STUDENTS' ABILITY IN WRITING PROCEDURE TEXT

AT TWELFTH GRADE OF SMAN 8 JAMBI CITY

A THESIS

Submitted as a Partial Fulfilment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd.) in English Education

By:

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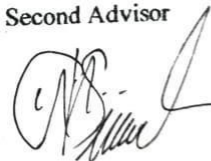
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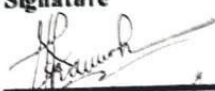
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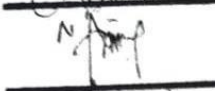
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LETTER OF RATIFICATION

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DECLARATION OF AUTHORSHIP

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1. The thesis, titled Students' Ability in Writing Procedure Text at SMAN 8 Jambi City, is original and has never before been submitted for an academic degree at Batanghari University or any other tertiary institution.
2. Except for the direction of the Advisory Team, this thesis is entirely my own ideas, conclusions, and formulations, with no unauthorized assistance from other parties.
3. There are no works or opinions in this thesis that were or have been published by others, unless they have been obviously cited and included as a reference in this thesis, with the author's name mentioned and listed in the references.
4. I make this statement in due diligence, and if it is discovered in the future that there are irregularities and mistruths in it, I am ready to accept academic punishments in the form of revocation of the degree I received as a consequence of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, 17th February 2023

The Researcher,

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MOTTO

Mazmur 16 : 1

"Miktam. Dari Daud.

Jagalah aku, ya Allah, sebab pada-Mu aku berlindung."

Mazmur 109 : 30

"Aku hendak bersyukur sangat kepada TUHAN dengan mulutku, dan Aku

hendak memuji-muji Dia di tengah-tengah orang banyak."

Ulangan 31 : 8

"Sebab TUHAN, Dia sendiri akan berjalan di depanmu, Dia sendiri akan

menyertai engkau, Dia tidak akan membiarkan engkau dan tidak akan

meninggalkan engkau; janganlah takut dan janganlah patah hati."

Kolose 3 : 23

"Apapun juga yang kamu perbuat, perbuatlah dengan segenap hatimu

seperti untuk TUHAN dan bukan untuk manusia."

Yesaya 41 : 10

"Janganlah takut, sebab Aku menyertai engkau, janganlah bimbang, sebab

Aku ini Allahmu; Aku akan meneguhkan, bahkan akan menolong engkau;

Aku akan memegang engkau dengan tangan kanan-Ku yang membawa

kemenangan."

DEDICATION

All praise and thanks to God Almighty for the abundance of His grace and guidance that has enabled researchers to complete the preparation of this thesis and to provide researchers with the strength, knowledge, abilities, thoughts, guidance, and His outpouring that has enabled researchers to finally complete the research study.

First and foremost, I dedicate this thesis to my beloved parents, the first to my father N. Butarbutar, who always advises me, and I thank you for your kindness and other good things. My mother, M. Pardosi, who never ceases to pray for me, always looks after me with your love. I am so grateful to have such a wonderful, strong mother as you. I will be eternally grateful for receiving love from both of you. Also, thank you to my brothers Lukman, Jainal, and Herman for being in my life. Thank you for your love, assistance, and encouragement.

This thesis is dedicated to the lecturers and staff at Batanghari University, particularly the Teaching and Education Faculty, which specializes in English Education. Thank you for educating and assisting me throughout my time at Batanghari University.

Therefore, I dedicate this thesis to all of my friends; thank you for being good friends in my life; without your support, I would not have been able to finish this thesis on time. I remember when you were all so awesome. Last but not least, I cannot mention all of them. Thank you for your help so far, thank you for your patience, and thank you for your kindness.

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The author expresses praise and thanks to the Lord Jesus Christ, who gives life, for his love and for allowing him to finish the thesis, ***"Students' Ability in Writing Procedure Text at Twelfth Grade of SMAN 8 Jambi City",*** on date.

This project is submitted as a Bachelor of Education (S.Pd.) in English Education Graduation Requirement. Additionally, this study aims to analyse students' writing in procedure text. In conclusion, it will take a long time to finish this investigation.

The researcher is also aware that there are many people and organizations who can help, instruct, and offer guidance. The following people deserve the author's sincere gratitude:

1. Prof. Dr. Herri, S.E., M.B.A., as Rector of Batanghari University Jambi.

2. Dr. H. Abdoel Gafar, S.Pd., M.Pd. as the Dean of the Faculty of Teacher Training and Education at Batanghari University of Jambi.

3. Ridho Praja Dinata, M.Pd., as Academic Head of the English Study Program, Faculty of Teacher Training and Education at Batanghari University, Jambi.

4. Khidayatul Munawwaroh, M.Pd., who served as the first supervisor to offer guidance, is to be thanked for all encouragement and true assistance during the writing of this research.

5. Siti Aisyah, M.Pd., also serves as a second supervisor and encourages, helps, and enhances in the preparation of this thesis.

6. Mam Suspriyani, S.Pd., a teacher from the civil service who helped with the fieldwork at SMAN 8 Jambi City and supplied knowledge in order for this research to be conducted.

7. I appreciate to every one of the faculty and staff of Batanghari University's Faculty of Teacher Training and Education who were too many to mention individually.

The author is aware that the conclusions are imperfect. Therefore, comments and critiques are required in order for the author to create an improved and more valuable work.
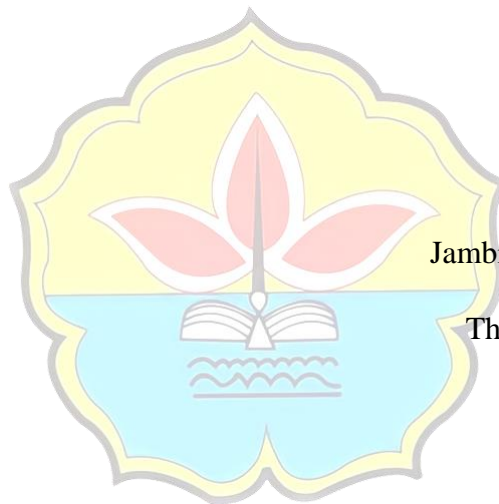
Jambi, January 31th 2023

The Researcher

Sukarton

1900888203018

ABSTRACT

Sukarton 2023. Students' Ability in Writing Procedure Text at Twelfth Grade of SMAN 8 Jambi City. A Thesis**.** English Education Department Faculty of Teacher Training and Education University Batanghari of Jambi. The First Advisor Khidayatul Munawwaroh, M.Pd. The Second Advisor Siti Aisyah, M.Pd.

The purpose of this study was to find out the ability of students in grade 12 at SMAN 8 Jambi City in writing procedural texts. A qualitative descriptive method was utilized. The population comprised students XII IPS at SMAN 8 Jambi City of academic study 2022/2023 and the sample consisted of 36 students from class XII IPS 2. Researchers used a research instrument, an essay test with a predetermined theme, namely food. Into discover these findings, tabulation was used to collect data from students' grades to categorize indicators of students written. Following the discovery of the result data, the researcher classified the student's score using the CRA (Criterion-Referenced Assessment) scale. According to the findings of the research, indicators of students' writing abilities, namely goals (83.3325) and materials (90.2775), have excellent an average score. On the other hand, the step indicator has into the average good criterion (77.0825). However, the overall average of all indicators is excellent (83.5641). Furthermore, students' ability in writing procedure texts are scores 83.5555 in the highest category. It is indicated that the level of students' ability writing in procedure text is excellent score, and that demonstrated score of writing procedural texts is highest.

Keywords: ability in writing, procedure text

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

In many ways, the origin of writing is the human mind's historical background; just as anything resembling genuine abstract thought is impossible without some kind of language, it is also difficult to imagine a progressive civilization or developed culture without writing. The trained knowledge is without a doubt capable of performing fantastic feats, as we can learn from the Hindus, who have preserved over long centuries, not only in poems, but also in scientific works; however, learning has a limit, and researchers believe most of us would be embarrassed to rely solely on it to record our own thoughts and discoveries, let alone those of others. If a person's language enabled him to think continuously, writing allowed him to expand and use it. (Truman, 1980)

Writing is a skill in which one uses one's eyes, brain, and hands to express ideas, feelings, and thoughts in words, sentences, and paragraphs. Raimes, (1983). It is possible to conclude that students are expected to be able to develop ideas and thoughts related to the topics discussed through writing by using the senses of sight, particularly the eyes, the brain for thinking, and the hands for writing. Written results will not be understood if the writing is not appropriate. Then, one way to develop students' abilities in writing skills is to write procedural texts. Ma, et all (2022), procedure text is a difficult language explanation task that necessitates the use of a method to track object nations throughout writing development. The

solution also comprehends students' ability to write procedural texts by combining three core aspects: local and international views on input, as well as global views on production.

Writing is the brain's work of creating ideas, deciding how to describe them, and organizing them into statements and paragraphs that readers can understand (Nunan, 2003). As such studying procedural text language features can help students strengthen their capacity to write procedural texts. This method makes use of the purpose, material, method, or way of production. According to Jane (1998), procedural text teaches us how to do or make something. Nonetheless, procedural text is a type of text that instructs the reader on how to complete a task. This text consists primarily of instructions or a series of steps to make something or perform an activity. It is also a type of text that we come across in our daily lives, such as instructions and recipes.

