



AN ANALYSIS OF STUDENTS' GRAMMAR KNOWLEDGE IN PRODUCING PROCEDURE TEXT ORALLY AT SMK N 9 PADANG

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Abstract

This research aims to discover SMK students' ability in using grammar, especially sentence structures, in producing oral procedure text. The design of this research was descriptive research. The population was 125 grade twelve students majoring in the food and beverage service study program at SMKN 9 Padang who were divided into 6 classes: XII JB 1, XII JB 2, XII JB 3, XII JB 4, XII Ps 1 and XII Ps 2. The sample was obtained by using random cluster sampling technique which resulted in XII Ps 1 class which had 28 students. The data were collected by giving them a speaking test to produce oral procedure text. The result showed that students' ability in using declarative sentence in producing oral procedure text was in poor level (85,71%). Meanwhile, students' ability in using imperative sentence in producing oral procedure text was in good level (46,43%).

Key words: speaking, grammar, procedure text, declarative sentence, imperative sentence

A. INTRODUCTION

In the vocational education, English as a foreign language is a compulsory subject that students must learn. They need to learn English, so they can use it for the ultimate goal of language learning, which is well-established communication in English. Through the persistent communication, human are connected with each other by sharing and exchanging ideas, expressions, and more. All those events are possible to take place through texts as verbal communication activities, both spoken and written, are actually the processes of creating texts.

Under the mentioned consideration, the genre-based approach is adopted and applied in English language education curriculum in Indonesia. The genre-based approach concerns on how students learn English through texts. By learning to comprehend them, they learn to have the ability to understand and ultimately construct texts. The end goal is to create learners' ability to communicate, take parts in varied discourses and develop multiple life skills.

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The implication of the genre-based approach implementation in EFL teaching and learning at SMK is that a number of genres are introduced and become the expected standard of literacy. The choice of these texts is related to the literacy of informational level which means SMK graduates are expected to achieve the level where they can carry out more extended and interpersonal conversations to support them as skilled workers and deal with texts to access knowledge at the higher education level or even self-study later. These genres are texts with different communicative purposes and learners are strictly required to master them through four language skills. Based on the curriculum of 2013 for SMK, one of the text types is procedure text which is not only learned as English subject materials but also found as learning materials in other vocational subjects.

Learners are expected to be able to comprehend texts through listening and reading whereas text creation and production should be reached through speaking and writing. Mastery in each skill is equally essential yet speaking is often mentioned to be the means of indication of one's ability in using a language. In learning to speak, learners learn to speak in two-way communication which includes interpersonal and transactional conversations and in one-way communication that is informational communication like giving speech. They should not only be able to be good at two-way conversation but also at one-way communication like monolog text delivery which often becomes a task in their working field.

To learn and master the ability to speak in English as a foreign language is truly a difficult thing. It is the ability to produce systematic verbal utterances in order to convey meaning (Luoma, 2004). Chaney in Shrouf (2012) suggests that speaking is a process of building and sharing meaning through the use of verbal utterances and non-verbal symbols. Speaking can be two-way or one-way communication. Two-way communication occurs in conversations while presentations and storytelling belong to one-way communication. Oral procedure text presentation is one form of one-way communication.

Procedure text is a factual genre that provides instructions on how to do something. Gerot and Wignell (1994:206) classify procedure text as one of common factual genres. They also describe the social function of the texts as "to describe how something is accomplished through a sequence of actions or steps." Coffin et al (2009:49) define a procedure as the established or prescribed way of doing something or achieving a particular goal that involves a sequence of steps. In other words, a procedure text is defined as a certain text type that describes a procedure.

Grammar is one of speaking components that have to be noted by speakers. Grammar covers a wide range of language units ranging from word formation to sentence construction. In this research, grammar focuses on the sentence construction level. Hogue (2003: 15) defines sentence as a group of words that has a subject and a verb and delivers a complete idea.

Two grammatical features that a procedure text has are the use of the declarative sentence and imperative sentence. Werner (2007: 7) describes declarative sentence as a sentence type which gives information or opinions. Declarative sentence should be constructed by, at least, a subject, a verb and an

object or complement depending on the given verb and functions to give information or opinions. Biber et al (1999: 203) describes that declarative sentences are marked with SV structure and typically express declarative sentence. Meanwhile, Matthews (2007) also defines imperative sentence as a construction or form of verb whose primary role is giving orders. Biber et al (1999: 219) describes imperative sentences are characterized by the lack of a subject, use of the base form of the verb, and the absence of modals as well as tense and aspect markers.

