



## **AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN WRITING A PROCEDURE TEXT OF A RECIPE AT SMK N 9 PADANG**

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### **Abstract**

This research was about the students' ability in writing a procedure text, with the topic of how to make a cake. This study aimed to determine the level of students' ability to write procedure texts seen from the generic structure and language feature of the text. The research design was the descriptive research. The population of this study was all students of class XI, majoring in Culinary of SMKN 9 Padang. The population was 122 students from 8 classes, XI K1, XI K2, XI K3, XI K4, XI K5, XI K6, XI K7, and XI K8. The sample was taken by random sampling technique so that the number of samples obtained was 29 samples. The instrument used was a test of procedure text writing for 90 minutes, with topics determined by the students. The students' writings were analyzed using procedural text writing rubric related to the generic structure and language feature of the text. Based on this research, students' ability in writing procedure texts was in category 3 (good). Although the ability of students to write procedure texts was in category 3 (good) by looking to the generic structure and language feature of the text, there are several parts of the text that students have not understood how to write them. Students were expected to understand how to write a good procedure text by paying attention to the generic structure and language feature of the text.

**Key words:** Writing Skill, Procedure Text

### **A. INTRODUCTION**

Writing means to convey ideas, thoughts, and feelings into written form. According to Brown (2001: 335), writing is the written products are usually the results of thinking, drafting, and revising procedures that need specialized skills like the way to generate ideas, the way to organize them coherently, the way to use discourse markers and rhetorical conventions to put them cohesively into written form, the way to revise text for clearer meaning, the way to edit text for appropriate grammar, and the way to produce a final product. So, writing is not only about expressing ideas, thoughts, and feelings into a piece of paper, but it is

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more than about a process. And, the process of expressing ideas in writing should go through a sequences of sentences (Arianto, Refnaldi, & Rosa, 2017: 128).

Moreover, in writing, a writer also needs to be able in building a good writing form. It is because of a good writing skill make the readers easily understand and get the message or ideas of the writer within the text. Urquhart and McIver (2005:21) support that the primary purpose of content writing is to deliver a message to the readers. It means that in writing, the writer should make their ideas clearly so that the readers can get the point of the writer. In addition, communication will be effective if the readers understand what the writer means within the written form. If they cannot get the point with the words using, the readers will not get the purpose what the writer tend to express.

Furthermore, writing is not easy to be mastered because writing needs time and process in order to get good writing. As Knapp and Watkins (2005:14) state that learning writing could be a tough and complicated series of processes that need a range of specific teaching methodologies throughout all the stages of learning. Moreover, writing skills are also needed in the future for students to get a job when graduate from school especially in a vocational high school. In short, writing is not easy and does not happen instantly, but it requires a lot of process and practice in order to get good writing results.

The students have to write different texts in each grade based on syllabus in vocational high schools. For instance, in *Kurikulum 2013* the second year students of a vocational high school should be able to write several texts such as invitation letter, personal letter, procedure text, report text, analytical text and biography text. Moreover, each type of texts has its own characteristics that differentiate one text from the others.

In the syllabus of vocational high schools on basic competence or it is well known as *Kompetensi Dasar (KD)* 3.6, procedure text is one of the texts that should be taught to grade 2 in a vocational high school. Procedure Text is a text used to describe how something is completely done through a sequence of series or to shows a process in order. Barwick (1999: 34) states that procedure text is a text to direct and explain how to do something through series of steps. Then, according to Dirgeyasa (2016:98), procedure text is to describe how something is accomplished through a sequence of actions or steps. Thus, procedure text means a text to explain how something can be done through a sequence of steps

According to Barwick (1999:34) and Dirgeyasa (2016:100-101) mention that there is two type of procedure text based on the generic structure, they are: how to make something and how two operate something. How to make something: It is a kind of procedure text needs materials and ingredients to achieve the process such as “How to Make Fried Chicken” or “How to Make Fried Banana”. Then, how to operate something: It is a kind of procedure text does not need materials or ingredients. It just shows the actions or steps in order to complete the process such as “How to Operate Projector”, “How to Operate Washing Machine”, and “How to Sign Up in Instagram”.

In common, the type of procedure on how to make something consist of three parts, they are; goal, materials or ingredients, and steps. Morrison (2011) and Belicove (2013) state that a goal is general guidelines that explain what you

want to achieve. *Second*, material is not requiring for all procedure text. Material is needed for the goal such as recipe and game rules. Based on Mukarto in Wahyuni (2010:13), material of procedure text should be described specifically. It means that the material gives some detail such as size, color, number, shapes, and quantity. Last is step. Step contains of treads in order to achieve the goal. Step of procedure text should be written in logically order.