Based on student interviews and observations during research activities and school field trips. In interview, students said "We cannot write English, sir," and some students said "We do not even understand the structure of how to write this text, Sir." Besides that, can be seen using student value data as follows.
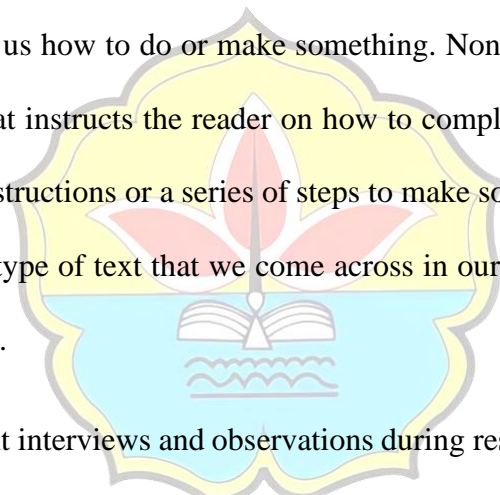
Table 1

Students' Score in Writing Test of SMAN 8 Jambi City

NO.	Class	Students Score		Total
		<75	**75>**	
1.	XII IPS 1	9	26	35
2.	XII IPS 2	19	17	36
3.	XII IPS 3	24	12	36
4.	XII IPS 4	20	16	36
5.	XII IPS 5	21	15	36
6.	XII IPS 6	27	10	37
7.	XII IPS 7	21	14	35
8.	XII IPS 8	23	11	34
Total		164	121	285
Percentage		58 %	42%	

Source: The data from teacher of SMAN 8 Jambi City.

Based on the information provided above by the English teacher at SMAN 8 Jambi City. A total of 164 students with scores highest than 121, representing 58% and 42% of students who passed the KKM score, respectively (Minimum Mastery Criteria). 164 students under received score 75, representing 58% of the total. This means that students' ability in writing skills remain below the KKM standard at school. Besides that, the researcher observes a number of issues while teaching English. First, learning activities are inconvenient because they end during recess. Second, during writing assignments, some pupils in learning English imitated classmates' tasks. Third, some students do not understand the structure of writing when creating texts. Fourth, some students used incorrect words or made

typos due to a lack of vocabulary writing information. Based on these arguments and background information, the researcher decided to conduct a study titled "Students' Ability in Writing Procedure Texts of SMAN 8 Jambi City."

1.2 Identification of the Research

Some points can be identified from the research's background context:

1. Class conditions do not conducive to learning process.

2. Some students are imitated the task, especially writing assignment.

3. Students not understand the generic structure of theirs' work.

4. Some of students spelled the word incorrectly.

5. Students have lack vocabulary to write task.

1.3 Limitation of the Research

The researcher has highlighted, emphasized, and limited the following by concentrating on students' ability in writing procedure texts in the twelfth grade of SMAN 8 Jambi City.

1.4 Formulation of the Research

Based on the research context described above, the researcher developed the problem of how is students' ability in writing procedure texts in the twelfth grade of SMAN 8 Jambi City?

1.5 Purpose of the Research

The purpose of this research is to find out the students' ability in writing procedure text at twelfth SMAN 8 Jambi City.

1.6 Significance of the Research

Practical and theoretical benefits are the two key advantages of this research.

1. Theoretically

This research was provided information on students' ability in writing procedure texts at SMAN 8 Jambi City.

2. Practically

1. Students

This finding is expected to be useful for the students who will be the focus of this research, and it may inspire them to enhance their overall ability in writing procedure texts.

2. Teachers

The teachers can help in promoting their method of developing their ability to write procedure texts.

3. For another researcher

Another researcher can provide evaluations, references, information, and additions to theirs about students' ability in writing procedure text.
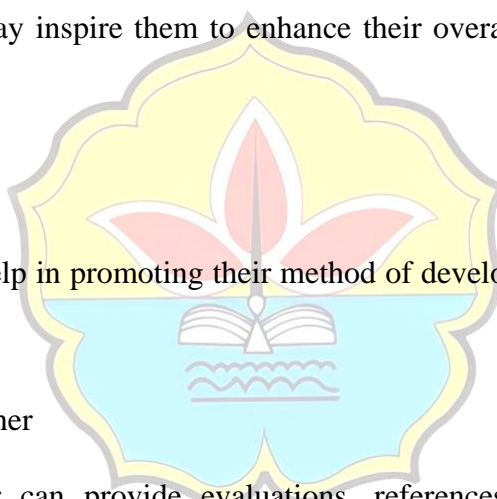
1.7 Definition of Key Terms

The following concepts used in this study need to be clarified in order to avoid misunderstandings and to ensure a thorough understanding.

1. Writing Ability

According to White and Ardnt (1991), writing is a thinking process that requires intellectual effort and it involves generating ideas, planning, goal setting,

monitoring, evaluating what is going to be written as well as what has been written, and using to express exact meaning.

2. Procedure Text

According to Anderson and Anderson (1997) define procedure text a piece of text that give us instructions for doing something.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Writing

According to Hammer (2004), writing is frequently useful as preparation for a variety of other activities, particularly students writing sentences as an introduction for language class. This is a beneficial activity for students, especially in terms of developing and expanding their vocabulary through writing.

Writing a text is a complex task that necessitates the coordinated execution of a large number of mental activities. Writers must clearly define the text's nature, purpose, and communicative function. People must also establish a precise representation of the characteristics and expectations of the readers in order to predict systematically what must or can be written. (Alamargot, & Chanquoy, 2001).

Writing a complex skill that involves several processes and abilities that can be difficult for some students. (Lindstrom in Westwood, 2006), As a result, complex writing skills can cause problems for students, such as a lack of vocabulary, a lack of understanding of the topics you want to discuss, and so on.

Writing is a skill that needs to be taught and practiced, according to Patel (2008). There as side effect, this mastery should be motivated to be studied, exercised, and supposed to teach continuously because then how they can grow their writing knowledge.

According to Cymru (2010), many students struggle with independent writing because they must think about so many things at once: they must plan the

content, think of the right words and sentence constructions, work out the spelling and punctuation, and transcribe it all on the page. Sometimes, spelling and scribing consume the majority of their attention, leaving little mind space to consider the compositional aspects of their writing. Teachers must be innovative in involving all students, including underachievers and those with dyslexia or specific learning disabilities, and in providing appropriate feedback and support so that students can engage in the entire writing process and be motivated to write.

2.1.1 The Process of Writing

Writing is a difficult task. Writing is the process of creating text-based writing. To produce good writing, students must go through the writing process. Students must complete the writing process step by step, beginning with the process before writing and ending with writing.

Writing cannot be produced instantly; it requires a process—that is, the stages that a writer must go through in order to produce something in final writing form. According to Harmer (2007), the writing process is the stages a writer goes through to produce something in its final written form. Of course, the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium in which it is written all have an impact on this process (pen and paper, computer word files, live chat).
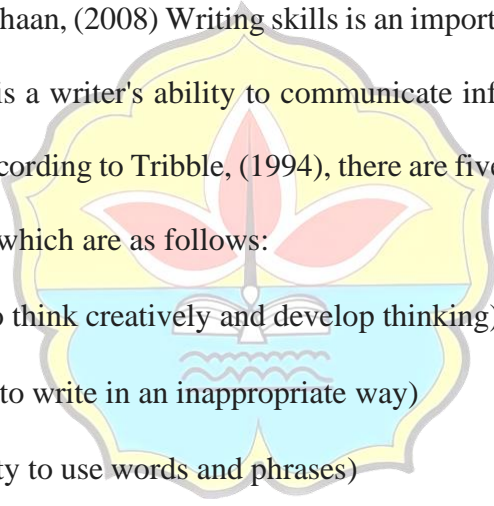
2.1.2 The Ability of Writing

Good writing is a significant cognitive challenge because it tests memory, language, and thinking ability all at once. Writing ability is also dependent on our ability to think clearly about what we want to write in written form. According to

Hyland (2003), writing is viewed as an extension of grammar - a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. It means that writing is a skill that requires complex knowledge in order to express ideas in written form into good sentences.

According to Brown et al. (1994), writing is a verbal exchange in which you free oneself from what individuals currently think, feel, and accept. Writing is actually words made or written from our own language and from what humans believe and understand.

According to Siahaan, (2008) Writing skills is an important part of academic English. Writing skills is a writer's ability to communicate information to readers or groups of readers. According to Tribble, (1994), there are five assessment criteria for writing assessment, which are as follows:

1. Knowledge (ability to think creatively and develop thinking)

2. Organization (ability to write in an inappropriate way)

3. Vocabulary (the ability to use words and phrases)

4. Language (ability to write according to structure)

5. Mechanics (correct use of punctuation, capitalization, spelling, and layout). Finally, students must do this as a linguistic aspect that they will pay attention to later in good writing.

2.2 Definition of Procedure Text

In general, procedure text is text that describes how to make something through a series of steps or a method. According to Knapp (2015), instructing entails more than simple, sequential, or procedural text. The purpose of the process

text type is to explain how to accomplish something. Recipe manuals, instructions, game rules, and so on are all examples of procedure text. The procedure text described above is a simple text that uses explanations in a rundown or sequence to provide knowledge by instructing what will be accomplished or goals.

Procedural text is frequently a factual genre that provides step-by-step instructions for completing a task. Procedure texts are encountered by students in a variety of contexts, including their homes (recipes), science (experiments), technology (how...), and other educational activities. The goal of procedure text is to provide sequential information or directions so that people can perform tasks safely, efficiently, and appropriately. (Prihatna and Him'mawan, 2015) The above statement's purpose is a text procedure, which is a text with the goal of completing a task with several steps safely, efficiently, and precisely.

Bachtiar (2010) said the procedure text describes how to make something using a series of actions or steps. The text procedure, in the researcher's opinion, is a factual of activity or steps in the manufacture of an item, food, or something else. Different points of view, according to Iwuk (2007) a procedure text is a text that includes information that can assist us in doing or making something. One of these phrases is a text that consists information that can help us in doing something making something.

However according to Nurhasan (2011), a procedural text is one that explains how something is done through a series of actions or steps, so that students can more easily find it to do the job. There are many steps or instructions that must

be followed in order to make something, and the instructions are explained in detail in the procedure text.

