

**AN ANALYSIS OF STUDENT'S ABILITY IN WRITING
PROCEDURE TEXT**

(A CASE STUDY OF THE FIRST GRADE STUDENT OF SMAN 7 PADANG)

THESIS



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ABSTRAK

Ance Jusmaya . 2008. An Analysis of student's Ability in Writing Procedure Text . A case Study of the First Year Students of SMAN 7 Padang.

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Penelitian ini adalah penelitian deskriptif untuk melihat kemampuan siswa SMA dalam menulis teks prosedur , dilihat dari masing masing struktur generic dan lexicogrammatical features dari teks tersebut. Masing-masing struktur generic nya adalah *goal* (tujuan), *material* (bahan-bahan), dan *steps* (tahap-tahap). Sementara itu lexicogrammatical feature dari procedure teks yang dianalisis berupa *focus on generalized human agent*, penggunaan *simple present tense / imperative*, penggunaan *material process*, *temporal conjunction*, *adverbs of manner*, dan *modality*. Sampel penelitian ini adalah siswa kelas satu pada SMAN 7 Padang tahun akademik 2007/2008 yang dipilih secara random. Data penelitian diperoleh dengan menggunakan tes tertulis dimana siswa diminta untuk menulis sebuah procedure teks berdasarkan satu buah topic yang dipilih dari dua buah topic yang disediakan.

Setelah dilakukan penelitian, terlihat bahwa dari segi penulisan *goal* (tujuan), ditemukan bahwa lebih dari setengah jumlah siswa (59.38 %) berada pada level baik. Dari segi penulisan *material* (bahan-bahan) ditemukan bahwa 53.12% siswa berada pada level baik, sementara itu dari segi penulisan *step* (tahap-tahap) ditemukan bahwa 71.88 % siswa juga berada pada posisi baik. Selain itu , jika dilihat dari segi penulisan *lexicogrammatical features* dari prosedur teks ditemukan 68.76 % siswa juga berada pada posisi baik.

Jadi kemampuan siswa dalam menulis teks prosedur dilihat dari segi struktur generic dan lexicogrammatical features adalah baik.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English becomes one of compulsory subject in every school in Indonesia. For Indonesian, English is one of the priorities in teaching and learning process. It is because of English is placed as one of the criteria should be mastered by the students in the national final examination (UN). Therefore, it is taught from elementary school up to university level which is hoped the students will be able to communicate in English oral & written accurately.

Four important skills should be mastered in learning English. They are listening, speaking, reading, and writing. These skills are developed through practice and they are taught in an integrated way during the teaching learning process. For example, before producing a written text, the students are requested to listen to the teacher's explanation and answer or ask some questions in the brainstorming activities, and then they read some texts, which are similar to the texts that will be produced.

Dealing with writing, in Competency Based Curriculum, Genre Based Approach is proposed to be applied in teaching this skills .Martin in Gustine (2005) says that by using this approach, the teacher will improve their student's abilities to create and identify many different kinds of text that are influenced by English culture and language style. It is suggested to use by teachers in English

classroom since this approach aims to incorporate discourse and contextual aspect of language use.

Senior High School students should master twelve kinds of texts. Each of them is taught in different class grade. Especially, for the first year students of senior high school, they should learn five texts. One of them is procedure text, which aims at describing how something is accomplished through a sequence of actions or steps. It has generic structures, such as goal, material (not required for all procedural texts) and steps. It also has lexicogrammatical features such as focus on generalized human agent, simple present tense often imperative, temporal conjunction, and material processes.

The small scale preliminary study, which was done by the researcher by interviewing several Senior High School English Teachers in SMAN 7 Padang when she did teaching practice, showed that there were still many students who found difficulties in writing procedure text. The English teachers said that mostly, the students had a problem in writing the step. The students tended to write it in a chronological order, which provides descriptive words to visualize and understand the process easily. In fact, the students only wrote it in a chronological order without given detail fact about each step such as its color, size, amount, specifically. The students usually did not use an appropriate tenses or grammar, which can constitute a text type. For example, the students tended to use the right form of imperative and material process. Meanwhile, based on the teacher's explanation, there were still many students who find difficulties to understand the tenses, which build the procedure text although the teacher has explained it

before. As a result, the texts, which the students produced, were not suitable with the criteria of good procedure text.

As we know that, procedure text is one of the genres that is taught in Senior High School. It involves a sequence of activities to achieve a goal. It can be important because procedures are the form of almost everything the peoples do. They do it at least by following steps. Therefore, it is essential that knowing the ability of students in writing procedure text is needed, in order to know whether the goal or expectation of teaching could be reached or not. In fact, the ability of Senior High School students in writing procedure text is not known yet. So that, the researcher was interested to conduct a study about procedure text that has function to describe how something is accomplished through a sequence of actions or steps.

B. Identification of the Problem

From the detailed problem above, the problem faced by the students in writing procedure text can be identified as in the following; first the problem deal with generic structures of the text and second the problem appears in writing lexicogrammatical features of the text.

