AN ANALYSIS OF SEVENTH GRADE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT SMPN 2 KOTA SERANG

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Abstract

This study examines the ability of seventh-grade students at SMPN 2 Kota Serang to write procedure texts. Using a quantitative descriptive method, data were collected from a sample of 35 students through a written test where students created their own procedure texts. The findings revealed that 51.43% of students achieved "very good" scores (90 and above), 14.29% fell into the "good" category (70–85), and 34.29% scored in the "sufficient" range (50–65). No students were classified as "failed." The average score was 79.4, indicating a general proficiency in writing procedure texts. However, the analysis identified recurring linguistic errors, including inconsistent verb tense usage, incorrect article placement, and fragmented sentence structures. Students also demonstrated challenges in spelling, vocabulary selection, and providing clear, detailed instructions. These issues affected the overall coherence and readability of their texts. The study concludes that while students show foundational skills in writing procedure texts, targeted instruction on grammar, cohesion, and descriptive detail is essential to enhance their writing proficiency.

Keywords: *Procedure text, Writing skills, English*

Abstrak

Penelitian ini difokuskan pada analisis jenis dan fungsi alih kode yang digunakan El Barack dalam Penelitian ini mengkaji kemampuan siswa kelas tujuh di SMPN 2 Kota Serang dalam menulis teks prosedur. Dengan menggunakan metode deskriptif kuantitatif, data dikumpulkan dari sampel 35 siswa melalui tes tertulis di mana siswa membuat teks prosedur mereka sendiri. Temuan penelitian mengungkapkan bahwa 51,43% siswa memperoleh skor "sangat baik" (90 ke atas), 14,29% masuk dalam kategori "baik" (70–85), dan 34,29% mendapat skor dalam rentang "cukup" (50–65). Tidak ada siswa yang tergolong "gagal." Skor rata-rata adalah 79,4, yang menunjukkan kemahiran umum dalam menulis teks prosedur. Namun, analisis tersebut mengidentifikasi kesalahan linguistik yang berulang, termasuk penggunaan kata kerja yang tidak konsisten, penempatan artikel yang salah, dan struktur kalimat yang terfragmentasi. Siswa juga menunjukkan tantangan dalam ejaan, pemilihan kosakata, dan memberikan instruksi yang jelas dan terperinci. Masalah-masalah ini memengaruhi koherensi dan keterbacaan teks mereka secara keseluruhan. Studi ini menyimpulkan bahwa sementara siswa menunjukkan keterampilan dasar dalam menulis teks prosedur, instruksi yang ditargetkan pada tata bahasa, kohesi, dan detail deskriptif sangat penting untuk meningkatkan kemampuan menulis mereka.Kata kunci: Peralihan kode, El Barack, Sosiolinguistik, Video TikTok.

Kata Kunci: *Teks prosedur, Keterampilan menulis, Bahasa Inggris*

I. INTRODUCTION

There are four linguistic skills to learn when studying English. They are speaking, writing, listening, and reading. In addition to speaking, listening, and reading, writing is a skill that should be taught from an early age. According to (Dalman, 2015) writing is a communication activity which includes utilizing written language as a tool

or medium to communicate messages (information) to other parties. Writing is a process of associating between words, sentences, paragraphs, and between chapters logically so that they can be understood.

In education context, writing is regarded as one of the four fundamental components of education. It implies that writing has a significant role in language development. The reason for this is that writing is both a productive talent and an act of communication, meaning that it may convey a message to readers in written form. There are numerous purposes associated with writing since it provides the chance to investigate new knowledge, apply the information, and translate the information into a paragraph. For instance, a writer may write for research, recreation, academic purposes, essays, diaries, reports, or other purposes.