2.2.1 Generic Structure of Procedure Text

Wadirman et al. (2008) define procedure text as having the following generic structure:

a. Goals / objectives: provide us with the information people require. That is, the most essential point readers need to make procedure text is a goal or title to make it clear what we should do.

b. Materials: the items required to create objects. That is the most important thing to remember when creating a procedure text, because it will assist us in finishing something we are working on. Without material, it will be difficult for us to take the necessary steps to achieve the desired outcome.

c. Methods /Steps: information on how to create an object. Once we know the purpose and materials, we must take some steps to achieve the desired outcome. This is the final method for achieving the best results and making it simple for us to complete the goal.

The structure that forms a procedural text is the researcher's intended viewpoint. Among them are purposes, equipment, and steps. Furthermore, procedural text has language characteristics, as Mukarto et al (2004) stated:

a. Procedure text uses imperative sentences, and infinitives are used in imperative sentences.

b. Procedure text also employs linking words to structure the steps. The first word expresses the sequence of steps.

The sentence above implies that language elements in writing text procedures, such as imperative sentences and essay linking words like first, next, and many more, are very important.

Example of Procedure Text:

How to Make Tomato Soup

(Goal)

To make a bowl of tomato soup.

(Materials)

You must prepare all ingredients below:

- 4 large tomatoes

- spices

- 1 small onion

- ½ teaspoon of salt

- 8 cups of water

- ¼ teaspoon of pepper

- small clove garlic

- ¼ teaspoon of butter

(Steps/Method)

Here are the steps to make a bowl of tomato soup:

1. First, cut tomatoes, onions, and garlic into small pieces.

2. Next, fry them in a pan with butter for five minutes.

3. Then, add water, spices, salt and pepper.

4. After that, heat until the water boils.

5. And then, turn down the heat and cover it with a lid. Cook gently for an hour.

6. Finally, the soup is ready to serve.

2.3 Previous Study

Previous in studies on students' ability in writing procedure texts were conducted by researchers who were interested in this topic. The first study from Prihatna, R. Y., and Him'mawan, A. N. (2015) was titled An Analysis on Generic Structure and Language Features of Procedure Texts Made by SMA Semen Gresik Second Year Students. Utilized of qualitative descriptive research. The results show that the majority of students in class XI SMA Semen Gresik are able to apply the generic structure of procedure text, which includes the following elements: title (objective), materials/equipment, and steps. It has been discovered that some groups make some errors when arranging the "ingredients" and "steps" parts of the generic structure, whereas other groups set up a good generic structure with a few minor flaws. As a result, they are still perplexed and make some errors when applying language features procedure text.

Following that is a study by Rani, P., and Thakar, S. titled An Analysis of Writing Skills in English of Secondary Level Students from Schools Affiliated to PSEB and CBSE in Three Districts of Punjab's Malwa Region, India (2015). A random sampling procedure was used in a qualitative study to select 200 students (100 each from PSEB and CBSE schools) in grade 10 from ten schools (5 each from two boards; and 20 students per school) in each district. This assessment is divided

into five parts: content, organization, vocabulary, language use, and mechanics. The data was subjected to a 't-test,' and the results revealed significant differences in the performance of students from the two boards' schools.

The following research by Rukmana, N. A. (2022) with the title An Analysis of Student's Writing in Procedure Text Found at The Tenth Grade Students of SMA Negeri Tulakan in Academic Year 2021/2022. The research method used was descriptive qualitative research. Written tests and interviews were used to collect data. According to the findings, students receive a score on language use with an average score of 15.6. However, there are still some agreement errors and problems with complex construction. With an average score of 13.6, organizational value still does not have confusing or disconnected ideas, as well as less logical sequences and developments. Students frequently have errors, choices, uses, and meanings that are confusing in their forms of words/idioms, with an average score of 12.8. Mechanical value with a 3.2 average. dominant students with spelling, punctuation, and capitalization errors.

In conclusion, previous research has revealed that the ability to write procedural texts is rarely learned. Previous research has found that people all have the same main theme, which is students' ability to write procedure texts. Furthermore, the researchers used the same method, namely descriptive qualitative. However, there are numerous differences, such as the first researcher's claim that she used generic structures and language features in high school. Unlike researchers who only use generic structures. The second researcher is from India, and he has three sample areas, whereas the researcher only has one, and the indicators studied

by this researcher are content, organization, vocabulary, language use, and mechanics. The third researcher then used the same indicator assessment as the second researcher, calculating five indicators namely ideas, organization, vocabulary, and mechanics, but differed from the researcher who researched based on three generic structure indicators namely goals, materials, and steps. How is students' ability illustrated with in writing of a text procedure? As a result, research studies can pursue the topic "Students' Ability in Writing Procedure Text in Twelfth SMAN 8 Jambi City."

2.4 Conceptual Framework

To achieve the research, aim of determining students' ability to write procedure texts. There are numerous methods for thinking about conceptual frameworks. As the result, the researcher's selected the following conceptual framework.
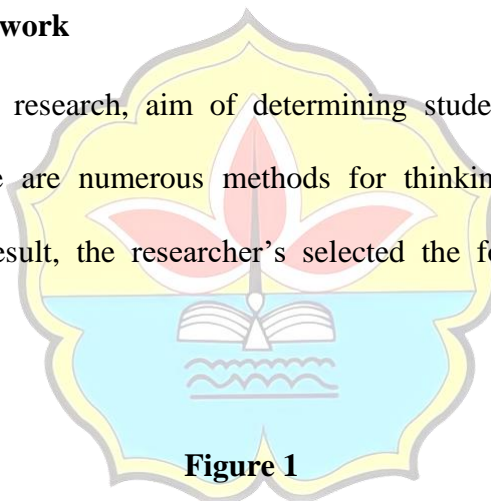
Figure 1

Conceptual Framework

WRITING

STUDENTS' ABILITY IN WRITING

PROCEDURE TEXT

ANALYSIS

STUDENTS' ABILITY IN WRITING PROCEDURE
TEXT AT TWELFTH GRADE OF SMAN 8 JAMBI CITY
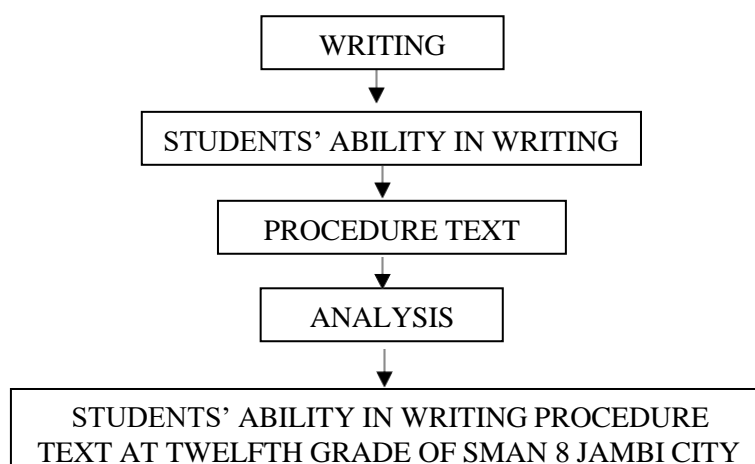
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The qualitative research design and descriptive research methodology were chosen by the researcher for this study. According to Creswell (2012), qualitative research is a method of investigating and comprehending the significance that individuals or groups ascribe to a social human problem. Qualitative research is concerned with the individual being studier's ideas, perceptions, opinions, or beliefs, which cannot be quantified.

Calderon (2006), Descriptive research is defined as a process that seeks to collect, analyse, classify, and tabulate data about current conditions, practices, processes, trends, and cause-and-effect relationships, and then make adequate and accurate interpretations of those data with or without, or with minimal assistance from statistical methods. This research method is used for frequencies, averages and other statistical calculations.

3.2 The Population and Sample

In this subsection the researcher would explanations about the population and sample, as follows.

3.2.1 Population of the Research

Arikunto (2013) defines the population as the total research subject. The researcher focused on the twelfth-grade population at SMAN 8 Jambi City for the

2022/2023 academic year in this study. Class twelfth somewhere between 34 to 37 students.

Table 2

Population of Research

No.	Class	Population
1.	XII IPS 1	35
2.	XII IPS 2	36
3.	XII IPS 3	36
4.	XII IPS 4	36
5.	XII IPS 5	36
6.	XII IPS 6	37
7.	XII IPS 7	35
8.	XII IPS 8	34
Total:		**285**

Source: Administration of SMAN 8.

3.2.2 Sample of the Research

A sample is a finite component of a statistical population whose properties are studied in order to obtain overall information (Webster, 1985). Although there are no specific rules about how many people should be included in one's research, some researcher believes that between 10 and 50 participants are acceptable depending on the type of research and the research question (Creswell & Creswell, 2018). The researcher also employed a group sample or cluster sample technique.

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Arikunto (2013) defines sample clusters as samples whose groups are viewed as levels or strata/classes. (Such as, Elementary school, Junior High School, Senior High School, Vocational High School groups, and so on.)

A set of clusters chosen at random from a larger set of all clusters in the population is referred to as one-stage cluster sampling (Burke & Christensen, 2014). Therefore, the researcher determines researching classes by writing class names on sheets of paper, rolling them up, mixing them, and selecting one of them. Following that, the researcher took a sample of 36 students from class XII IPS 2. Because the researcher is a SMAN 8 Jambi City class XII student. As a result, the population clusters consist of social studies majors from various classes. As a result, the researcher decided to randomly select a sample of class XII IPS 2 students from the cluster for the 2022/2023 school year.
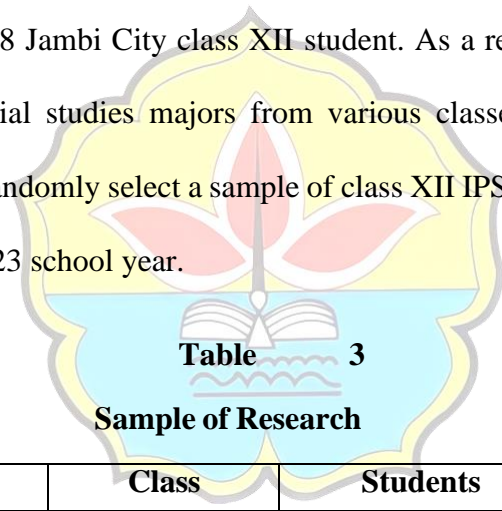
Table 3

Sample of Research

No.	Class	Students
1.	XII IPS 2	36

Source: Administration of SMAN 8.

