

**AN ANALYSIS OF 10<sup>th</sup> GRADE STUDENTS' ABILITY IN WRITING  
PROCEDURE TEXT AT VOCATIONAL HIGH SCHOOL 1 PARIAMAN**

**THESIS**



**By:**

**NOVI SAFIRA AGNELA  
1910013121033**

**ENGLISH DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**BUNG HATTA UNIVERSITY**

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*Submitted to fulfill a Partial Requirement for Getting S-1 Degree at the English  
Department, Teacher Training and Education Faculty, Bung Hatta University*



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## HALAMAN PERSETUJUAN SKRIPSI

Nama : Novi Safira Agnela  
NPM : 1910013121033  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul : An Analysis of 10<sup>th</sup> Grade Students' Ability in Writing  
Procedure Text at Vocational High School 1 Pariaman

Padang, 15 Agustus 2023

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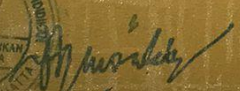


**Dr. Joni Alfino, M.Pd**

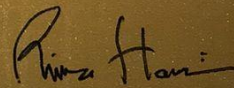
Diketahui oleh:

Dekan Fakultas Keguruan  
dan Ilmu Pendidikan



  
**Dr. Yetty Morelent, M. Hum**

Ketua Program Studi  
Pendidikan Bahasa Inggris



**Fitrina Harmaini, S.S., M.A.**



**HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI**

**Nama** : Novi Safira Agnela  
**NPM** : 1910013121033  
**Program Studi** : Pendidikan Bahasa Inggris  
**Jurusan** : Pendidikan Bahasa Inggris  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Judul** : An Analysis of 10<sup>th</sup> Grade Students' Ability in Writing  
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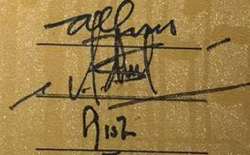
Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Selasa,  
15 Agustus 2023.

Tim Penguji Skripsi

**Nama**

1. Dr. Joni Alfino, M.Pd
2. Drs. Adzanil Prima Septy, M.Pd, Ph.D
3. Dra. Lisa Tavriyanti, M.Pd

**Tanda Tangan**



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The researcher

Novi Safira Agnela

## ABSTRACT

**Agnela, N. S. 2023. *An Analysis of 10th Grade Students' Ability in Writing Procedure Text at SMKN 1 Pariaman***

**Advisor: Dr. Joni Alfino, S.Pd, M.Pd.**

This research aims to know the students' ability in writing procedure text. The location of this research was SMKN 1 Pariaman. The research design was descriptive research. The population of this research was all the students of class X, majoring in Electrical power of SMKN 1 Pariaman. The Population was 450 students from 13 classes, X BKP, X DPIB1, XDPIB2, X TITL1, X TITL2, X TITL3, X TOI, X MI1, XMI2, XTKRO1, XTKRO2, X TBSM1, and X TBSM2. The sample was taken by disproportionate stratified random sampling technique, so the number of samples obtained was 29 students. The researcher used this technique because the topic procedure text was about electricity. The instrument used in this research was a test of writing procedure text. To make the test reliable, the researcher used the inter-rater method. The result of the analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.983. It was bigger than the value of the r table at df 27 and alpha .05 (.367). Then the test was valid in terms of content because it had covered all materials that students had learned.

Based on the result of the data analysis, the researcher found that the ability of X-grade students of SMKN 1 Pariaman in writing procedure text was high. It was indicated by the fact that 17 students (48%) got high ability and 14 students (41%) had low ability. In detail, there were 15 students (52%) had high ability, 14 students (48%) had low ability in organize generic structure, 19 students (66%) had high ability and 10 students (34%) had low ability in using language features, 16 students (55%) had high ability and 13 students (45%) had low ability in using vocabulary and 7 students (24%) had high ability and 22 students (76%) had low ability in applying mechanics.

Due to the finding of this research, it is suggested for English teacher, it is advised that they evaluate the process-related resources when teaching procedure texts to demonstrate grammatical construction in procedures, language, and mechanics. For students, in writing procedure text, the students are suggested to study more about grammatical structure of procedure text, the words and mechanics that should be used, and the students expected to do more exercises to write procedure text. For the next researcher, the researcher suggested to find out the other relevant aspect in writing procedure text. For example, the difficulties that students face in writing procedure text.



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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purpose of the research, the significance of the research, and the definition of the key terms.