Since writing is a productive skill, which is why the author chose it for this study. Students learning a foreign language should be able to absorb and process information, organize thoughts, and clarify concepts. It transforms pupils from passive information consumers into active learners. They must write effectively by creating well-written sentences and even better text. One of the fundamental skills in the English curriculum for teaching writing to seventh-grade students at SMPN 2 Kota Serang is the capacity to articulate one's thoughts in a procedure text writing exercise. (Anderson, 1997) state that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual and itineraries. The procedure text is a kind of text type that `give us instruction to do something through a sequence of actions or steps. (Priyatni, 2014). Procedure texts should be acquired by the seventh grade students of Junior High School and the students are expected to be able to write a simple short procedure text.

Together with speaking, listening, and studying, writing becomes one of the language abilities that students should master. In addition to speaking, writing abilities involve producing or being productive. The proper procedure has not been followed when teaching writing in schools. Teachers frequently assign writing assignments without providing the necessary instructions to help students generate quality work.

Writing is a recursive process that involves revision and rewriting; it is not just a question of stringing words together (Hayes & Flower, 1981) Teaching writing entails developing a pedagogy that enables students to view writing as an ongoing process of planning, rewriting, and inventing as they draft their work.

It is necessary to teach students about writing skills because it is one of the talents that they must acquire in addition to speaking, listening, and writing. There are some reasons why writing should be taught to students. In addition to offering diversity and acting as a respite from oral or reading exercises, writing exercises are a crucial way to reinforce language acquired in other skill areas (speaking, listening, and reading). They can also be very helpful in sustaining motivation. In addition, writing exercises help with vocabulary and sentence structure memory and act as a record for speech communication. Writing is a practical and practical way to test a lot of students.

(Peha, 2003) also mention lists five factors that make it crucial for teachers to require writing from their students in every discipline. First of all, written assignments are an excellent method of evaluating pupils' understanding. Second, the most important talent that students require as they grow into adults is writing. Third, behavior and self-esteem are enhanced when teachers assist kids in developing the ability to confidently express themselves in all subject areas. The first is that students who write and think clearly are more likely to overcome the challenges of puberty; the second is that writing is power. Teaching students to write entails teaching them how to properly construct words into phrases, paragraphs, and essays. The students writing skills will determine this.

Students might enhance their writing skills by using procedure texts. Procedure texts might increase students' interest in writing the text. To ensure that students love writing assignments, teachers should offer contents in the procedure text form. For instance, it covers how to run a machine, produce a dish, play a game, and prepare or serve a certain type of cuisine. However, coming up with concepts for different types of text writing is not that simple. There must be steps for students to practice, particularly when it comes to vocabulary, grammar, as well as generic structure.

To produce a text technique that takes into consideration the mechanics of writing, grammatical aspects (such as imperative sentences and sequenced words), and the use of generic structure. According to the description, the

researcher plans to carry out a study titled "Analysis of seventh grade students' ability in writing procedure texts at SMPN 2 Kota Serang" in order to investigate the class VII students' capacity to produce procedural texts.

Theoretical Review

When studying English, there are four linguistic skills to master: speaking, writing, listening, and reading. Writing holds a unique place among these skills, as it is not only a productive skill but also a fundamental medium for communication. Writing is a deliberate type of social communication that measures literacy (Emak & Ismail, 2021). It involves the ability to organize and express thoughts systematically, using clear and logical structures. While other skills, such as speaking and reading, often dominate language instruction, writing is essential for fostering critical thinking, creativity, and effective communication in various contexts.

Writing, as defined by (Dalman, 2015), is a form of communication that uses written language to convey messages or information to others. It requires the organization of words, sentences, and paragraphs into coherent and logical formats that facilitate understanding. Moreover, writing serves as a tool for cognitive engagement, allowing learners to reflect on their thoughts, clarify concepts, and articulate ideas in structured ways. Writing well requires a significant amount of cognitive effort, as it involves mastering the mechanics of grammar, punctuation, and organizati (Umedilloevna & Olimovna, 2023)

In the context of education, writing skills encompass several components: grammar, vocabulary, sentence construction, and the use of cohesive devices. Students need to master these elements to produce meaningful texts. Writing also develops higher-order thinking skills, such as analyzing, synthesizing, and evaluating information. As Flower and Hayes emphasize, writing involves not only linguistic but also cognitive challenges, as students must organize their thoughts on paper for unknown readers (Hayes & Flower, 1981)

Writing as a productive skill transforms students from passive recipients of knowledge into active learners. It enables them to document their understanding, engage with new ideas, and explore diverse purposes, including academic essays, personal narratives, and instructional texts.