Then, language feature is the element of language that is involved in a text. In the procedure text, there are several language features that are constructing the text. According to Dirgeyasa (2016:102), the common grammatical features used in procedure text are imperative sentence, simple present tense, action verb, and temporal conjunction. According to Warriner and Laws (1973:32) and Raclose (1975:2), imperative sentence is a sentence gives a command or makes a request. In addition, Biber, Conrad, and Leech (2002:254) say that imperative sentence is lack of a subject because it is use of the base form of the verb. For instance, pour some salt, cut the chicken and onion, and wash the tomatoes. Then, the other language feature is simple present tense. As Werner and Nelson (2007:15) state that simple present tense is used to describe actions that are factual or habitual and to express opinions. In procedure text, simple present tense is often imperative sentence.

Action verb is a verb that describes an action. Rozakis (2003:12) states that action verb tell what the subject does. So, in a procedure text usually use a command or instruction through action verb such as put, take, mix, switch, slow down, etc. And the last is temporal conjunction. Temporal conjunction well known as transition of sequences, it tells about time - when something happened and the sequence of events. According to Werner and Nelson (2007:202), the transition of sequence is to tell about the order of events or situations. There is any temporal conjunction which commonly uses in a procedure text.

Hence, the researcher is interested to conduct the research related to procedure text. Moreover, an analysis of the ability in writing procedure text by the second year students majoring in Culinary at SMK N 9 Padang need to be conducted. This research will investigate the student ability in writing a procedure text about food recipe according to the generic structure and language feature of the text. So, this research will take the second year students majoring in Culinary at SMKN 9 Padang.

## **B. RESEARCH METHOD**

This research was conducted by using descriptive research. According to Gay (1987: 10) says that descriptive research determines and reports the way things are. Then, Kothari (2004:2) states that the primary purpose of descriptive research is a description of the phenomenon or condition at present. The population of this research was the second year students of SMKN 9 Padang, majoring Culinary. There were 122 students from eight classes. The technique sampling that was used in this research was random sampling. Gay, Mills, and Airasian (2009: 125) mention that simple random sampling is every individual presented in a population has the same chance of being selected to be sample. So, the researcher chose 29 students as the sample/representative through lottery



system from the 122 second year students majoring Culinary in 2018/2019 and have learned about a procedure text.

The instrument that the researcher used in this research was a writing test. The students were asked to write a procedure text. They were given a topic by the researcher and the students were asked to make the specification of the topic that they are going to write as a procedure text. The topic was about "How to Make a Cake". Then, the students were asked to make the specification of their own topic. The students wrote the procedure text for about 90 minutes. And then, the researcher collected students' procedure text to score by using rating scale to find out students' ability in writing a procedure text. The research was done at SMKN 9 Padang on 25 April – 3 May 2019 for the second year students of Culinary in the 2018/2019 academic year.

## **C. RESULT AND DISCUSSION**

### **1. Research Finding**

The data of this research were the procedure texts that were written by the 29 second-year students of SMKN 9 Padang, majoring Culinary. The students wrote various specific topics in their procedure text. Actually, each topic was related to their major. So, it can help them to develop their ideas while writing the text. The data was analyzed deeper based on the generic structure and language feature of the procedure text. The data consists of the students' ability in writing the procedure text based on its generic structure and language feature. The generic structures of procedure text are the goal, ingredients/ materials, and step. Then, the language features are an imperative sentence and temporal conjunction. Furthermore, the data also showed the students' lacking understanding of writing a procedure text.

Goal is about the description of the actual intent. It means that the readers can guess the content of the text when reading the goal. The mean score of students' ability in writing the goal of the procedure texts was 3.79 (very good). It was proved by 27 (93.10%) from 29 students got the highest score or 4. It meant that the students stated all aspects in writing the goal. Then, there were two students (6.9%) who scored 1. It meant that the students did not write the goal of the procedure text or the goal was missing. The data means almost all of them have already fulfilled the aspects of writing the goal of the procedure texts.

Material consists of a list of ingredients, equipment, and quantities in a procedure text. The mean score of students' ability in writing the material of the procedure texts was 3.79 (very good). There were twenty – three students that got 4 (79.31%). It meant almost students wrote the material of a procedure text correctly. Then, there were six students (20.69%) who scored 3. It meant that the students only wrote the ingredients and equipment but they did not write the quantities. And then, the students also wrote ingredients and quantities without equipments. The data shows the students have written the material part almost correctly.