3.3 Research Instrument

The research instrument is a device used to collect research data. Researcher used a written test as a research instrument to collect data. According to Heaton (1974), tests are directed at the ongoing teacher, whereas teaching is directed at tests, standardized tests, and general exams in the latter case. The researcher conducts an individual test using the criteria for how to conduct the test.

Because the researcher wanted to assess the students' ability to writing and punctuation while also writing test procedures individually. The type tests include is writing test is about procedural text.

3.4 Technique of Collecting Data

The objective of this study is to look in to the students' ability in writing procedure texts. In order to collect data for this study, the researcher used the following procedures:

1. The researcher instructs the students to write a procedure text on scrap paper.
2. The researcher approaches the students and inquiries about the title they should select.
3. Students must write a text with theme foods in one paragraph that includes linguistic structure and features (Goal, materials, methods.)
4. Students complete it in one hour.
5. After the students completed the procedure text, the researcher asked them to collect worksheets.
6. Then will assess so many language structures created by students.
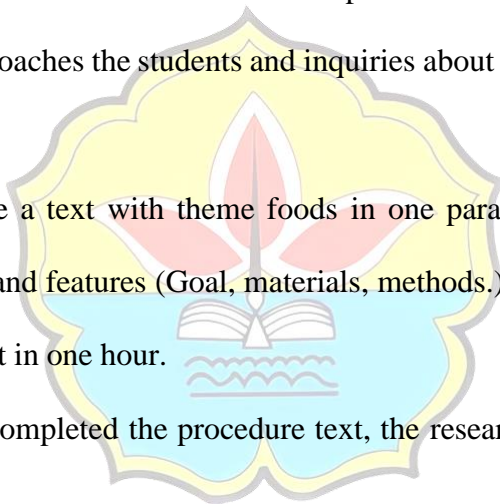
3.5 Technique of Validation Instrument

The validity of a research instrument is an assessment of how well the instrument measures what it is supposed to measure (Robson, 2011). Because the researcher used the essay test, according to Sudjana (2014) defined essay tests as questions that require students to provide answers in the form of describing, explaining, discussing, comparing, and giving reasons in accordance with the demands of the question using their own words and language.

3.5.1 Validation Test

According to Ghozali (2009), the validity test is used to determine the legitimacy or validity of a questionnaire. Product Moment Collaboration techniques are used to determine the validity of the items. The following is the formulation:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(n\sum X^2) - (\sum X)\}\{(n\sum Y^2) - (\sum Y^2)\}}}$$

(Arikunto, 2005)

For information:

r_{xy} = correlation coefficient between the variables x and y.

X = student scores on the validity-testing items.

Y = denotes the total score obtained by students.

In this study, the researcher utilized SPSS Statistics version 21 to test the validity of the questions using the following decision-making criteria:

1. If the Corrected Item-Total Correlation value is positive or different from r_{xy} table at a significant level ($\alpha = 0.05$), the items are declared valid.

2. If the Corrected Item-Total Correlation value is negative or less than r_{xy} table at a significant level ($\alpha = 0.05$), the item is declared invalid.

The correlation coefficient (r_{xy}) is as follows:

Table 4

Validation of Research Question

Table of r_{xy}	Criterion
0,80 – 1,00	Highest
0,60 – 0,80	High
0,40 – 0,60	Medium
0,20 – 0,40	Low
0,00– 0,20	Lowest

Source: Arikunto, 2005.

Based on attachment 3, this instrument question can be used because it has a significant score of 0.575, which means it is bigger than 0.5, indicating that the written test can be used or is valid.

3.5.2 Reliability Test

Following Ghozali (2009), the validity test is used to determine the legitimacy or validity of a research instrument. The formula can be used to perform question reliability testing:

$$r_1 = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \alpha_t^2}{\alpha_t^2}\right)$$

(Arikunto, 2005)

For the information:

r_1 : the dependability you seek.

n : the number of indicator items tested.

$\sum \alpha_t^2$: the sum of the variances of each indicator score.

α_t^2 : the total variances.

The following is an interpretation of the formula:

Table 5

Reliability Test of Research Question

Reliability Scale	Criterion
0,90 – 1.00	Perfect
0,70 - 9,00	High
0,50 - 0,70	Moderate
0,00 - 0,50	Low

Source: Arikunto, 2005.

Thus, according to Appendix 3, the questions are known to be reliable. Cronbach's Alpha indicates this, with a value of 0.757. This means that the Cronbach's Alpha value is in the high classification, implying that the question can be used in research.

3.6 Technique of Analysis Data

Data analysis is an essential step in any research because it is the process of organizing and evaluating data. The collected data was analysed using descriptive statistics.

According to Ghozali (2018), descriptive statistics are analytical techniques that use minimum, maximum, average (mean), variance, sum, range, deviation, and distribution highly biased values to describe or describe research data. The researcher analyses the data in several steps. The following formula is used to process data in this study:

1. Tabulation

   Researchers used an analytical scoring rubric to analyse data from students' writing test:

Table 6

Tabulation Procedure Text

No	Indicator	Criterion	Description	Range
1.	Goal	Excellent	Has a precise title and is made in an innovative way.	4
		Good	Has the title, and it will be made in an effective way.	3
		Poor	Has a title, but it needs to be clearly made in a creative way.	2
		Very Poor	Does not have a title and will not be creative.	1
2.	Materials	Excellent	Effective planning has identified all necessary materials.	4
		Good	Plans well and lists material that one or two items are missing.	3
		Poor	Out of the plan, only a few materials are listed.	2
		Very Poor	Does not plan or list materials.	1
3.	Steps	Excellent	Has detailed steps, and do not have questions. Uses imperative sentences at all times.	4
		Good	Provide most steps, without detailed and utilized imperative sentences most of the time.	3
		Poor	Provide some steps; and missing. Used imperative sentences sometimes	2
		Very Poor	Does not show steps and nothing uses imperative sentences	1

Source: Warman, 2013.

According to tabulation table 3, the top score is 4. As well as, the highest total score is 12. And the lowest score will receive 1 point.

2. Calculating the students' scores

Following the completion of the research, the researcher used a manual numerical scoring formula. This score was statistically analysed to determine the student's test results, which are as follows.

$$score = \frac{students'\ answer}{total\ score\ maxim}\ x\ 100$$

(Gay, 1981)

Following the calculation of the score by the researcher, the following stages of data analysis must be completed is using the following formula, compute the average (mean) score:

$$\overline{X} = \frac{\sum X}{N}$$
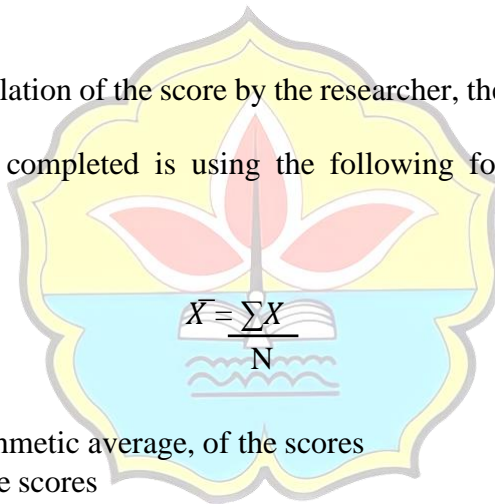
For information:
$\overline{X}$ = the mean, or arithmetic average, of the scores
$\sum X$ = the total of all the scores
N = total number of students

(Gay, 1981)

3. Category of the students' scores

Brown (1998) defined criterion-referenced assessment as an evaluative description of the qualities to be assessed (e.g., an account of what pupils know and can do) without reference to the performance of others. The learning outcomes are determined by analysing the average value of the subsequent daily tests, the researcher which are classified as "highest", "high", "medium", "low", and "lowest" using the Criterion-Referenced Assessment.

Table 7

Criterion-Referenced Assessment

Range of Score	Category
0 – 20	Lowest
21 – 40	Low
41 – 60	Medium
61 – 80	High
81 – 100	Highest

Source: *Brown, 1998.*

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

A written test was used to conduct this research at SMA Negeri 8 in Jambi City. The writing test was held on Tuesday, January 24th 2023. This study had been finished in one meeting. The goal of this study was to analyse XII IPS students' ability to write procedural texts at SMAN 8 Jambi City. The researcher only focused at the generic structure of the procedure text, which included title, materials, and steps. The texts are described about food. The goal of this test was to identify the abilities students have in writing procedural text from.

The researcher used an analytical tabulation to categorize scores of the students' ability in writing procedure text. Then, for each indicator, the scores 1, 2, 3, and 4 will be assigned. The value of each indicator was then added up to calculate the average value of the criterion.

4.1.1 Students' Result Based on Indicators

The researcher got the research results from the written test. The results of the written test will be assessed from the indicators of student procedure text writing, namely the title, materials, and steps. The results of student writing scores can be categorized as follows.

a. Goal

Based on the indicators in Chapter 3, the researcher discovered that the results of the students' scores in this study revealed that students wrote excellent on the title indicator procedure text. There were 12 students who get the "excellent" criteria because they received a score of 4 and 24 students who received a score of 3. This is demonstrated by the calculation of the value of 36 students. The overall ability of students to display the title as a whole was 120. When the overall score is divided by the number of samples, 36 students, the average score is calculated to be 3.3333.