#### **1.1 The Background of the Problem**

A type of formal educational institution known as a vocational high school (SMK) conducts vocational education at the secondary education level and trains students specifically for employment in particular professions. In vocational high schools, instruction frequently involves making or doing something. According to Mulyatiningsih (2016), Vocational education is secondary education aims to produce graduates who are ready to work, spirited entrepreneurial, intelligent, competitive, and have national identity, as well as being able to develop local advantages and can compete in the global market. the success of vocational education, specifically Vocational High Schools (SMK) are measured based on how many graduates can work in the world business and industry (DUDI) and entrepreneurship. to equip vocational students to be ready to work or entrepreneurship, have local advantages and can compete in the global market then vocational teachers need to teach various kinds skills (skills) needed for work or entrepreneurship.

Mouzakitis (2010), stated that vocational education and training systems are important elements of countries' economic development strategy. Improving the skills and knowledge of the workforce is crucial for achieving or maintaining economic competitiveness, especially in a context of progressing globalization. Thus, the role of vocational education and training is regarded as key to economic development.

A vocational school graduate who can understand English well will find it easier to get a job than someone who cannot, and with these English skills, students have the opportunity to collaborate with foreign companies. For these reasons, English lessons are very important. There are four skills that must be learned in order to learn English: listening, speaking, reading, and writing.

Writing is one of these skills that students find challenging to master. According to Fitria & Pratiwi (2020), writing is the act of putting ideas, thoughts, experiences, and information into notes using characters and symbol that are constructed in a systematic way to be easily understood by others. Learning to write well helps students develop their independence, readability, fluency, and creativity in their writing. If students have mastered these abilities, they will be able to write in a way that other people who speak the same language as them can read and understand what they have written.

These days, English educational materials are built on genre writings. The different genres of texts are taught to students in vocational high schools. Procedure texts are one of the types of texts taught in vocational schools. Teachers give information to students to help them create or do something. The steps to take in

order to accomplish a particular objective are described in the procedure's text. Text can also be seen in newspapers, journals, and even food wrappers.

From 18 July until 17 October 2022, the researcher conducted a school field introduction (PLP) at SMKN 1 Pariaman. The researcher teaches English subjects in the tenth grade majoring in electrical power. English subjects at this school use an independent curriculum, meaning that the topics in the text studied must-have elements with their majors, such as electrical power majors, the text they have learned is procedure text with energy topics with examples of how to turn on a computer, use an iron or repair the relationship between a broken light bulb. The purpose of using these topics related to their majors is to improve their English skills which can be useful later in the world of their work.

Based on the researcher experience when conducting a school field introduction at Vocational High School 1 Pariaman, tenth-grade students have learned procedure text. For example, most of them still don't understand how to write procedure text well. When teachers ask students to write procedure text according to their major, many students still struggle to determine the generic structure (organization), language features, vocabulary, and mechanics (punctuation, spelling, and capitalization).

So far, there are several researchers focusing their research on procedure text. The first one is Yarni (2013) with title "An Analysis On The Students' Ability In Writing English Procedure Text At SMP Negeri 1 Solok Selatan". She concludes that the ability of the IX grade students of SMPN 1 Solok selatan to write procedure text was moderate. The next researcher is Siska & Andriani (2021) entitled "An

Analysis Of Students' Ability In Writing Procedure Text At The Third Grade Students Of SMPN 2 Sarolangun Academic Year 2019/2020". Their concludes that the researcher found that the students at class IX SMP N 2 Sarolangun still low in spelling, punctuation and grammar. The students did not understand that they have lack of vocabulary, it made the student did not understand about the English correctly. The student still confused in using the general structure and language feature. And also the research from Dewi & Saman (2023), with title Analysis of Students' Problems in Writing Procedure Text at The Tenth Grade Students of SMA Negeri 1 Sepang". Their concludes that the students at SMA Negeri 1 Sepang were low in writing procedure text. The students' scores were showed that 51,6% of students in the poor category. It means that student scores were less satisfactory because they still have had errors in their writing. At the same time, 24.1% of students were classified in the poor level of language features category which means, language features are the most difficult area faced by tenth-grade students of SMAN 1 Sepang with the number frequency 24.1% of students in poor level. Then the next researcher is Putri & Saun (2019) with title "An Analysis Of The Second Year Students' Ability In Writing A Procedure Text Of A Recipe At SMK N 9 Padang". Their concludes that the overall ability of the second year students of Culinary at SMKN 9 Padang in writing a procedure text was 3 (good). There were eight of them scored 4 (very good), twenty students scored 3 (good), and one student scored 2 (fair). It can be concluded that almost all of the students have written generic structure and language feature of the procedure text correctly.