Step deals with a way to achieve the goal in a procedure text. The mean score of students' ability in writing the step of the procedure texts was 2.76 (good). There were only five students who scored 4 in writing the step. They

stated four aspects of the step. There were twelve students who scored 3. The students stated three aspects. Then, there were 12 of them got 2. The students stated two aspects of the step. This data shows that most of the students could write the step of a procedure text correctly.

An imperative sentence is a sentence which gives a command. The mean score of students' ability in writing an imperative sentence of the procedure texts was 3.28 (good). There were twelve students that got 4 (41.38%). It meant the students wrote the four aspects of the imperative sentence correctly. Then, there were fifteen students got 3 (51.72%). It meant that almost of the students wrote the imperative sentence of the procedure text correctly. And, there were two students got 1 (6.9%) in writing the imperative sentence. It meant that the students did not write the imperative sentence correctly. Based on the data, it shows that the students have already written the imperative sentence almost correctly.

Temporal conjunctions tell about time - when something happened and the sequence of events. The mean score of students' ability in writing temporal conjunctions was 2.69 (good). There were nine students who scored 4. The students stated three aspects of the temporal conjunctions. Then, there were ten students who scored 3. The students stated three aspects. There were two students who scored 2. The students only stated some evidence refers to the time/sequence. Last, there were eight students got 1. It meant that there were no temporal conjunctions in their procedure texts. Based on the data, it means that the students wrote the temporal conjunctions almost incorrectly.

However, the researcher found the most the difficult aspect of students' procedure text writing was in the writing step. In the writing step, there were 12 students got score 2 (fair). It shows that the students did not understand how to arrange sentences correctly. The students ordered the steps in not logical sequences. It means that the idea in some sentences that they had already written in the steps was not clear. So, it made the idea of the sentences jumped. Then, because of the idea jumped, it also made the sentence lack of coherence. So, in the writing step, the students did many mistakes in arranging the sentence. Although the most difficult aspect of the procedure text was in the writing step, there was another aspect which was not much different from the step that was temporal conjunction. Where the number of students who got a low score in writing step was 12 students (41.38%) and the number of students who got a low score in writing temporal conjunction was 10 students (34.48%).

In conclusion, the ability of the second year students of Culinary at SMKN 9 Padang in writing a procedure text was 3 (good) (see Table 1). There were eight of them scored 4 (very good), twenty of them scored 3 (good), and the other one scored 2 (fair). In this data, the researcher found that the students achieved a good grade. It is concluded that the students have already understood how to write a good procedure text. Hence, they also have already fulfilled the elements of the generic structure of the procedure text. And also they have already completed the language feature of the text.

Table 1 The Students' Ability in Writing a Procedure Text

| Students      | Goal             | Ingredients/<br>Materials | Step        | Imperative<br>Sentence | Temporal<br>Conjunction | Total Score | Mean Score | Rating Scale  |
|---------------|------------------|---------------------------|-------------|------------------------|-------------------------|-------------|------------|---------------|
| 1             | 4                | 4                         | 3           | 4                      | 3                       | 18          | 3,6        | 4 (very good) |
| 2             | 4                | 4                         | 3           | 4                      | 2                       | 17          | 3,4        | 3 (good)      |
| 3             | 4                | 4                         | 3           | 3                      | 1                       | 15          | 3          | 3 (good)      |
| 4             | 4                | 4                         | 4           | 4                      | 4                       | 20          | 4          | 4 (very good) |
| 5             | 4                | 4                         | 2           | 4                      | 1                       | 15          | 3          | 3 (good)      |
| 6             | 4                | 4                         | 4           | 4                      | 4                       | 20          | 4          | 4 (very good) |
| 7             | 4                | 4                         | 3           | 3                      | 1                       | 15          | 3          | 3 (good)      |
| 8             | 4                | 3                         | 3           | 3                      | 4                       | 17          | 3,4        | 3 (good)      |
| 9             | 4                | 4                         | 2           | 3                      | 1                       | 14          | 2,8        | 3 (good)      |
| 10            | 4                | 4                         | 4           | 4                      | 3                       | 19          | 3,8        | 4 (very good) |
| 11            | 4                | 3                         | 2           | 3                      | 1                       | 13          | 2,6        | 3 (good)      |
| 12            | 4                | 4                         | 2           | 4                      | 4                       | 18          | 3,6        | 4 (very good) |
| 13            | 4                | 3                         | 3           | 4                      | 1                       | 15          | 3          | 3 (good)      |
| 14            | 4                | 4                         | 2           | 1                      | 4                       | 15          | 3          | 3 (good)      |
| 15            | 1                | 4                         | 2           | 3                      | 3                       | 13          | 2,6        | 3 (good)      |
| 16            | 4                | 4                         | 2           | 4                      | 1                       | 15          | 3          | 3 (good)      |
| 17            | 4                | 4                         | 2           | 3                      | 3                       | 16          | 3,2        | 3 (good)      |
| 18            | 4                | 4                         | 4           | 3                      | 4                       | 19          | 3,8        | 4 (very good) |
| 19            | 4                | 4                         | 2           | 3                      | 3                       | 16          | 3,2        | 3 (good)      |
| 20            | 4                | 3                         | 3           | 3                      | 3                       | 16          | 3,2        | 3 (good)      |
| 21            | 1                | 3                         | 2           | 1                      | 1                       | 8           | 1,6        | 2 (fair)      |
| 22            | 4                | 4                         | 2           | 3                      | 2                       | 15          | 3          | 3 (good)      |
| 23            | 4                | 4                         | 3           | 3                      | 3                       | 17          | 3,4        | 3 (good)      |
| 24            | 4                | 4                         | 3           | 3                      | 3                       | 17          | 3,4        | 3 (good)      |
| 25            | 4                | 4                         | 2           | 3                      | 4                       | 17          | 3,4        | 3 (good)      |
| 26            | 4                | 4                         | 4           | 4                      | 4                       | 20          | 4          | 4 (very good) |
| 27            | 4                | 3                         | 3           | 4                      | 3                       | 17          | 3,4        | 3 (good)      |
| 28            | 4                | 4                         | 3           | 4                      | 4                       | 19          | 3,8        | 4 (very good) |
| 29            | 4                | 4                         | 3           | 3                      | 3                       | 17          | 3,4        | 3 (good)      |
| Mean<br>Score | 3.79 (very good) | 3.79 (very good)          | 2.76 (good) | 3.28 (good)            | 2.69 (good)             | 16          | 3.26       | 3 (good)      |