Based on the average score above which is 3.3333, and then calculated by multiplying by 100. The score becomes 333.33, then the average score is divided by 4 with the indicator values 1,2,3,4 in determining the assessment criteria, then the average value is divided by 4, and the average result – the class average in writing titles is 83.3325. As a result, the highest score obtained in the rating category of 1 to 100 (with conditions 80-100 the highest category). This means that none of the students had difficulty writing the title because their criterion scores were at the "Excellent" level. The following are examples of students who have excellent title writing ability:

Figure 2

Students' Writing Title in Procedure Text

Directions:
Please write procedure text about food one paragraph including the title, materials, and steps! (The steps only minimal 10 complete sentences)

Answers:

④ "How to Make Brownies"

Ingredients

As shown by the example above, the students S.Y.P had excellent indicators of goal, understandable written, comprehend what their goal is in creating a procedural text, and there are no errors in the spelling of the written linguistic.

b. Materials

According to indicators, the materials was items that are required to create objects. It was the most crucial factor to keep in mind when producing a method text, because it would help us finish a task. If we lacked material possessions, it would be difficult for us to take the necessary efforts to obtain the desired result.

The scores of students in this study revealed that the scores of students writing materials on this procedure text were very high, indicating that the text of the event indicator is excellent. There were 24 students who received highest marks because they received a score of 4, 10 students who received a score of 3, and 2 students who received a medium score. These writings demonstrated that students could say more than just having complete materials, and that each material was given the required and crucial indicators. The results of the test were given to 36

students show that by calculating the overall score, students got a total score of 130, and the average result calculated from the total score divided by the number of samples, namely 36 students, is 3.6111. The results are also multiplied by 100 to get 361,11 and then divided by four indicators, namely 1, 2, 3, 4, and the range of scores from 1 to 100 to determine the assessment criteria. As a result, a score of 90.2775 falls into the "Excellent" category (80-100 highest score categories).

It demonstrated that the students' writing abilities are "Excellent" score and that there are no difficulties. The following was examples of students who got excellent at the material indicators:

Figure 3

Students' Writing Materials in Procedure Text

According to the examples of materials written data above, students with the initials S.Y.P. have an excellent in writing material in that there is no shortage of one material and no misspellings because participants receive a score of 4 in writing this material.

c. Steps

The steps were a number of instructions that must be completed in order to complete the manufacturing procedure or do something. Each step was written in command or imperative sentences. Therefore, the researcher discovered the students' writing scores in this study. It was discovered that students wrote the steps for making food in the procedure text of the good criteria indicators. There were 24 students who received good grades, followed by 8 students who received a score of 4 (excellent) and 4 students who received a score of 2. It can be seen from the writings that while students can show one part of the writing procedure text, namely steps, it still does not explain how to do it, and the reader is still confused to follow the directions done on student writing.

Many students struggling with written procedure text on the step indicators. This can be seen in the assessment results, which obtained a total score of 112. The total scores (112) were then divided by the number of samples (36 students) to yield an average score of 3.11 (From a range of scores 1,2,3,4). The average value of the indicator steps is then multiplied by 10 and then divided by 4 (from the range of scores) to yield a score of 77.0825 which falls into the "Good" criterion (61- 80 high category).

In short, it is clear that many students struggling with written step indicators. It can be revealed by identifying an average decrease in other indicators. And those who receive a value of 2, consisting of 4 students, and those who receive a score

of 3, constitute half of the class, namely 24 students, with 8 students received a score of 4. Students who write excellent indicators of steps can be identified as follows:

Figure 4

Students' Writing Steps in Procedure Text

The sample data for writing the steps above show that two students with the initials N.S. have excellent writing ability, as they got a score of 4, which means excellent. There is also an analysis of the completely accurate steps, such as the maximum step is 10, and yet they made 10 steps. There are also simple test sentences that are easily understandable, as well as imperative words such as mix, add, and so on.

After that, the researcher to analyse each original data to determine which indicators are the best and which are the worst. The following is a summary of each indicator:

Table 8

The Mean Indicators of Writing Procedure Text

Indicators	Mean of Scores	Criterions
Goal	83,3325	Excellent
Materials	90,2775	Excellent
Steps	77,0833	Good

4.1.2 Students' Result Based on Category

In this category, the researcher collected data by administering a written test. The test score is divided into five categories. The results were analysed by the researcher to determine the students' abilities to write procedural text tests. This measurement category includes highest (81-100), high (61-80), medium (40-60), low (21-40), and lowest (0-20). The following are the results of this written test:

a. Highest

This text was described as a highest score category by the researcher based on the title, the ingredients, and the steps that were added up, multiplied, and divided to get a score of 100. Based on the writing in this category, the students' writing on the overall procedure text was found highest scores.

The calculation of the value obtained from 36 students demonstrates this. These writings demonstrate that students can fully express their roles. The first goal was showed or talked about the information on activities and predict conclusions

that may occur in places, and is done or made in such a way that the reader understands and understands how to follow cooking procedures.

In the materials section, students stated that more than two or three materials are used, that the materials will be written in a sequence or list, that each material is written at a rate that makes it easy for the reader to understand how much material needs to be used, and that materials must be planned with either the student or the writer, and that not a single piece of material is left out.

Next in this step indicator, the researcher will learn how to create an object. It is highly influential next, and several steps must be taken to achieve the desired result. This is the final method for achieving the best results and making it easier for us to finish the goal. For the step indicators that are thought to have every element of language in writing procedure texts, such as using imperative sentences or adverb times, conjunctions, and present tense sentences.

After the researcher assessed the students, some of their scores were: 100, 92, and 83, indicating that they were in the category of highest scores. Only 26 of the 36 students in the description scored in the highest category. The students who received the highest category were as follows:

Figure 5

Students' Highest Score in Writing Procedure Text

Directions:

Please write procedure text about food one paragraph including the title, materials, and steps! (The steps only minimal 10 complete sentences)

Answers:

How to Make Pancake

Ingredients
- 1 cup all purpose flour
- 1 cup milk
- 1 tsp baking powder
- 1 egg
- 1 tbsp vegetable oil
- 2 tsp sugar
- and pinch of salt, strawberry, honey, yogurt.

Steps
- Separate egg yolk from the egg white.
- Mix the yolk with sugar for a while. Add milk and oil and keep mixing
- Combine the flour, salt, baking powder then sift them and add to the yolk mixture.
- Beat the egg white until it becomes thick, and fluffy.
- Add the egg white to the yolk mixture and mix well.
- Heat a large non-stick frying pan to medium-high.
- Pour ¼ cup of the pancake mixture in the pan for each pan cake.
- Wait until you see many holes then flip it and let it cook. For about one minute
- Give topping according to taste, like yogurt or honey.
- Pancake are ready to be served!

b. High

The researcher then evaluates and examines the objectives, materials, and steps, accumulating a score of 61 to 80, placing it in the high score category. The overall score was good based on the writing in this good category, namely the students' results in writing procedural texts. As evidenced by the value calculated from the 36 students. The writing demonstrates that students can demonstrate one

of the parts, the goal sentence. Students' purposes can be written into the title, but some students use the past sentence, which is not a linguistic element of the text procedure.

The second piece of information comes from the material sentence; while it is simple for students to write down the ingredients needed to make food, there are some students who do not write down the amount of material required, and there are also students who write the missing important ingredients in text procedures, which is known as a mistakenly writing.

The following steps from the sentences written by the students were incomplete or ambiguous, so the readers did not receive complete information and became confused about the recipe. Some students in the step category missed to included grammar use present tense and linking words. Following the assessment by the researcher, the following values were included in the description category: 67, 75, which means in the good category. In this category, 9 of the 36 students scored "Good". Students who get good value description categories are as follows:

Figure 6

Students' High Score in Writing Procedure Text

Directions:

Please write procedure text about food one paragraph including the title, materials, and steps!
(The steps only minimal 10 complete sentences)

Answers:

③ How to mak Special Fried rice with egg

Ingredients:

- Salt as you wish   - cayenne Pepper as you wish   - 2 Cluves garlic
③ - the sauce   - Pepper as you wish   - Cooking oil
- The second Plate of white - 2 Points eggs   - 2 clove Khallot
Complement: Chicke, Sousage baksi shimup nuggets

Steps:

- Blend the spices Including onion, garlic, Chili, Pepper and salt
- Pour enough oil into Skillet and heat
- Once hot, add the mashed spice
- Stir until Fragrant scent
- Add the eggs and stir until cooked
- enter the Supplemom Ingredients acording to your taste
③ - Shir until evenly distributed and Mature
- anter the white rice and stir until Mixed with all the condiment and complementary Material.

- IF you smell Fragrant left the rice and Serve it on Plah
- In order to attract Special egg Fried rice can be added decoration. And ready to be Served

c. Medium

The researcher then evaluates and examines the objectives, materials, and steps, which are then added up to 100. This is a medium score, with a value ranging from 61 to 80, and therefore it falls into the medium value category. Based on the writing in this category, namely the students' results in writing procedural texts, the

overall score was only one student, 58. The first evidence from the title is that the writing is sloppy and difficult to read, with little regard for capital letters and lowercase letters.

More evidence could be found in the materials that still need to be added, or it is unclear how much is required. Next, the time calculation in the manufacturing process is not listed, and many linguistic elements are missing, such as the absence of connecting sentences and written imperative sentences. So, based on the value obtained in this category, there were 9 students who scored in the good category and 26 students who received very good grades out of 36 students. So, the remaining 1 is assigned the medium value. Students who receive the medium value description category can be seen as follows:

Figure 7

Students' Medium Score in Writing Procedure Text

d. Low

In this category, no student received a score of 21 - 40 with a poor category.