Based on an observation the writer conducted at SMKN 9 Padang on December 2016, it was found that most students had difficulties during speaking due to some factors including poor grammar mastery. They often produced grammatically incorrect utterances; some of them managed to repeat and clarify the errors while some could not. Most students were clearly showing that they could not yet smoothly apply sentence structures. Most students also showed that they sometimes could not use tense form consistently in producing utterance. Mostly, students ignored the subject-verb agreement.

The research aimed to figure out SMK students' grammatical knowledge in completing a specific speaking task that is producing procedure text orally.

B. RESEARCH METHOD

This research was classified as a descriptive research. According to Gay et al. (2011: 9), a descriptive research is a research that attempts to describe current status or existing phenomena of the subject based on accurate data collection, analysis and interpretation. The population of the research was the grade XII students of food and beverage service study program or *jurusan tata boga* at SMKN 9 Padang enrolled in the academic year of 2016/2017. There were 6 classes of the grade XII of the food and beverage service program consisting of 125 students. Sample is a sub group of the target population where the research will be conducted (Creswell, 2005:146). It is taken as the representative of the whole population. In this research, the sample was chosen through cluster sampling technique. Cluster sampling technique is a sampling technique that is used to determine sample from grouped population such as classes by picking one out of a number of groups or classes as the research sample. The sample was one class which was randomly chosen among the 6 classes of the grade XII of the food and beverage service program. The sample was XII Ps 1 whose students were 28 people.

The data collecting technique was used in this research was quantitative data. To get quantitative data, the writer used a test instrument. This technique was used to get students' ability in using the declarative sentence and imperative sentence in producing procedure text orally. In collecting data of the research, the writer used a speaking test that asked students to produce oral procedure text based on three topics: (1) how to make a brownies cake, (2) how to make a banana cake, and (3) how to make a cake. The writer recorded each student's performance. The records were transcribed to identify the sentences the students produced during their performance. Each transcript was rated to gain scores.

C. RESULT AND DISCUSSION

1. Research Finding

After rating the transcriptions, the students' ability in using declarative sentences in their oral procedure text was gained by checking the declarative sentences found in the transcriptions. It was found that the student produced 0 to 7 sentences at most with average sentence production 2 sentences. There was only 1 sample who got the score of 86-100 and was in the excellent level, 2 samples got the score of 71-85 and were in the good level, and 1 sample got 56-70 and was in the fair level whereas there were 24 students who got the score of 55 or lower and were in poor level. The result shown that most of the students were in the poor level.

The students' ability in using imperative sentence was gained by checking the imperative sentences found in the transcriptions. It is found that the students produced 5 to 13 sentences with average sentence production 9 sentences each student. There were 9 students who got the score of 86-100 and were in the excellent level, 13 students who got 71-85 and were in the good level, 6 students who got 56-70 and were in the fair level, and surprisingly none of them who was in the poor level. The result shown that there were more students who were at the good level in comparison to those who were at other levels.

2. Discussion

The findings and analyses showed that 85.71% of the students were at the poor ability level. It was also found that most students produced so few declarative sentences. They only produced 1 or 2 sentences which were mostly incorrect. The errors in their sentences were mostly the omissions of verbs, complements, and subject and subject-verb agreement errors.

Based on the findings and analysis, 46.43% and 32.14% of students were at the excellent and good ability levels. This shows that the students' ability in using imperative sentences in procedure text is good. There were only 21.43% of the students who achieved the fair level and none of them who were at the poor level. However, it does not mean that they did not made errors. They made some errors including object omissions, verb form errors, verb omissions, and word choice errors.

D. CONCLUSION AND SUGGESTIONS

Based on the result of the research, there are three points that can be concluded. First, the students' speaking ability in producing procedure text viewed from grammar was at the good level. Second, the students' ability in using declarative sentences was at the poor level. Third, the students' ability in using imperative sentences was at the good level. The problems that were found in the use of declarative sentences are the low declarative sentence production, tendency to produce phrases instead of complete sentences, grammatical problems such as omissions and subject-verb agreement errors; meanwhile, the problems in using imperative sentences are mostly grammatical such as omissions, verb form errors and word choice errors. Therefore, it is believed that the students' ability in using declarative and imperative sentences in speaking needs improvement.

There are points that can be suggested in this research. First, it is important to have an observation before conducting a research. Second, it is necessary to specify the indicators and items in order to get the optimum result of research. Third, it is advisable for teachers to apply varied techniques and activities to teach speaking in order to improve grammar in students' speaking ability, and it is hoped for students learn and practice speaking English more especially in using varied English grammar in their speaking. Lastly, it is hoped for next researchers to conduct a deeper and wider research related to speaking and grammar in speaking.

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