Other research results in text procedure is Saldeniya (2020) with title "An

Analysis Of Students' Procedural Text Writing Ability At Senior High School 12 Pekanbaru". She conclude that the students'procedural text writing ability was on the excellent category. The result were 36 students getting excellent level and the percentage was 94%. The students weakness in writing procedural text was in mechanics component with mean score 9, and the students strength at content component with mean score 53. Those previous studies were used not only as references but also as the comparison between those previous studies an this study. Those comparisons were the level of the object of theresearch and the topic of this research. This research was done in the tenth grade, but the others research were done in the thirdgrade of junior high school and eleventh grade of vocational high school.

Based on the phenomena as discussed above, the researcher is interested in examining the abilities write procedure text without involving approaches, models, methods or learning techniques at the vocational high school.Beside the reason mentioned above, another consideration why procedure texts are examined in this study is because a procedure text is a text that prioritizes work steps and is closely related to vocational students who prioritize work steps as well. Therefore,the researcher has motivation to do a research entitled "An Analysis of 10th Grade Students' Ability in Writing Procedure Text at SMKN 1 Pariaman". This is absolutely necessary to prove the student's ability to write a procedure text.

## **1.2 The Identification of the problem**

Based on the background of the problem above, there might be some problems in writing procedure text. First, limitations of students in expressing their ideas in



writing procedure text. Second, the student did not understand the generic structure of procedure text. Third, limitations of students in using language features in text procedure. Fourth, students have difficulties in using vocabulary and students' vocabulary mastery is still lacking so, students have difficulty in compiling ideas in text procedures. Fifth, limitations of students in using mechanics like punctuation, capitalization, and spelling.

### **1.3 The Limitation of the problem**

Based on the identification of the problem above, the researcher limited her research to the student's ability to write procedure text focusing on generic structure, language feature, vocabulary and mechanic at Vocational High School 1 Pariaman. This limitation was made in order that the result of this study can be focused well.

### **1.4 The Formulation of the Problem**

The problem of the research was formulated as the following question: "How is the tenth-grade students' ability to write procedure text at Vocational High School 1 Pariaman".

## **1.5 The Research Questions**

Based on the formulation of the background above, the researcher formulates a research questions with :

- a) How is the tenth-grade students' ability to organize the generic structure of writing procedures text?
- b) How is the tenth-grade students' ability to apply the language features in procedure text?
- c) How is the tenth-grade students' ability to use appropriate vocabulary in writing procedure text?
- d) How is the tenth-grade students' ability to apply the correct mechanics in writing procedure text?

## **1.6 The Purposes of the Research**

The general purpose of this research was to describe the tenth-grade students' ability to write procedure text at vocational high school 1 Pariaman. Specifically, the purposes of this research were as follows:

- a) To describe the tenth-grade students' ability at vocational high school 1 Pariaman to write the generic structure of procedure text.
- b) To describe the tenth-grade students' ability at vocational high school 1 Pariaman to use the correct language features in writing procedure text.
- c) To describe the tenth-grade students' ability at vocational high school 1 Pariaman to use appropriate vocabulary in writing procedure text.
- d) To describe the tenth-grade students' ability at vocational high school 1 Pariaman to use the correct mechanics in writing procedure text.

### **1.7 The Significance of the Research**

This research is expected to be useful theoretically and practically for writers, teachers or lectures and students. This research is expected to develop knowledge in the field of education, especially in the use of English in writing text procedures on teaching writing skills.

The result of this research will enrich theories about the ability of students in writing procedure text. Practically, the result of this study is expected to motivate teachers to help students to produce procedure text well, this study attempts to obtain a solution to help the students to improve their writing skill.

### **1.8 The Definition Key Terms**

To avoid misunderstanding the researcher gives some key of terms which are following, the key terms used for clarification or gives as follow:

1. Analysis refers to the investigation of students' ability in writing a procedure text.
2. Ability refers to the student's performance in writing procedure text.
3. Writing refers to students' written work about announcements.
4. Procedure text is a text developed by tenth-grade students at SMKN 1 Pariaman.
5. Generic structure is a pattern or flow that is presented in a solution for capturing ideas or information in a text. generic structure of procedure text is goal, material, and step.

6. language features of the procedure text are imperative sentences, action verbs, connectives, adverbials, and simple present tense.
7. Vocabulary is the types of words, namely nouns, adjectives, and verbs which are used in the use of language.
8. Mechanic is aspect contains an assessment of students' abilities in terms of mastery of writing rules, use of punctuation, use of capital letters, arrangement of paragraphs, and clarity of handwriting.