Because it has been established that all XII IPS 2 students already have grades,

namely highest 26, high 9, and 1 medium value.

e. Lowest

In this category, same as in the low category, no students received a score of 0 to 20 with a lowest category. It is demonstrated by the total of all XII IPS 2 students, who already have a score of highest 26, high 9, and 1 medium value.

So, the researcher can conclude with the diagram below.

Figure 8

Students' Result Based on Category
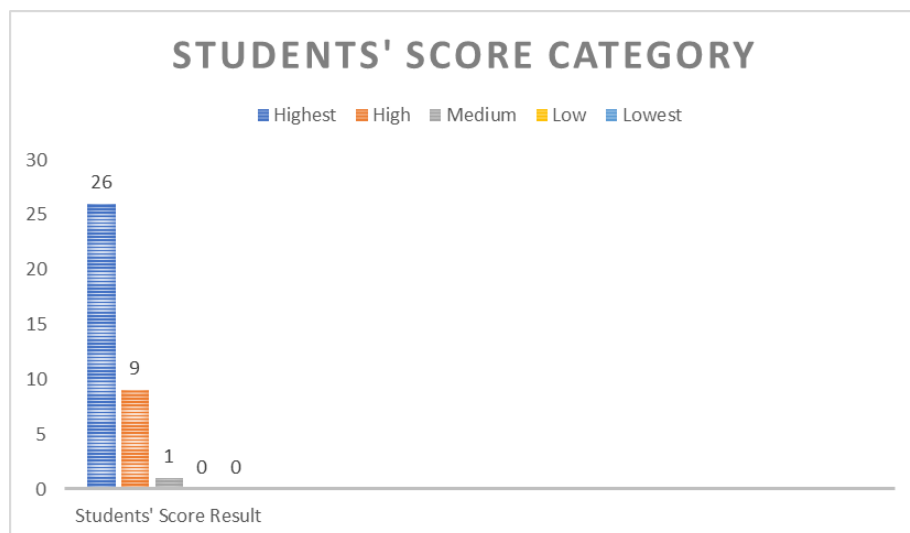
4.1.3 The Students' Ability in Writing Procedure Text

The researcher presented a brief overview and explanation of the procedure text and what students should do. Following that, the researcher gave a procedure text exercise on a piece of paper. The researcher giving students 60 minutes to write text procedures by individually. When all students had finished, the researcher collected practice questions to check their answers. Following the collection of student tests, the researcher checked the students' answers and assigned a score. The

researcher then created a category table based on Chapter 3 to determine the outcomes of all students' 60-minute writing assignments.

In this section, the researcher determined that the results of the students' writing provided information to the reader via a test. This score was divided into five categories. The first, a score of 81-100 earns Highest. Second, the High score description categories are provided for values 61 to 80. Then, for 41 to 60, medium scores are assigned. Next is the Low description category, which is assigned to scores 21 - 40. At last, there is the Lowest category, which ranges from 0 to 20. As a result, the researcher can find that the above category determines students' ability to write procedural texts.

Furthermore, the researcher's findings indicate that each student has their own writing results in the way their material or food ideas are created in the procedure text. Following that explanation, the researcher calculated an average score of student scores from all of the total samples, namely 36 students, using the formula below.

$$\bar{X} = \frac{\sum X}{N}$$
$$\bar{X} = \frac{3008}{36}$$
$$\bar{X} = 83,55555556.$$

As a result, the total student test score is 83.5555. Based on the level of ability to write procedural texts of students as mentioned in Chapter 3, it can be concluded that students in all categories score criteria excellently. The above results show that the test results are highest score. As a result, researchers can conclude

that all students are understanding the procedure text. This assessment score was also given by other researcher, and students were also helped to equalize perceptions by other English teachers.

There as result, it can be confirmed that all students in class XII IPS 2 write procedural texts correctly. It was also concluded that students in this class had an excellent comprehension item in writing procedural texts; this can be seen from the students who experienced struggles on the indicator is the goal is 0 students. There are 2 students in the materials indicator and 4 students in the step indicator. There were also 26 students in the highest category score description, and 9 students having learning writing with high score descriptions. There was 1 student who received a medium description score, and no students received low or lowest descriptions.

Everything score is based on the results of the student's write. Students generally understand what they write, and there are students who create only some mistakes in their writing, and there are also students who do not make mistakes in their writing and have few mistakes.

4.2 Discussions

A procedure text is a type of text that is used to assist the reader or writer in doing something by informing them in sequential steps. The purpose of this lesson is to explain how something is made, done, or used in a series of steps. Moreover, the purpose of this study is to find out the generic structure of the procedure text written by students.

The research instrument is a written test. Previously, students from SMAN 8 Jambi City created texts. Although, this time the students created procedural text essays correctly by categorizing them, namely goals, materials, and steps. Generally, students' understanding of making or writing is excellent. However, some students cannot avoid making the mistakes in their writing. The research found students' abilities to write texts, such as procedures, in this study. The researcher instructed the students to write a procedure text based on the selected topic, such as food, with a minimum of 10 complete sentences. Following that, the data from the students' writing was assessed using indicators derived from linguistic features and descriptive scores. The researcher evaluated the writing results based on the language aspect of text procedures such as the goal of the writing, ingredients, and steps.

The researcher uses tests and assessment tabulation to determine the student's academic abilities for each number that appears in order to obtain a real object scoring scale. First, using the numbers from the tabulation, calculate the number of numbers for each indicator. The researcher then added up the tabulation numbers based on the tabulation (1,2,3,4). The researcher then calculated the mean of the sample by adding up all of the object values based on that indicator and divided it by the number of objects. As a results, the values obtained will be analysed by using a score ranging from 0 to 100, obtained by multiplying by 100. Caused the highest score is 12 if multiplied by 100 and divided by 12, will get 100.

The average students score for each indicator was assessed from all students. The students' who had the most difficult writing on the steps indicator had

a total score of 112 with an average mean of 77.0832 and a description of medium. On step indicators, where the other indicator categories are higher. Based on the results of presented the data in generally, the researcher determined that mean of score obtained by students in writing procedure texts was 83.55, which was classified as highest at CRA scale by Brown (1998). As a result, the criterion of all indicators and categories for students' procedure text writing, the researcher concludes that the students' abilities were excellent and that they were needed to increasing their ability, especially in steps indicators. Additionally, the researcher discovered how students' knowledge of the generic structure of their English language was applied when writing a text, specifically a procedural text for XII students at SMAN 8 Jambi City.

The researcher's purposed in this research was to found out the students has the ability to write procedure texts. In addition, to focus on the problem of how is students' abilities to write procedural texts in class XII SMAN 8 Jambi City. The research was identified via the generic language procedure text. At the time, the researcher also assessed the students' abilities, as one prepared various types of food from Indonesia, Korea, and other countries using the cooking ideas. The issue is that some students' ability to write a text, specifically the procedure for students' written text, namely making linking words in the step indicator section, is still lacking. They were also struggling to developed imperative sentences and adverbs such as adverb time and manners. Other difficulties include the lack view punctuation marks, capital letters, and spelling errors. Writing procedural texts made it harder and a fault in class XII IPS 2 SMAN 8 Jambi City. They were also

struggling about how to written the goals for a given topic. This is also supported by the fact their ability to not write English really well, so participants confuse, and pressure not only how to create text but also how to begin writing in English. Participants rarely write in written objectives because these goals are typically used as text topics. Nevertheless, there are still students who use their past tense sentences and lack creativity for the purpose of writing good and complete to explore new ideas, and there are students who have not made clear titles/goals. Students' scores in writing procedure texts, on the other hand, were rated the highest.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the study's findings, the researchers evaluated the data, assessed the data, and analysed the data using tabulations. The researcher was looking for students in class XII at SMAN 8 Jambi City who could write text procedures. It should be underlined once again that procedural texts are created based on the results of the researcher's research by analysing the structure of language to assess if it is excellent or not. 36 pupils from Class XII IPS 2 SMAN 8 Jambi City were investigated by the researchers. As a consequence, their writing skill remains visible and influence since participants are still at a reasonable level. On the other hand, the researcher only determined that the 36 students in class XII IPS 2 were excellent at writing processes. According to the results of the students' written examinations, there were 36 samples with 26 students receiving highest scores, 9 students receiving high scores, and 1 student receiving medium scores. It is also known that not all students are classified as having the lowest marks and the lowest. Students in Class XII IPS 2 have the highest score of 100 and the lowest score of 58.

Respondents must be able to grasp and explore concepts in order to create content based on a general framework. The class average for written test student performance is 83,5555. The average student test score for each generic structure is 83,3325 for goal, 90.2775 for materials, and 77,0832 for steps. As a result, students understand more about writing materials than just titles and processes. Most

students can write procedural texts well based on generic structures, but others need to enhance their comprehension of procedural language generic structures

5.2 Suggestions

From this study, the researcher believes to give a few valuable suggestions to people. Researcher suggested to:

1. To Students

   a. Students must enhance their vocabulary abilities in writing skills and other areas of study so that they can write English texts with fluency.

   b. Students are encouraged to practice writing complete phrases, paragraphs, or texts in order to increase their writing skills.

   c. The findings of this study can be utilized to help people fix themselves and recognize of each other's shortcomings. The researcher believes that the students would understand their own weakness and be courageous enough to discover a solution to the problem.

2. To Teachers

   a. Teachers must plan suitable educational approaches, strategies, or media to help students enhance their ability to write procedural or other texts.

   b. The teachers must inspire students even more to study English, especially writing.

   c. The findings of this study represent a teacher's skill, and teaching teachers should pay closer attention to play a greater part in guaranteeing students' knowledge of learning themes, particularly the general structure of text processes or other texts.

