Students' Writing Procedure Text Mastery

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Abstract	This research focused on the students' ability in writing procedure text at grade XI MAS NU Sibuhuan. Based on first observation, the students are difficult to create text because they have lack of vocabulary and confidence in expressing idea into written form. The researcher applied mixed method by giving essay test and interview to evaluate the students' writing in procedure text and identifying students' difficulties. Students' of XI MIA 2 that consisted of 33 were as sample. The indicators of test divided into content, organization, syntax, vocabulary and mechanics. The result of this research has found that students' ability in writing procedure text lied on mean 57.56 score. It means that students' writing procedure text ability categorize into poor category. Moreover, the students' difficulties are vocabulary mastery and syntax. **Keywords:** Writing Skill; Procedure Text; Content; Vocabulary; Organization.
Abstrak	Penelitian ini fokus untuk mengetahui kemampuan siswa kelas XI MAS NU Sibuhuan menulis teks prosedur. Berdasarkan observasi awal, para siswa kesulitan ketika menulis karena kemampuan kosa kata dan kepercayaan diri untuk mengungkapkan ide dalam bentuk tulisan masih kurang. Peneliti menggunakan metode campuran dengan memberikan tes essay dan wawancara untuk mengukur kemampuan siswa dalam menulis teks prosedur dan mengidentifikasi kesulitan mereka. Siswa kelas XI MIA yang terdiri dari 33 siswa dipilih sebagai sampel. Indikator dalam penilaian adalah konten, struktur, sintaksis, kosa kata dan mekanik. Hasil dari penelitian ini telah menemukan bahwa kemampuan siswa dalam menulis prosedur teks mendapat skor dengan rata-rata 57.56. Hasil ini menunjukkan bahwa kemampuan siswa menulis teks prosedur termasuk dalam kategori rendah. Selain itu, kesulitan siswa dalam menulis teks prosedur adalah penguasaan kosa kata dan penulisan struktur kalimat. **Kata Kunci**: Keahlian Menulis; Teks Prosedur; Isi; Kosa Kata; Penulisan.

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INTRODUCTION

Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features. Senior high school students' demanded for mastering the kinds of genre text based on English writing skill in the 2013 curriculum, so the students must be understood well how to construct a text by following the rules and teachers are required to plan learning activities that will be carried out by students to achieve the expected competencies (Anaktototy, Que, & Lewier, 2020) & (Zulpaini, Hartati, & Andriani, 2020).

Writing as productive skills are complex and sometimes difficult to teach because requiring mastery not only of grammatical and theoretical devices but also of conceptual and a judgment element that's why teaching writing is different from other aspects of language skills (Sakkir, 2020) & (Anjani, 2020). Further, the students in writing skill should develop and produce functional written text (Siregar & Dongoran, 2020). Writing involves a number of activities such as setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Writing is a complex process which is neither easy nor spontaneous for many second languages (Cenrikawaty, Mukhaiyar, Yasin, & Abdul Manaf, 2020). The students must understand some important aspects in writing, such as grammar, content, vocabulary use, and mechanics (Fadhilawati, Laksmita, & Mansur, 2020).

Writing as a complex skill, definitely, the students faces some problems and difficulties in creating a text. As in case of students at XI Grade MAS NU Sibuhuan, one of the lessons in English writing skill is procedure text. Procedure text explains how people perform different processes in a sequence of steps. Procedure text is a place where the text gives us interactions to do something (Afandi, 2020), how something is accomplished through a sequence of actions or steps (Ameliah, Syam, Anugrawati, Sangkala, & Abdul, 2019), or how something is achieved through a sequence of actions or steps (Widayanti, Rustyana, & Haryudin, 2019) & (A'isah, 2019). Writing a procedure text is one of the writing competences that the students have to produce or perform (Jupri, 2018). Therefore, the students have to write about their procedure text based on their experience in daily activities.

Based on these statements above, the researcher concludes that procedure text describes how something is done through a sequence of actions or steps which gives some clues or how to do something through a series of actions. It also gives step by step to

perform an activity. The purpose of this text is to instruct how to do something or to make something in particular structures such as goal, materials, method and conclusion.

In mastering procedure text, the students have to know the generic structure of procedure text. They are: (1). Goal: The goal can be the title of the text. It also can be an introductory paragraph; (2). Materials: In this part, the writer has to indicate what they will need to make something. The materials can be a list or paragraph; (3). Steps: In this part the writer has to indicate how something is accomplished through a sequence of actions or steps (Rahmawati & Sulistyaningsih, 2020).

