procedure text. The researcher used a procedure text assessment rubric to determine the individual writing scores of each student adopted from Brown(2007) in the following table:

**Table 1. Scoring Rubric of Procedure Text**

Aspect	Score	Focused in Description
Content (C) 30% - topic - detail	4	The topic is complete and clear and the details Are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not Relating to the topic
Organization (O) 20% - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions Are arranged with few misuse of connective
	1	Identification is not complete and descriptions Are arranged with misuse of connectives
Grammar (G) 20%	4	Very few grammatical or agreement in accuracies
	3	Few grammatical or agreement in accuracies but no effect on the meaning
	2	Numerous grammatical or agreement in accuracies
	1	Frequent grammatical or agreement in accuracies
Vocabulary (v) 15%	4	Effective choice of words and word forms
	3	Few grammatical or agreement in accuracies but not effect on meaning
	2	Limited range of confusing words and word forms
	1	Very poor knowledge of words, word forms, and Not understandable
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors in spelling, punctuation And capitalization
	2	It has frequent errors in spelling, punctuation and capitalization

	1	It is dominated by errors in spelling, punctuation And capitalization
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Adopted from Brown (2007)

### 3. RESULTS AND DISCUSSION

The objective of the research is to describe the achievement of eighth-grade students in writing procedure text. Students' achievement described in this part is the one in writing procedure text based on five aspect in the evaluation of writing text namely content, organization, grammar, vocabulary and mechanics.

The data gained by giving a test, where the students were asked to write a procedure text about how to make traditional food. The students were free to choose the title. The students had to follow the generic structure of the procedure text namely Title, goals/ purpose, materials, and steps. The students also had to pay attention to the language features of the procedure text. Furthermore, in assessing the students in writing procedure text, the researcher focused on the five aspects of writing, namely content, organization, grammar, vocabulary, and mechanics.

The test was conducted on May 2022. The researcher was accompanied by an English teacher in providing instructions to students to write procedure text. Before starting the test, the subject teacher explained a little about procedure text to remind students about text procedure materials to make sure the students understand what they should do. The number of the students joined the test is 15 students. The time for the test is 45 minutes. After that, the researcher collected the results of students' work to check and score each results. The following table is the result of eighth-grade students' achievement in writing procedure text:

**Table 2. Students' Result in Writing Procedure Text Test**

NO	INITIAL NAME	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANIC	TOTAL SCORE	AVERAGE
1.	VB	4	3	2	2	2	13	65
2.	IT	4	3	4	3	2	16	80
3.	TB	4	3	2	2	2	13	65
4.	TM	4	2	4	4	2	16	80
5.	BW	3	2	3	3	2	13	65
6.	AN	3	2	3	3	2	13	65
7.	YD	4	4	3	3	2	16	80
8.	EM	4	3	4	3	3	17	85
9.	ER	4	3	4	3	2	16	80
10.	YA	4	2	4	4	3	17	85
11.	ET	2	2	4	1	2	11	55
12.	DM	4	3	4	3	2	16	80
13.	AL	3	2	3	3	2	13	65
14.	GS	4	2	4	3	2	15	75
15.	MK	4	2	4	3	2	15	75
<b>Score</b>		55	38	52	43	34	220	1.100
<b>Average Score</b>		3,66	2,53	3,46	2,86	2,26	14,66	73,33

After analyzing all the research data, it is necessary to discuss the results of the research to find out the answers to the questions of this research. The question of this research is "what is the eighth-grade students' achievement SMP Negeri 3 Pamona Timur in writing procedure texts in English?". The result from the three components could be seen in the following explanation:

#### 1. Content

Based on the score table above, students' achievement in the content aspect, there are 11 students who achieved a score of 4, 3 students achieved a score of 3 and only 1 student achieved a score of 2. So that the average score of students on the content aspect is 3,66 and achieved categorized in good criteria. It means that almost all the students write the topic completely and clearly and in detail related topic.

#### 2. Organization

The score of students achievement of writing procedure text focus on the organization, only 1 students who achieved a score of 4, 6 students achieved score of 3 and there are 8 students achieved a score of 2. So that the average score of students on the organization aspect is 2,53 and the students achievement is categorized in fair criteria. From the results of students' achievement in organization aspect, almost all the students' identification is not complete and the explanation are arranged with a few misuse of connective.

#### 3. Grammar

The score of students' achievement of writing procedure text focus on the grammar aspect, there are 9 students who achieved a score of 4, 4 students achieved a score of 3 and there are 2 students achieve a score of 2. The average score of students on the grammar aspect is 3,6 and the achievement is categorized in good

criteria. From the result of students achievement, almost all the students write with a few grammatical or agreement in accuracies but there is no effect on the meaning.

#### 4. Vocabulary

Based on the score assessment on the vocabulary aspect, there are 2 students who achieved a score of 4, 10 students who got a score of 3, 2 students who get score of 2 and 1 students who get score of 1. The average score of students on vocabulary aspect is 2,86 that categorized in fair criteria. On this aspect, almost the average students write confusing words in their text that caused it is difficult to understand.

#### 5. Mechanics

Based on the mechanic's aspect, only 1 student who achieved a score of 3 and almost all students only achieved a score of 3. So that the average score that achieved by the students on the mechanic aspect is 2,26 that categorized in poor criteria. Almost all the students have frequent errors in spelling, punctuation and capitalization.

### 4. CONCLUSION

According to the results of the research, it is obtained that the students' achievement in writing Procedure text at SMP Negeri 3 Pamona Timur from all aspects is categorized into good criteria. The students' writing achievement in the content aspect is 3.6 and was categorized in good criteria. The students' writing achievement in the organization aspect is 2,5 and was categorized in fair criteria. The students' achievement in the grammar aspect is 3,4 and was categorized in good criteria. The students' writing achievement in the vocabulary aspect is 2,8 and was categorized fair criteria. However, the students' writing achievement in the mechanics aspect is 2,2 and was categorized in poor criteria.

From the result, the researchers are able to conclude that students have achieved good criteria from the assessment on aspects of content and grammar, almost all students write accordingly to specified topic, the students write with a few grammatical or agreement inaccuracies but there is no effect on the meaning. However, almost all the students are still lack in writing based on the aspect organization, vocabulary, and mechanics. The average students writing result is incomplete, the choice of words that used is inaccurate and confusing. Almost students have frequent errors in spelling, punctuation and capitalization

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### ABOUT THE AUTHOR

**Thomas Pandonge** is a lecturer at the Department of English Language Education, Faculty of Teacher and Training Education, Universitas Sintuwu Maroso Poso. His interests are in Applied Linguistics and Theory of Language Learning.

**Ika Paramitha Lantu** is a lecturer at the Department of English Language Education, Faculty of Teacher and Training Education, Universitas Sintuwu Maroso Poso. Her interests are in Applied Linguistics in Teaching English and Literacy. She can be contacted at [ikaparamithalantu@gmail.com](mailto:ikaparamithalantu@gmail.com)

**Vini Agneni Sangkuadje** earned her bachelor degree in English Language Teaching from University Sintuwu Maroso