Procedure texts, as defined by (Anderson, 1997), provide instructions or guidance on how to perform a task, such as cooking or assembling items, making them practical and engaging. The ability to write procedure text is important because it allows you to clearly describe the procedure. Students must be able to write different procedures in sequence and distinguish the structure of a procedure text, which consists of the aim/goal, materials, and steps (Widayanti et al., 2019).

A procedure text has three sections: goal/aim, materials, which consist of ingredients and tools, and steps. Procedure texts typically use imperative phrases, action verbs, conjunctions, and adverbs such as time and manner. When writing procedural writings, it's important to use appropriate language. Mechanics includes punctuation, capitalization, and spelling.

II. METHOD

The method used in this study is a quantitative descriptive method. According to (Sugiyono, 2013), "Descriptive research is conducted to determine the value of an independent variable, whether it is one or more variables, without making comparisons or connecting it to other variables." This type of research presents conclusions in statistical form. (Sugiyono, 2013) also states, "The quantitative research method is based on the philosophy of positivism, used to study specific populations or samples by collecting data through research instruments, analyzing data quantitatively and descriptively, with the aim of testing predetermined hypotheses."

This study included all seventh-grade students from SMPN 2 Kota Serang. The sample, picked using the simple random sampling approach, consisted of of 35 students from class VII B. According to (Sugiyono, 2013), "simple random sampling" entails picking sample members at random without regard for demographic stratification.

The data collection technique employed in this study was a written test. A test is a technique used to carry out measurement activities, involving questions or tasks that students must complete to assess certain aspects of their behavior. (Sudijono, 2001) defines a written test as a type of assessment where both the questions and responses are provided in written form.

For this study, students were asked to independently create a simple procedure text in a group. They were given the freedom to choose their own topic, ensuring the procedure text followed the structure and linguistic features of the genre. The purpose of this written test was to evaluate and determine the students' ability to write procedure texts.

III. RESULT AND DISCUSSION

Researchers propose five aspects of assessment, which are listed in the table below. The assessment of students' procedure texts involved five key aspects: text structure, language features, content, accuracy, and creativity, each evaluated using a four-point scale.

The first aspect, text structure, measures the completeness and organization of the text. A score of 4 indicates that all elements are present and well-organized, whereas a score of 3 reflects minor organizational issues despite all elements being present. A score of 2 is assigned when some parts are missing or poorly organized, and a score of 1 indicates an unclear or incomplete structure.

Language features assess the consistent and correct use of imperative sentences, sequential words, and other linguistic elements essential to a procedure text. A perfect score of 4 demonstrates flawless application, while a score of 3 signifies mostly appropriate use with minor inconsistencies. A score of 2 points to some incorrect usage that causes confusion, and a score of 1 denotes frequent errors that severely impact readability.

The content aspect evaluates the clarity and completeness of the steps outlined in the procedure text. A score of 4 is awarded when the steps are logical, clear, and complete, ensuring ease of understanding. A score of 3 reflects clarity in most steps but with some lacking detail or completeness. When unclear steps or missing key information are present, a score of 2 is given. A score of 1 signifies poorly explained or incomplete steps that hinder the effectiveness of the instructions.

Accuracy focuses on the grammatical, spelling, and vocabulary precision in the text. A score of 4 represents text free of errors, while a score of 3 indicates minor mistakes that do not affect comprehension. A score of 2 is assigned when noticeable errors reduce clarity, and a score of 1 applies to texts with numerous mistakes that significantly impede understanding.