Recent research has found that students actually face difficulties in writing procedure text. The first, the students are not familiar with the characteristic of the procedure text. The second, the students are not familiar to use English in their communicative activities especially in written form. Most of students use their mother tongue to communicate in their daily life and it make them difficult to express their ideas (Yahya, 2019). Besides, the students were not able to write goal, materials and step in procedure text, the students were not able to use appropriate tenses, action verb and conjunction in procedural text, the students were not able to use appropriate vocabulary in procedural text, the students were not able to use appropriate punctuation and capitalization in procedural text (Annida, 2020).

Based on first observation, the researcher has collected the information from an English teacher about students' difficulties in writing genre text. First, the problem is the students are hard to create a text. Students are difficult to write a text is caused of some factors. Such as, students less understand about the generic structures, the language features, and social function of a text. Therefore the students as difficult to write something that is in their mind. Second, the factual condition shows that most of the students have lack in vocabulary. Some of the students are low in mastering vocabulary especially vocabulary that relates to a text. It causes them confused what should they write so that their writing becomes a good text by using variation word.

Third, actually some of the students have a lot of ideas in their mind, but they are not confident, because of that they are worry to start and even they do not know how to develop their idea in a good arrangement. Because of their anxiety, they are difficult to develop their ideas when they write a procedure text. Fourth, media that used by the teacher is still less. The teacher uses usual media like; white board, marker, and text book. These media is less effective for supporting the students in learning process. The teacher should use the effective media for teaching writing especially in teaching procedure text.

In line with these difficulties of students' writing in procedure text, the researcher want to know how exactly students ability in creating procedure text. After knowing the students' score in writing procedure text, the researcher also interviewed students about their difficulties, whether the information from the teacher suitable or not with students' statement.

METHOD

This research included into mixed research by combining quantitative forms and qualitative forms at MAS NU Sibuhuan. It is located at Jl. KH. Dewantara No. 66 B, Sibuhuan, Kec. Barumun, Kab. Padang Lawas. The samples of research are 33 students at XI Grade MIA 2. The researcher collected data by using writing essay test and interview. The students were given a topic about procedure text then they create a text based on indicators.

The indicators are 1) content consist of goal, material and steps; 2) organization consist of steps/numbering and logical sequencing/cohesion; 3) syntax consist of present tense, temporal conjunction, sequence connectors and word structure; 4) vocabulary consists of word choice and word mastery; 5) mechanics consist of spelling, capitalization and punctuation. Interview was used to find out the students' difficulties in writing procedure text. The data were analyzed by counting the students' score to find the mean score and category of students' ability. After that, the researcher interviewed some students to collect the information about students' difficulties in creating procedure text.

RESULT AND DISCUSSION

1. The Description of the Ability of the XI Grade Students in MAS NU Sibuhuan in Mastering Writing Procedure Text

The researcher has found the result of students' mastery in writing procedure text. Based on data analysis of students' answer sheet, the students' mastery in writing procedure text can be categorized into poor category. The researcher gave writing essay test entitled *How to Wash Hand*. The students have to create a procedure text based on language features and grammatical structures.

The result of students' writing procedure text calculated to identify the score based on indicators of writing; content, organization, syntax, vocabulary and mechanics. The result of students can be seen at the table.

Table 1

Students' Score in Writing Procedure Text

No	Students	Score	No	Students	Score
1	**AI**	55	17	MH	83
2	AS	60	18	MR	65
3	AT	49	19	MS	54
4	**AN**	67	20	MY	66
5	AP	30	21	NH	42
6	CE	50	22	NM	60
7	DL	53	23	PH	57
8	EP	48	24	RA	77
9	HH	61	25	SH	55
10	IS	53	26	SA	65
11	KB	62	27	SN	75
12	**KH**	**88**	28	SL	55
13	LS	58	29	SY	60
14	LH	75	30	SR	35
15	MT	56	31	WM	56
16	MN	51	32	WK	64
			33	**ZD**	**27**
		Total			**1912**

Based on table 1, the total score from 33 students was 1.912. It was calculated that the students' mean score in creating procedure text was 57.56 with highest score 88 and the lowest score 27. The calculation presented in the table below:

Table 2 . Students' Resume of Variable Score
in Writing Procedure Text

Description	Statistics
Total score	1.912
Highest score	88
Lowest score	27
Mean	57,56
Median	56,9
Modus	55,5
Range	61
Interval	10

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 27 – 36 was 3 students (9,09 %), interval class between 37 – 46 was 1 students (3,03 %), interval class between 47 – 56 was 12 students (36,36 %), interval class between 57 – 66 was 11 students (33,33 %), interval class between 67 – 76 was 3 students (9,09 %), interval class between 77 – 86 was 2 students (6,06 %) and the last interval class between 87 – 96 was 1 student (3,03 %).

