**AN ANALYSIS OF STUDENT'S ABILITY**
**IN WRITING PROCEDURE TEXT AT THE TENTH GRADE**
**OF ASY-SYAFA'AH VOCATIONAL HIGH SCHOOL JEMBER**


**THESIS**


Presented to

State Islamic University of Islamic Studies  Jember
In Partial Fulfillment of the Requirements
for Bachelor Degree (S.Pd.)
Faculty of Education and Teacher Training
Islamic Studies and Language Education Department
English Education and Department

**Written by:**

**WAFA SHAWAN SYAHID**
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**STATE ISLAMIC UNIVERSITY**
**OF KIAI HAJI ACHMAD SHIDDIQ JEMBER**
**FACULTY OF EDUCATION AND TEACHER TRAINING**
**ENGLISH EDUCATION DEPARTMENT**
**DECEMBER 2023**

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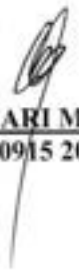Islamic Studies and Language Education Department

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Day   : Thursday

Date   : 14 of December 2023

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# MOTTO

<div dir="rtl">

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

</div>

*"On no soul doth God place a burden greater than it can bear.."*

(Al-Baqarah; 286)[*]

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[*] Abdullah Yusuf Ali, the Holy Qur'an Arabic text with English Translation (King fahd Holy Qur'an printing complex, Saudi arabia 2020), Al-Baqarah; 286

# DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, Mr.Holil as my beloved father, my mother Mrs.Khusnul Khotimah and my step mother Mrs.Dian Agraini, for all my beloved sisters Aulia Nur Alifi and Faizah Firdaus, who always love me, pray for me and support me all the time. I am so glad to have you in my life.

2. My beloved best friend Mrs.Noviana, who always love me, support me and pray for me.

3. For All my brothers from AHK especially Mr.Anika Hikam, who always support and help me in finishing this undergraduate thesis.
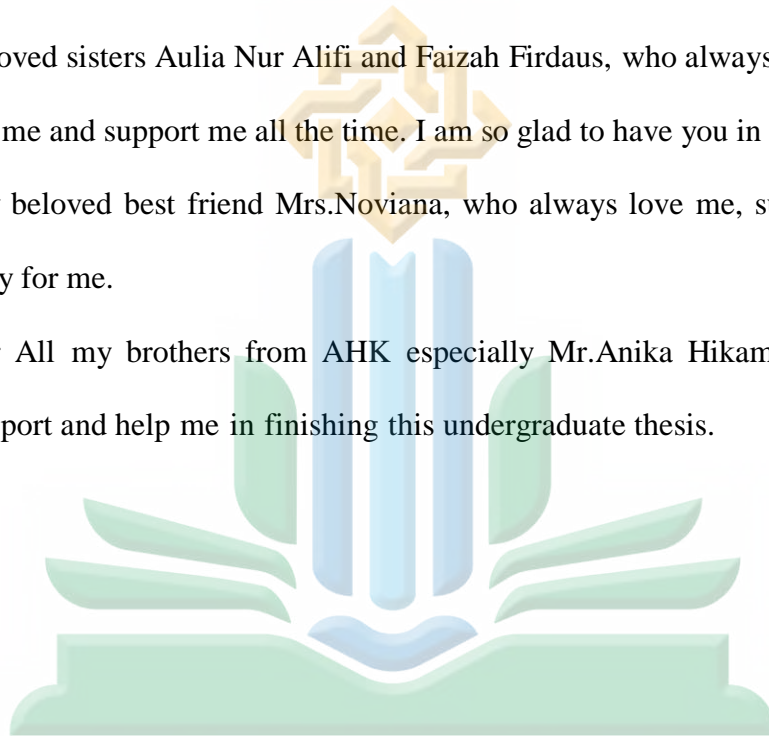
# ACKNOWLEDGEMENT

Alhamdulillahi Rabbil „Alamin. Thanks to Allah SWT, because of His generosity the author was able to complete this thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis entitled "An Analysis of Student's Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational High School Jember" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Hepni, S. Ag, M.M., CPEM, as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.

