

**THE ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY  
TO WRITE PROCEDURE TEXT AT SMKN 4 PADANG**

**THESIS**



**MAISHARAH TURMIZI  
2010013121007**

**ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY  
PADANG**

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**UNIVERSITAS BUNG HATTA**

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



**MAISHARAH TURMIZI  
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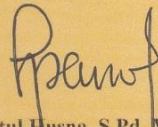
**UNIVERSITAS BUNG HATTA**

**HALAMAN PERSETUJUAN SKRIPSI**

Nama : Maisharah Turmizi  
NPM : 2010013121007  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Analysis of the Eleventh Grade Students' Ability in  
Writing procedure Text at SMKN 4 Padang

Padang, 19 Agustus 2024

Pembimbing



Lailatul Husna, S.Pd. M.Pd

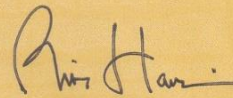
Diketahui oleh:

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 : Maisharah Turmizi  
NPM : 2010013121007  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Analysis of the Eleventh Grade Students in Writing  
Procedure Text at SMKN 4 Padang

Dinyatakan **LULUS** setelah dipertahankan didepan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Senin,  
19 Agustus 2024.

Tim Penguji Skripsi

**NAMA**

**Tanda Tangan**

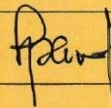
1. Dra. Lisa Tavriyanti, M.Pd



2. Dr. Lely Refnita, M.Pd



3. Lailatul Husna, S.Pd., M.Pd



## ABSTRACT

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Advisor: Lailatul Husna, S.Pd., M.Pd.

The purpose of this study is to describe the ability of the eleventh-grade students in writing procedure text at SMKN 4 in academic year 2022/2023. The researcher used a descriptive method for this study. The total population of this study was 187 of the eleventh-grade students at SMKN 4 Padang. The sample of this study was the XI BCF.B at SMKN 4 Padang. The researcher used a convenience sampling technique to select samples that consists 31 students. The instrument used to collect data in this study was a writing test. The students were asked to write procedure text in 45 minutes. The researcher used inter-rater reliability to see whether the test was reliable or not. The data showed that the test was reliable. This is supported by the fact that the correlation coefficient is 0.98. Then the test was valid in terms of content as it covered the material that the students had learned.

In general, the students had high ability in writing procedure texts (using generic structure, using language feature, using vocabulary, and using mechanics). This is supported by the fact that 26 (87%) students had a high ability in writing procedure text. In detail, 21 (70%) students had high ability and 9 (30%) students had low ability to use the generic structure of procedure text, 5 (15.7%) students had high ability and 25 (83.3%) students had low ability to use language feature in writing procedure text, 30 (100%) students had high ability and 0 (0%) students had low ability to use vocabulary in writing a procedure text, and 30 (100%) students had low ability to use mechanics in writing a procedure text.

Since students had high ability, the researcher provided some suggestions. The teachers are suggested to guide their students to use mechanics and language feature in writing procedure text by motivating them to do more exercises. The students should improve their skill in writing procedure text especially in language feature and mechanics. The next researcher is expected to do other related research dealing with 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 question, the purposes of the research, the significance of the research, and the definition of key terms.

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

English is international language that used by most of people in the world, including our country Indonesia. According to Adas (2013), English also plays an important role in education and students are expected to use it effectively. English is vitally important and typically described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and life (Ismayanti, 2020).

In learning English, students must master four competencies. They are listening, speaking, reading, and writing. Among the four language skills, writing skills is the most difficult one for students to master because it needs good ability in vocabulary and grammar. According to Mulyati (2008), there are five important components of writing that students need to grasp to write well: content, organization, grammar, vocabulary, and mechanics. Writing in English as a foreign language requires good knowledge and skills in grammar, extensive vocabulary in English skills (Ardiansyah, 2017).

Writing effectively is a critical skill for students at all educational levels. Writing is not only a fundamental component of communication but also an essential tool for learning and demonstrating understanding across various subjects.

In high school, the materials studied by the students are descriptive, procedure, recount, narrative, and report. Among the various types of writing, writing procedure text plays a significant role, especially in educational settings. Procedure text, which explain how to perform tasks or complete processes, are commonly encountered in academic, professional, and every day contexts. Therefore, mastering the skills required to write clear and effective procedural texts is an important educational objective.