The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

Table 3. Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	27 – 36	31.5	3	9.09 %
2	37 – 46	41.5	1	3.03 %
3	47 – 56	51.5	12	36.36 %
4	57 – 66	61.5	11	33.33 %
5	67 – 76	71.5	3	9.09 %
6	77 – 86	81.5	2	6.06 %
7	87 – 96	91.5	1	3.03 %
	Total			100 %

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:
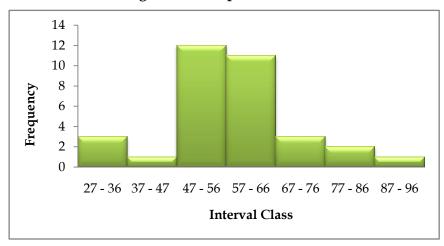
Figure 1 Description Students' Score

The figure 1 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score. The lowest score was shown in the shortest diagram. Besides, the highest score was shown in the highest diagram. From the histogram of the students' score of experimental class in pre-test shown that the lowest interval 27 – 36 was 3 students and the highest interval 87 – 96 was 1 student.

The value of mean score of students' writing procedure text can be categorized into poor category. It could be said that the students' ability in writing procedure text was poor. In addition, the description data of the students' ability in mastering writing procedure text could be applied into the distribution frequency.

After that, to know the description about classification or criteria of mean score students' mastery in writing procedure text, it can be looked at the following table.

Table 4 Percentage of Students' Frequency Score in

Mastering Writing Procedure Text

Students Range Frequency Score (lowest to highest)	Amount of Students	Percentages
27 – 36	3	9.09 %
37 – 46	1	3.03 %
47 – 56	12	36.36 %
57 – 66	11	33.33 %
67 – 76	3	9.09 %

Students Range Frequency Score (lowest to highest)	Amount of Students	Percentages
77 – 86	2	6.06 %
87 – 96	1	3.03 %
		100 %

Based on the table frequency distribution, the students are categorized into poor score. It means that the result can be as evaluation for teacher how to improve the students' result in other genre text. The teacher needs some method and media to teach writing more interesting than before.

2.   The Description of Students Difficulties of the XI Grade Students in MAS NU Sibuhuan in Mastering Writing Procedure Text

After getting the result of students' score in writing procedure text, the researcher interviewed some students who got the lowest score to identify the difficulties facing in creating procedure text. The result of interviewed with some students are most of them said that the difficulties in creating a procedure text are to explain the steps based on the text instruction. The students were hard to choose vocabularies that suitable to arrange one by one in order to achieve the procedure from the beginning until end. Then, the students also stated that they were difficult in connecting between sentence one and others based on language features of procedure text. The students were difficult to divide sentence in creating the procedures. Based on students' answer, the researcher concluded that the students' difficulties based on indicator of writing procedure text were vocabularies in terms of word choice and word mastery and syntax in terms of sequence connectors and word structures.

Related to this research, some previous studies has discussed about students' difficulties in writing skill. The difficulties not only came from the students but also from the teacher. The teachers seem to have difficulties in deciding what technique and media to make writing easier for students to learn (Rosmaria & Dewi, 2019), (Rahmawati & Sulistyaningsih, 2020) & (Saputri, 2019).

Actually, the students' score in writing procedure text was poor category. The students mean score was 56.57 with 88 as the highest score and 27 as the lowest score. The result of the research similarly with the research which has found the students' ability in writing procedure text was low category with 59.0 of mean score (Sari, 2016). The students

also faced some difficulties in creating the text such as vocabulary and syntax. Some other researchers also identify students' difficulties in writing procedure text such as the students are too lack to understand not only the generic structure or the linguistic features but also very hard to be persuaded to do a procedural thing (Panjaitan & Silalahi, 2018). She has found that the students' difficulties need to solve by using media in teaching writing. Her research applied real media to help students in easier understanding first and can create a text next.

Moreover, students unable to arrange the procedure text well (Sari, 2016). Her observation found that the students were hard to make good mechanism in writing procedure text, when they wrote the text; they did not give a goal and did not give a step how to do it. Furthermore, the students find difficulty with sentence structure, how sentences are linked together and sequence, punctuation in sentences and using capital letters, and do not have good vocabulary mastery (Saputri, 2019b).

The researchers have found students' difficulties in writing procedure text as the reason of students result in creating a text lied in poor categorize. Through this result, the researcher let the teacher to overcome these difficulties by facilitating students' with media and strategy. Hopefully, the students can overcome all these difficulties.

CONCLUSION

The students' writing procedure text mastery lied on position poor category because some difficulties of students such as vocabulary mastery, syntax, and mechanics. It is suggested to other researcher to continuous in finding the suitable method to overcome students' difficulties in writing procedure text and they can get very good category.

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