In writing generic structures of procedure text, the students should fulfill structures such as goal, material and steps. If the students did not write it based on its arrangement clearly or they skipped one of the structures, of course, the text written will not complete enough and the students will not be able to produce a desired text. So that, the generic structures of the text can be an important thing that the students should understand, because it build the entire text.

Besides, the second problem deal with lexicogrammatical features of procedure text. It can be related with the grammar of sentences written the students who usually construct ungrammatical sentences. For example, they do not use imperative and simple present tense on their text. They also seldom use material process which followed by a series of step oriented in order to achieve the goal. The students have to know that every text has specific tenses and characteristics. Therefore, they have to be able to differentiate it correctly. In fact, the students still made mistakes dealing with the use of incorrect lexicogrammatical form.

C. Limitation of the Problem

There are some causes, which make the students fail in writing procedure text. It is related with lexicogrammatical features and generic structure of the text.

In order to make a good procedure text there should have unity between generic structures and lexicogrammatical features of the text in order to create meaning. Therefore, the researcher in this case limited the problem to the student's ability in writing procedure text.

D. Formulation of the Problem

The problem of this research is formulated as follows: "How is the ability of the first year senior high school students in writing procedure text viewed from the generic structure and lexicogrammatical features of the text."

E. Research Question

The problem of this research is elaborated in the following question:

1. How is the ability of the first year senior high school students in writing the goal of procedure text?
2. How is the ability of the first year of senior high school students in writing the material of procedure text?
3. How is the ability of the first year senior high school students in writing the steps of procedure text?
4. How is the ability of the first year senior high school students in writing the procedure text viewed from lexicogrammatical features of the text?

F. Purpose of the Study

The purpose of the research is to find out and to describe the ability of the first year student of SMAN 7 Padang in writing the procedure text viewed from the generic structure of the text and lexicogrammatical feature of the text.

G. The significance of the research

This problem is worth researching, because writing is one of the skills in which the students should master. Moreover, in curriculum students are required to produce simple text as one of the competencies that they have to master.

This research is conducted to give a significance contribution to the development of teaching English, especially in writing. Through this research, language teachers will get information and get better description about student's ability in writing a text, especially procedure text. In addition, it is expected that

the student's gain essential perspective about how important it is to produce a text in right order of generic structure and lexicogrammatical features.

H. Definition of key term.

Procedure text : A kind of text that has social function to describe how something is accomplished through a sequence of action or steps. It has generic structure such as goal, material, and steps. Material is not required for all procedure text, however in this research the researcher conducted a research about procedure text which used material as its generic structure

Writing Ability: The skill of the First Year Students of SMAN 7 Padang to share ideas, generate ideas, organize coherently to produce a final product

CHAPTER V

CONCLUSION

A. Conclusions

As mentioned in chapter I, The purpose of this research was to find out the ability of students in writing procedure text. After several processes of data analysis, it was found that the ability of the first year students in SMAN 7 Padang good quality.

Based on the data analysis and findings, some conclusions can be drawn as follows:

1. The data shows that the student's ability in writing the goal of Procedure text is good. There were 5 students (15.62 %) are very good, 19 students (59.38 %) are good and 8 students (25 %) are fair quality.
2. The data shows that the student's ability in writing the material of Procedure text is good. There were 10 students (31.26 %) are very good, 17 students (53.12 %) are good and 5 students (15.62 %) are fair quality.
3. The data shows that the student's ability in writing the steps of Procedure text is good. There were 4 students (12.50 %) are very good, 23 students (71.88 %) are good and 4 students (12.50 %) are fair quality and only one student (3.12%) is poor quality.
4. The data shows that the student's ability in writing the lexicogrammatical features of Procedure text is good. There were 5 students (15.62 %) are very good, 22 students (68.76 %) are good and 4 students (12.50 %) are fair quality.

5. From the average of the data, it shows that the first year student's ability in writing Procedure text was good. 5 Students (15.62 %) are very good, 25 students (78.12 %) are good and 2 students (6.28 %) are fair.

B. Suggestion

Based on the research findings in the previous chapter and conclusion, there are some suggestions that can be made especially for the English teachers of SMAN 7 Padang who teach the first year students. It is suggested for the English teachers to find the best way in teaching about procedure text to the students. The teachers, then, need to give explanation and lead the students to comprehend about the important aspects that should appear in the goal, material and step of procedure text. Besides that, the teacher should also teach more detail about the lexicogrammatical features of procedure text. Next, it is suggested for the teacher to give more practice to the students in writing a procedure text in order to help them in recognizing and understanding the important aspects of procedure text. The researcher would like to propose the following suggestion:

1. The students need to develop the knowledge about writing procedure text especially in writing the goal. Because most of the students did not write the goal which provides the aim of the text clearly. So that the students should keep practicing more in writing besides listening, speaking and reading.
2. The teacher needs to design a better technique in teaching procedure text based on a genre-based approach to increase the student's ability, which leads to improvement of the quality of the text.

3. The teacher should introduce more vocabularies and give deepest knowledge to the students on teaching procedure text. They should more pay attention to the use of BKOF in the classroom. So that, the students will be more trained in writing the procedure text based on the criteria of good procedure

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