Students in vocational schools desperately need to be able to write (Gendroyono, 2021). Writing is the main standard by which one's work, education, and intelligence will be evaluated in a community, at work, and in college. They may communicate a complicated viewpoint to audiences through writing. Composing is a crucial workability. The process text is another genre that students in vocational schools frequently use. Vocational school students who frequently demonstrate how to produce things or accomplish tasks are strongly related to the text.

Based on the reason above, the researcher was interested in conducted in the research about “The Analysis of the Eleventh Grade Students in writing Procedure Text at SMKN 4 Padang”.

## **1.2 Identification of the Problem**

There are two types of text in writing, they are factual text and literary text. Procedure text is one type of factual text. Procedure texts are divided into two types. The first one is a text explaining how to do or how to make food and the second one is the text that explains how to operate something.

Several aspects must be considered when writing procedure text. There are generic structures, language features, vocabulary, and mechanics. Based on the researcher's experience during teaching practice at SMK 4, it was found that many eleventh-grade students at SMKN 4 experience had difficulties in writing procedure texts. This is evidenced by the low ability of students to write procedure texts. It was found that one of the common problems that students face when writing procedural texts is the difficulty in organizing the steps clearly and logically.

There are some issues causing students to have difficulties in writing procedure texts. The first issue stems from students' ignorance of writing procedure texts, that is unaware of the concepts contained there. The second issue is that students' vocabulary is limited, which causes them to use Indonesian words in their sentences when writing procedure texts. Third, many students still struggle to comprehend the language components used in procedural writing. And the last many students still struggle with writing procedure text correctly because they are confused by the general structure.

## **1.3 Limitation of the Problem**

Based on the identification of the problem above, the researcher limited her research to analyze the eleventh-grade student's ability to write procedure text.

This study focused on the student's ability to use generic structure, language features, vocabulary, and mechanics at eleventh-grade students at SMKN 4 Padang.

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

The problem of this research was formulated as the following question: “How is the eleventh-grade students’ ability to write procedure text at SMKN 4 Padang?”

#### **1.5 Research Questions**

Based on the formulation of the problem above, the research questions of this study are as follows:

- a) How is the eleventh-grade students’ ability to use the language features in writing procedure text at SMKN 4 Padang?
- b) How is the eleventh-grade students’ ability to use the generic structure in writing procedure text at SMKN 4 Padang?
- c) How is the eleventh-grade students’ ability to use vocabulary in writing procedure text at SMKN 4 Padang?
- d) How is the eleventh-grade students’ ability to use mechanics in writing procedure text at SMKN 4 Padang?

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

The main purpose of this research is to analyze the eleventh-grade students’ ability to write procedure text at SMKN 4 Padang. Specifically, the purposes of this research are as follows:

- a. To find out the eleventh-grade students' ability to use language feature in writing procedure text at SMKN 4 Padang.
- b. To find out the eleventh-grade students' ability to use the generic structure in writing procedure text at SMKN 4 Padang.
- c. To find out the eleventh-grade students' ability to use vocabulary in writing procedure text at SMKN 4 Padang.
- d. To find out the eleventh-grade students' ability to use mechanics in writing procedure text at SMKN 4 Padang.

### **1.7 Significance of the Study**

The findings of this study are expected to be beneficial to students, teachers, and further researchers. For students, they can get to know their ability in writing procedure texts, and they are aware of their use in daily life. For English teachers, this study can assist English teachers in determining their students' procedural text writing proficiency. For the further researchers, the next researcher who is interested in this field of study will find this research useful for them.

### **1.8 Definition of the Key Terms**

To avoid misunderstandings about the research results, then the researcher defines the key terms used in this study:

- a. Writing is a student's skill in writing procedure text.
- b. Procedure text is a text that gives instructions on how to make something.
- c. Generic structure is the structure of the text which consists of stages by which the text goes through.

- d. The goal is the starting point of a procedure text. It sets the stage by providing a clear statement of what the reader is trying to achieve by following the instructions.
- e. Language feature refers to specific elements and characteristics of the language used to convey instructions clearly and effectively.
- f. Vocabulary refers to the collection of words and phrases in writing procedure text.
- g. Mechanics are the conventions governing the technical aspects of writing, including spelling, punctuation, and capitalization in writing procedure text.