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APPENDIX

APPENDIX 1

RESEARCH INSTRUMENT

Name:

Class:

Directions:

Please write procedure text about food with one paragraph including the title, materials, and steps! (The steps only minimal 10 complete sentences)

Answers:

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APPENDIX 2

STUDENTS' TESTS RESULT

No.	Name	Goal	Materials	Steps	Scores	All of Scores Test	Categories
1	A.R.	3	3	3	9	75	High
2	A.M.S.	4	3	3	10	83	Highest
3	A.R.Z.P.	3	3	4	10	83	Highest
4	A.D.U.	3	4	3	10	83	Highest
5	A.R.J.	4	4	3	11	92	Highest
6	A.N.R.	3	4	4	11	92	Highest
7	A.D	3	3	2	8	67	High
8	D.N.	4	4	3	11	92	Highest
9	F.R.R.	3	4	3	10	83	Highest
10	F.D.P.L.	3	4	4	11	92	Highest
11	F.T.O.	3	3	4	10	83	Highest
12	F.D.P.	3	4	3	10	83	Highest
13	G.R.	4	4	3	11	92	Highest
14	H.S.	4	2	3	9	75	High
15	J.N.S.	4	4	3	11	92	Highest
16	K.N.	3	4	4	11	92	Highest
17	K.N.Z.	3	3	3	9	75	High
18	L.A.S.	4	4	3	11	92	Highest
19	M.R.P.	3	4	3	10	83	Highest
20	M.W.U.	4	4	3	11	92	Highest
21	M.D.M.	3	3	2	8	67	High
22	M.R.A.	3	4	3	10	83	Highest
23	M.S.	3	4	3	10	83	Highest
24	N.S.	4	4	4	12	100	Highest
25	P.M.	3	4	3	10	83	Highest
26	P.A.S.	3	4	3	10	83	Highest
27	R.	3	3	3	9	75	High
28	S.I.R.	3	4	3	10	83	Highest
29	S.A.P.	3	3	3	9	75	High
30	S.Y.P.	4	4	4	12	100	Highest
31	S.R.	4	4	3	11	92	Highest
32	S.B	3	2	2	7	58	Medium

33	W.L.P.	3	4	2	9	75	High
34	W.T.J.	3	4	3	10	83	Highest
35	Y.N.	3	3	3	9	75	High
36	Z.Y.P.	4	4	3	11	92	Highest
Total Scores		120	130	111	361	3008	
Total Mean		3,3333	3,6111	3,0833	10,0277	83,5555	
Mean of Scores		83,3325	90,2775	77,0825	83,5641		

Student $1 = \frac{9}{12} \; x \; 100$

$= 0,75 \; x \; 100$

$= 75.$

Student $2 = \frac{10}{12} \; x \; 100$

$= 0,8333 \; x \; 100$

$= 83.33 = 83.$

Student $3 = \frac{10}{12} \; x \; 100$

$= 0,9167 \; x \; 100$

$= 91,67 = 92.$

Student $4 = \frac{11}{12} \; x \; 100$

$= 0,8333 \; x \; 100$

$= 83,33.$

Student $5 = \frac{11}{12} \; X \; 100$

$= 0,9167 \; x \; 100$

$= 91,67 = 92.$

Mean of Score Goal $= \frac{3,3333}{4} \; x \; 100$

$= 0,8325 \; x \; 100$

$= 83,3325.$

Mean of Score Materials $= \frac{3,6111}{4} \; x \; 100$

$= 0,9025 \; x \; 100$

$= 90,2775.$

Mean of Score Steps $= \frac{3,0833}{4} \; x \; 100$

$= 0,7775 \; x \; 100$

$= 77,0825.$

Means of Scores $= \frac{10,0277}{12} \; x \; 100$

$= 0,8356 \; x \; 100$

$= 83.5641.$

Mean of All Score Tests $= \bar{X} = \frac{\Sigma X}{N}$

$X = \frac{3008}{36}$

$\bar{X} = 83,5555.$
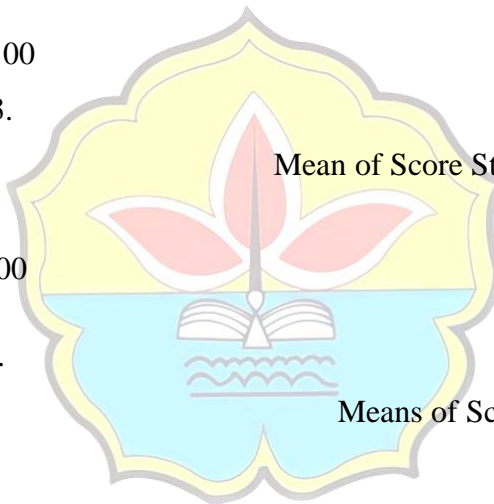
APPENDIX 3

VALIDATION RESEARCH INSTRUMENT

Correlations

		TITLE	MATERIALS	STEPS	TOTAL	SCORE
TITLE	Pearson Correlation	1	,166	,108	,575**	,585**
	Sig. (2-tailed)		,332	,531	,000	,000
	N	36	36	36	36	36
MATERIALS	Pearson Correlation	,166	1	,273	,749**	,746**
	Sig. (2-tailed)	,332		,108	,000	,000
	N	36	36	36	36	36
STEPS	Pearson Correlation	,108	,273	1	,694**	,687**
	Sig. (2-tailed)	,531	,108		,000	,000
	N	36	36	36	36	36
TOTAL	Pearson Correlation	,575**	,749**	,694**	1	1,000**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	36	36	36	36	36
SCORE	Pearson Correlation	,585**	,746**	,687**	1,000**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	36	36	36	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Test

		N	%
Cases	Valid	36	100,0
	Excluded[a]	0	,0
	Total	36	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,757	4

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 8 Kota Jambi

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas /Semester : XII/Genap

Materi Pokok : Procedure Text

Tahun Pelajaran 2023

Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Pengetahuan

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.6 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam	4.6.1.1 Menjelaskan fungsi sosial, struktur kebahasaan teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual dalam

| bentuk manual dalam memasak atau membuat makanan dan kiat-kiat. | memasak atau membuat makanan dan kiat-kiat (tips), pendek dan sederhana. |

Keterampilan

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam memasak makanan terkait penggunaan bahan dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.6.2.1 Menggunakan unsur kebahasaan teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait dalam penggunaan bahan dan kiat-kiat (tips), pendek dan sederhana. secara benar dan sesuai konteks. 4.6.2.2 Menulis teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait dalam penggunaan bahan dan kiat-kiat (tips), pendek dan sederhana. dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Pengetahuan

Setelah mengikuti proses pembelajaran, peserta didik mampu:

• Mengidentifikasi jenis dari teks prosedure,

• Menjelaskan fungsi, struktur teks dan pengertian prosedur teks.

• Mampu menganalisis bahan dan cara memasak atau pembuatan makanan pada prosedur teks.

2. Keterampilan

Setelah mengikuti proses pembelajaran, peserta didik mampu:

• Dapat menulis prosedur teks dan memperhatikan fungsi sosial, struktur teks serta unsur kebahasaan yang benar sesuai tema yang ditentukan.

• Mampu mententukan prosedur teks yang bagian bahan, dan cara/metode yang perlu memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

• Memberikan contoh dalam teks prosedur dalam tertulis atau verbal.

D. Materi Pembelajaran

- Fungsi Sosial

  Dapat memberikan informasi kepada para pembaca atau pendengar bagaimana cara membuat atau melakukan sesuatu pada memasak/ membuat sesuatu.

- Struktur Teks
  - ✓ Judul/Tujuan
  - ✓ Bahan
  - ✓ Langkah-langkah

- Unsur Kebahasaan
  - Frasa nominal untuk benda/alat, makanan, buah, tempat etc. Contoh: Makanan, Fried Rice, Sate, Gado-Gado. Bahan: Vegetables, Meat, Rice, etc.
  - Menggunakan kata penghubung/ conjuction. Seperti Next, Beside, After, And then, etc.
  - Frasa verbal terkait pada teks prosedur teks grill, bake, fry, cook, dan lain-lain. yang menggunakan tense yang sesuai.
  - Menggunakan kalimat imperatif. Misalnya: Tambahkan gula, Masukan setengah sendok teh, Tunggu sampai berwarna coklat, Lalu aduk dengan mengarah jarum jam, dan lain-lain.

- Topik

  Kegiatan, peristiwa, data, fakta aktual dari media cetak yang dapat menumbuhkan perilaku yang termuat dari KI.

E. Metode Pembelajaran
1. Pendekatan : Scientific Approach.
2. Metode : Presentasi, Diskusi, dan Penugasan.
3. Model : Discovery.

F. Media, Alat, dan Sumber Pembelajaran
1. Media : Slide PPT.
2. Alat/ Bahan: Laptop, Worksheet, White board, Boardmarker.
3. Sumber Pembelajaran:
   - The students worksheet from Teacher.
   - Kamus Bahasa Inggris-Indonesia
   - Power point,
   - Internet, dll.