Finally, creativity assesses the level of originality and engagement in the text. A score of 4 reflects a highly creative and engaging presentation with excellent delivery. A score of 3 shows effective but slightly less impactful creativity, while a score of 2 denotes limited originality and less engaging delivery. A score of 1 is given when the text lacks creativity and fails to capture interest. These assessment criteria provide a comprehensive evaluation framework for measuring students' ability to write effective procedure texts.

The formula used to get the final value is as follow

$$N = \frac{Total\ Score}{20} \times 100$$

Student Name	Evaluator	Value Each Aspect					Total Score	Formulated Score	Average	Ability Criteria
		X1	X2	X3	X4	X5				

ASh	P1	4	4	4	4	4	20	100	100	Very Good
	P2	4	4	4	4	4	20	100		
ASK	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		
ASy	P1	4	4	4	3	4	19	95	90	Very Good
	P2	4	2	4	3	4	17	85		
AA	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
APS	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
AF	P1	3	3	3	3	2	15	70	60	Enough
	P2	2	2	2	2	2	10	50		
ADL	P1	4	4	4	3	4	19	95	90	Very Good
	P2	4	2	4	3	4	17	85		
AHM	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
APK	P1	4	3	4	3	4	18	90	82,5	Good
	P2	3	2	3	3	4	15	75		
AH	P1	4	3	4	3	4	18	90	82,5	Good
	P2	3	2	3	3	4	15	75		
BM	P1	4	4	4	4	4	20	100	100	Very Good
	P2	4	4	4	4	4	20	100		
DAP	P1	4	3	4	3	4	18	90	82,5	Good
	P2	3	2	3	3	4	15	75		
DRS	P1	4	4	4	4	4	20	100	100	Very Good
	P2	4	4	4	4	4	20	100		
EA	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		
FRH	P1	3	3	3	3	2	15	70	60	Enough
	P2	2	2	2	2	2	10	50		
I	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		

JPH	P1	4	4	4	3	4	19	95	90	Very Good
	P2	4	2	4	3	4	17	85		
JDK	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		
MDDA	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
MNM	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
MRA	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		
MRAW	P1	4	4	4	3	4	19	95	90	Very Good
	P2	4	2	4	3	4	17	85		
MAAW	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		
MIM	P1	4	4	4	3	4	19	95	90	Very Good
	P2	4	2	4	3	4	17	85		
MAP	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
MDKA	P1	4	4	4	4	4	20	100	100	Very Good
	P2	4	4	4	4	4	20	100		
MNI	P1	3	3	3	3	2	15	70	60	Enough
	P2	2	2	2	2	2	10	50		
NDA	P1	4	3	4	3	4	18	90	82,5	Good
	P2	3	2	3	3	4	15	75		
QPD	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		
RAR	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
RAP	P1	2	2	2	2	2	10	50	50	Enough
	P2	2	2	2	2	2	10	50		
RDMR	P1	4	3	4	3	4	18	90	82,5	Good
	P2	3	2	3	3	4	15	75		

SM	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		
SD	P1	3	3	3	3	2	15	70	60	Enough
	P2	2	2	2	2	2	10	50		
VNS	P1	4	4	4	4	4	20	100	97,5	Very Good
	P2	4	3	4	4	4	19	95		

The assessment process involved evaluations from two sources: P1, representing the teacher's assessment, and P2, representing the researcher's assessment. The evaluation focused on five key aspects: X1 (Text Structure), which examines the organization and completeness of the text; X2 (Language Features), assessing the consistent and correct use of imperative sentences and other linguistic elements; X3 (Content), which evaluates the clarity, logic, and completeness of the procedural steps; X4 (Accuracy), focusing on the grammatical correctness, spelling, and vocabulary; and X5 (Creativity), which measures the originality, engagement, and delivery of the text.

The test results revealed that among the 35 students sampled, 18 students (51.43%) scored 90 and above, which falls into the "very good" category. Additionally, 5 students (14.29%) achieved scores between 70 and 85, categorized as "good." Meanwhile, 12 students (34.29%) obtained scores between 50 and 65, categorized as "sufficient." Notably, no student scored below 49, which would have fallen into the "failed" category.