## 2. Discussion

The findings of this research show that the students have already written the procedure texts which fulfilled the aspects of every generic structure and the language feature of the text. This indicated that students have already known how to write a procedure text in English based on the standard of procedure text's organization and language feature that is stated in the syllabus.

However, the researcher noticed the lack of understanding in writing a procedure text. They were related in writing the step, imperative sentence, and temporal conjunction. *First*, the students mostly wrote the step based on their ideas without care about the logical and the coherence in each sentence so that the sentence does not relate to each other. And also, the students wrote incomplete ideas in their sentence. So, the researcher found, the students only used the sentences without bothering how good in arranging their own sentences in the step.

*Second*, some students lack in writing the imperative sentence. Some of the students wrote the second form of the verb (V2), whereas, in imperative sentence uses the base form of the verb. It is indicated that there was still any verb form errors and word choice errors in writing imperative sentence. Then, the

students also wrote the imperative sentence in unclear command in a sentence. So, the imperative sentence was not meaningful.

In addition, there was lack of temporal conjunction. Although the students have already written some temporal conjunction in their procedure text, there is one thing that the researcher noticed most of them used the same temporal conjunction in a close sentence. Then, the students also did not write various temporal conjunctions. So, it makes the step that includes temporal conjunction on that step become monotonous one to be read.

## D. CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the research findings in chapter IV, there are several conclusions that can be drawn. *First*, the students' ability in writing the generic structure was 3.44 (good); goal was 3.79 (very good), material/ingredient was 3.79 (very good), and step was 2.76 (good). *Second*, the students' ability in writing language feature was 2.86 (good); imperative sentence 3.21 (good) and temporal conjunction 2.69 (good).

Then, the overall ability of the second year students of Culinary at SMKN 9 Padang in writing a procedure text was 3 (good). There were eight of them scored 4 (very good), twenty students scored 3 (good), and one student scored 2 (fair). It can be concluded that almost all of the students have written generic structure and language feature of the procedure text correctly.

### Suggestion

Based on the findings, there are some suggestions that the researcher offered to the student, teacher, and the next researcher. *First*, it can be suggested that the second year of Culinary students need to be more aware in writing the step, imperative sentence, and temporal conjunction. They need to understand more in those parts writing.

*Second*, this test is done to find out the ability of students in writing the procedure text, without test their language ability in writing it. Although the recipients can understand the message in the step part of the text, there are some misspelled and the sentences are not arranging in good grammar. So, the researcher suggested, the English teachers should give more examples of a good sentence in writing a text. Furthermore, procedure text is the first English text that they learn, so the error is excusable.

*Third*, the suggestion for the next researcher who is may be interested in the research about the procedure text. The next researcher can do this research on Culinary major at college, especially the ones who are in Education major. They need to analyze how the students write the recipe because the research can show how much they understand the theory that they will teach to their students later on.



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