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Waktu
Kegiatan Pendahuluan	**Orientasi** • Peserta didik menunjukan kesiapan untuk belajar baik secara fisik maupun psikologis.	**5 menit**

	Apersepsi • Peserta didik menjawab pertanyaan dari guru terkait materi yang akan dipelajari dan menghubungkannya dengan materi sebelumnya. **Motivasi** • Peserta didik mendapat motivasi dari guru terkait manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. **Pemberian Acuan** • Peserta didik menerima penjelasan dari guru terkait kompetensi dasar, dan tujuan pembelajaran yang akan dicapai;	
Kegiatan Inti	• Peserta didik mengamati dan menganalisa dalam penejelasan di Powerpoint diberikan. • Peserta didik membaca dan memberikan penjelasan pada Powerpoint yang dibahas. - Memahami pengertian, fungsi, struktur teks dan unsur teks yang dimuat pada Power point tentang prosedur teks. - Dapat menyebutkan dan menjeleskan kalimat yang berhubungan dengan teks caption. - Dapat membedakan tujuan, bahan dan cara-cara pada prosedur teks. • Peserta didik secara mandiri dapat mendefiniskan dan menjelaskan isi dalam teks, • Peserta didik mampu mengumpulkan berbagai informasi yang berhubungan baik pada pengertian, fungsi sosial/ tujuan, struktur, maupun unsur kebahasaannya. • Peserta didik mencatat informasi yang didapat dan mendiskusikan dengan teman kelompoknya. • Peserta didik mengolah informasi yang mereka dapatkan berkaitan dengan materi ungkapan saran dan tawaran. Mulai dari pengertian, fungsi/ tujuan, struktur dan unsur kebahasaannya dengan melihat dan menganalisis berbagai jenis ungkapan saran dan tawaran yang mereka temukan.	**25 menit**

Kegiatan Penutup	Guru bersama peserta didik baik (secara individual) melakukan refleksi untuk mengevaluasi: • Seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung; • Memberikan umpan balik terhadap proses dan hasil pembelajaran; • Melakukan kegiatan tindak lanjut dalam bentuk memberikan tugas menulis prosedur teks, • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	**60 menit**

H. Penilaian

1. Penilaian Pengetahuan

a. Jenis/ teknik Penilaian   : Tes Tertulis
b. Bentuk Instrumen dan Instrumen
          • Bentuk Instrumen   : Soal Essay
          • Instrumen   :

Soal Essay

Directions:

Please write procedure text about food with one paragraph including the title,

materials, and steps! (The steps only minimal 10 complete sentences)

Answers:

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2. Penilaian Keterampilan

a. Jenis/teknik Penilaian: Tes Unjuk Kerja (Praktek)
b. Bentuk Instrumen dan Instrumen
    - Menulis Prosedur Teks (Prosedur Teks)
    - Mempraktikan menulis prosedur teks.
c. Pedoman Penskoran

**Penilaian Kemampuan Menulis (*Writing*)**
1.) Penskoran (Scoring Rubric)

No	Indicator	Criterion	Description	Range
1.	Goal	Excellent	Has a precise title and is made in an innovative way.	4
		Good	Has the title, and it will be made in an effective way.	3
		Poor	Has a title, but it needs to be clearly made in a creative way.	2
		Very Poor	Does not have a title and will not be creative.	1
2.	Materials	Excellent	Effective planning has identified all necessary materials.	4
		Good	Plans well and lists material that one or two items are missing.	3
		Poor	Out of the plan, only a few materials are listed.	2
		Very Poor	Does not plan or list materials.	1
3.	Steps	Excellent	Has detailed steps, and do not have questions. Uses imperative sentences at all times.	4
		Good	Provide most steps, without detailed and utilized imperative sentences most of the time.	3
		Poor	Provide some steps; and missing. Used imperative sentences sometimes	2
		Very Poor	Does not show steps and nothing uses imperative sentences	1

2.) Pengolahan Nilai

NILAI   =   Jumlah skor perolehan x 100
                    Jumlah soal

3.) Rentang Nilai Keterampilan

Range of Score	Category
0 – 20	Lowest
21 – 40	Low
41 – 60	Medium
61 – 80	High
81 – 100	Highest
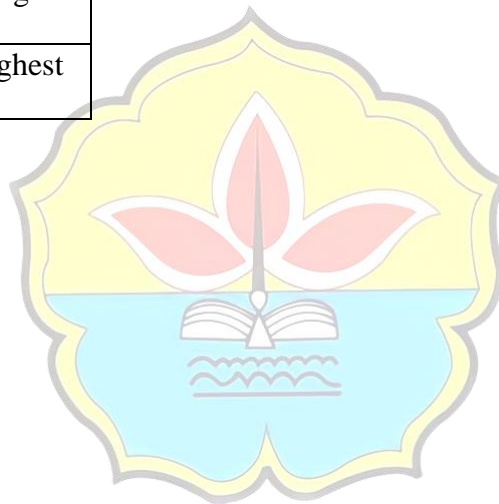
THE STUDENTS' TEST RESULT

Student 1

Name: Adelia Ramadhan.

Class: XII IPS 2

Directions:

Please write procedure text about food one paragraph including the title, materials, and steps! (The steps only minimal 10 complete sentences)

Answers:

③ How to mak Special Fried rice with egg

Ingredients:

- Salt as you wish   - Cayenne Pepper as you wish - 2 cloves garlic
③ - the Sauce   - Pepper as you wish   - Cooking oil
- The second Plate of white - 2 Points eggs   - 2 clove Shallot
Complement: Chicice, Sausage baks, shrimp nuggets

Steps:
- Blend the spices Including onion, garlic, chili, Pepper and Salt
- Pour enough oil into Skillet and heat
- Once hot, add the mashed Spice
- Stir until Fragrant Scent.
- add the eggs and stir until cooled
- enter the Supplement Ingredients acording to your taste
③ - stir until evenly distributed and mature
- enter the white rice and stir until Mixed With all the condiment and complementary Material.

- If you smell Fragrant lift the rice and Serve it on Plate
- In order to attract special egg Fried rice can be added decoration. And ready to be served

75

Student 24

Name: Habia Gmanberar

Class: XII IPS 2

Directions:

Please write procedure text about food one paragraph including the title, materials, and steps!
(The steps only minimal 10 complete sentences)

Answers:

(9)   How to Make Pancake

Ingredients
- 1 cup all purpose flour
- 1 cup milk
- 1 tsp baking powder
(4) - 1 egg
- 1 tbsp vegetable oil
- 2 tsp sugar
- and pinch of salt, strawberry, honey, yogurt.
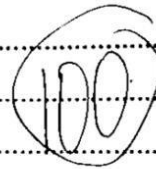
Steps
- Separate egg yolk from the egg white.
- Mix the yolk with sugar for a while. Add milk and oil and keep mixing
- Combine the flour, salt, baking powder then sift them and add to the yolk mixture.
(4) - Beat the egg white until it becomes thick, and fluffy.
- Add the egg white to the yolk mixture and mix well.
- Heat a large non-stick frying pan to medium-high.
- Pour 1/4 cup of the pancake mixture in the pan for each pancake.
- Wait until you see many holes then flip it and let it cook. For about one minute
- Give topping according to taste, like yogurt or honey.
- Pancake are ready to be served!

Name: SHELYNA YANTI PURBA

Class: XII IPS 2

Directions:

Please write procedure text about food one paragraph including the title, materials, and steps!
(The steps only minimal 10 complete sentences)

Answers:

A) "How to Make Brownies"

Ingredients
- ½ cup of vegetable oil or 1 stick of butter
- 1 cup of sugar
- 1 teaspoon of vanilla
- 2 eggs
- ¼ teaspoon of baking powder
- ⅓ cup of cocoa powder
- ¼ teaspoon of salt
- ½ cup of flour

Step

1. Gathering ingredients
2. Preheat the oven to 350 Degrees Fahrenheit or 17t Degrees Celcius
3. Heat the butter until liquid if You're using butter. otherwise, Blend the oil/butter and sugar Together
4. Add in the eggs and vanilla and mix until blended
5. Add all the Dry ingredients (cocoa, flour, baking powder) into a bowl and Mix.
6. Add the Dry ingredients into the wet ones and mix until even.
7. Grease a 9x9 baking pan with either butter or oil and pour in the mixture.
8. bake for Around 20 minutes or until the Brownie peels of the sides.
9. Allow Brownies to cool. Then Remove and enjoy!
10. Recipe Modifications.

64

Student 32

Name: Syahkilla bunga

Class: X¹¹ Ips ¹¹

Directions:

Please write procedure text about food one paragraph including the title, materials, and steps!
(The steps only minimal 10 complete sentences)

Answers:

(3) How to make burgers

Materials :

2 tbsp. of butter

60 grams onion, chopped
150 grams mushrooms, cut into
Small

300 grams of Minced beef

2 tbsp. of wheat flour
2 eggs. take the yolk   (2)
½ tsp. of pepper powder
½ tsp. of nutmeg
1 tsp. of salt

Methods :

1. Saute onion and mushrooms, stir until wilted and browned, then remove and chill

2. Combine all ingredients into a small bowl and stir until the dough is smooth.

3. mix the dough with the mushrooms that have been sauted until blended   (58)

4. Shape the dough into a flat circle.   (2)

5. heat a frying pan, Melt the butter and cook burgers untill cooked on both sides. then remove and set aside.

6. cook the Minced beef untill cooked and then shape into a flat form.

7. Put the burger between two buns and serve with its Complementary ingredients.

APPENDIX 6

RESEARCH PERMIT

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 20 /UBR-01/B/2023
Lampiran : -
Perihal : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 8 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **SUKARTON**

NIM : 1900888203018

Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**"STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT TWELFTH OF
SMA N 8 JAMBI CITY"**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 12 Januari 2023
Dekan,

H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

APPENDIX 7

RESPONSE RESEARCH PERMIT

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 8 KOTA JAMBI
Jl. Marsda Surya Dharma Km 8 Kec. Kota Baru Jambi☎ 0741-41328
NSS : 301104407004 NPSN : 10504584 Email : sman8kotajambi@gmail.com

SURAT KETERANGAN
Nomor : 422/064/SMA.8/2023

Yang bertanda tangan di bawah ini, Kepala Sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama	: **SUKARTON**
NIM	: 1900888203018
Program Studi	: Pendidikan Bahasa Inggris
Maksud	: Penelitian
Judul	:**"Students Ability In Writing Procedure Text At Twelfth Of SMA N 8 Jambi City"**

Berdasarkan surat permohonan izin Penelitian nomor: 20/UBR-01/B/2023 tanggal 12 Januari 2023 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 30 Januari 2023
Kepala

FETMIRWATI S.Pd, M.Pd
NIP. 19650627 199003 2 002

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APPENDIX 8

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APPENDIX 9

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