The results further show that the highest score was 100, the lowest score was 50, and the total score for all students was 2,780, yielding an average score of 79.4. Based on these findings, it can be concluded that the seventh-grade students of SMPN 2 Kota Serang are generally capable of writing procedure texts.

The analysis of seventh-grade students' procedure texts demonstrates several recurring linguistic errors that impact the accuracy and readability of their writing. One of the most noticeable issues lies in grammar, particularly the inconsistent use of verb tenses. Many students struggle to maintain the use of the imperative form or present tense, which is essential in writing procedural texts. For example, in the sentence "When the water is still boiling insert the pasta and the salt," the lack of proper punctuation and the absence of a clear subject-verb agreement result in a confusing instruction. Another frequent issue is the omission or misuse of articles such as "a," "an," or "the," as seen in phrases like "Add 4 slice for melon," which would be clearer if written as "Add 4 slices of melon." These small grammatical errors diminish the clarity of the instructions.

Spelling errors also appear frequently, indicating a lack of careful proofreading or familiarity with the correct forms of words. Examples include "delcius" instead of "delicious" and "chocolatos" instead of "chocolates," which might confuse readers unfamiliar with the intended meaning. Vocabulary choice further adds to the difficulty, as some words are either incorrectly used or too ambiguous. For instance, terms like "jelly" fail to specify what kind or form is needed, leaving readers unsure of the exact ingredient.

Sentence structure is another critical area where students encounter difficulties. Many of the steps in their texts are fragmented or lack logical flow, making it harder to follow the instructions. For instance, the sentence "Pour milk in cup, pour water little, stir evenly" lacks connectors and proper punctuation, making it unclear and awkward to read. Cohesion between steps is also weak, as transitions like "next," "then," or "after that" are rarely used, which disrupts the flow of instructions. Moreover, some steps are incomplete or too vague, such as "Add 4 slice for melon," which does not provide enough context or detail for the reader to replicate the procedure accurately.

In addition to linguistic errors, the students' lack of precision in describing tools and measurements further hampers the effectiveness of their writing. For example, in one text, the phrase "Pour 1 glass strawberry milk in bowl"

does not specify the size of the glass, leaving the reader to guess the quantity. Similarly, tools like "bowl" or "pan" are mentioned without any description or clarification, assuming the reader knows exactly what is required.

These errors highlight significant challenges in students' ability to produce clear and accurate procedure texts, which compromises their overall effectiveness in communicating instructions.

IV. CONCLUSION

The findings of this study indicate that the seventh-grade students of SMPN 2 Kota Serang possess a general ability to write procedure texts, as reflected in their average score of 79.4. The majority of students (51.43%) achieved scores categorized as "very good," with an additional 14.29% performing in the "good" category, while 34.29% scored within the "sufficient" range. No students fell into the "failed" category, demonstrating a foundational proficiency in this skill.

However, an analysis of the students' procedure texts revealed recurring linguistic challenges that hinder the clarity and precision of their writing. Key issues include grammatical errors, such as inconsistent verb tense usage, improper article placement, and lack of subject-verb agreement. Spelling mistakes and ambiguous vocabulary further complicate understanding. Structural problems, including fragmented sentences, weak transitions, and incomplete steps, disrupt the logical flow of instructions. Additionally, insufficient detail in describing tools, measurements, and ingredients reduces the texts' practicality and accuracy.

Based on the analysis of the seventh-grade students' writing ability in producing procedure texts at SMPN 2 Kota Serang, the writer offers the following suggestions: (1) The students need to comprehend the generic structure of a procedure text, including the title, goal, materials, and steps. (2) The students should understand the use of imperative sentences in procedure texts, including positive and negative imperative sentences, as well as the function of these sentences in English. (3) The students should be familiar with sequence words, such as first, second, next, then, after that, now, finally, etc., commonly used in procedure texts. (4) The students should grasp the proper use of writing mechanics, such as commas, periods, and colons, in procedure texts. (5) The students should practice writing procedure texts on various topics to improve their writing skills.

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