2. Dr. Abdul Mu'is, S.Ag, M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.

3. Nuruddin, S.Pd.I., M.Pd.I., as the Head of Islamic Studies and Language Education Department who had given the permission to do this research.

4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Program who has motivated me to study English.

5. Mr. As'ari, M.Pd.I., as my advisor, who helped, guided and supported me during the writing of the thesis.

6. All English Department lecture who gave me knowledge during my learning process

7. The Principal of SMK Asy-Syafa'ah Jember, M. Masykur Abdillah, Lc.M.Th.I., and all of teachers and staffs for giving me a permission and helping me during my research in SMK Asy-Syafa'ah Jember.

8. Diana FItri, S.Pd, the English teacher who has helped in conducting my research at school.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in analyzing process, particularly in writing ability.

Jember, 14 December 2023
Author,

**Wafa Shawan Syahid**
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# ABSTRACT

**Wafa Shawan Syahid,** *2023*: *An Analysis of Student's Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational High School Jember.*

Faced urgency of writing skill as one of essential language skills that the English learners should master must be properly solved. Procedure text is one of genres of production in writing that also becomes the standard of students understanding to write in the target language. In fundamental definition, procedure text is defined as a text providing the sequenced information or directions with the aim of making people can successfully perform activities in fade, efficient, and appropriate ways.

As the procedure text taught at the tenth grade students, this research aims to analyze and find out the students' ability in writing procedure text and find out the types of procedure text presented in the students' worksheet at the tenth grade students of Asy-Syafa'ah Vocational High School. These objectives mentioned before were due to the research boundaries set on research question, including: (1) How is the students' ability in writing procedure text at the tenth grade of Asy-Syafa'ah Vocational High School? And (2) What types of procedure text reflected on the elements used to compile the students' worksheet at the tenth grade of Asy-Syafa'ah Vocational High School?

This research used qualitative as the approach in analyzing student's worksheets. The data of this research was the student's worksheet especially procedure text. After analyzing the data, the researcher found some findings: 1) Student's ability in writing from five aspects of writing in composing the text, especially procedure text was in average level classification. In vocabulary, they are really good enough in this aspect, it means they have known well what parts of speech are from the vocabulary. In grammatical aspect, some of them are confused in the use of countable nouns and the use of pronouns. And most errors are found in mechanical aspects. There were many mistakes in punctuation and spelling words. The content arrangement of procedure text in student's worksheet was relevant to the assigned topic. In organization of ideas, most of them compose procedure text with complete the structure, those were goals, materials and steps. This research found from 17 students. 2 students were achieved Excellent level, 3 students achieved very good level, 11 students reached average level and only 1 student achieved poor level classification.

This research also found types of procedure text were presented in the student's worksheet. Based on the finding from 17 student's worksheet, procedure text of recipes was the most dominant types of procedure text represented in student's worksheet. It was represented from 11 student's worksheet. The second was procedure text of instruction represented from 6 student's worksheet.

**Keyword**: *writing ability, procedure text*

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# CHAPTER I

# INTRODUCTION

## A.  Research Background

An essential tool for communication is language. Understanding and expressing a variety of ideas, as well as fostering a culture between speakers and listeners or writers and readers, are all part of communication. Language is more than just a tool for communication; it is the main means by which we carry out tasks collaboratively by sharing meaning and groundwork. In order to go about their everyday lives and connect with others, humans must communicate. English is one of the most often used languages.

English is a Global language.[1] It refers to Crystal statement representing the meaning of English as language that is used by various nations to communicate and learned with all nations throughout the world, so that English is an international language as well as a global language.[2] Learning and understanding English is a necessity that cannot be avoided. By learning English, someone will open their horizons and knowledge internationally.  As  a  global  language,  English  plays  a  very

[1] Carmela Briguglio. *The Use of English as a Global Language in Multimodal Settings and the Implications for Business Education.* Doctor of Philosophy Thesis: University of Western Australia. 2005. p 7.
[2] Crystal, D. *The Cambridge Encyclopedia of Language 3rd (Third) edition.* Cambridge University Press. 2000.

large role and function. One of the visible implications is the increasing number of people trying to learn or master English as well. In the field of education for example, to face global competition, English is introduced to students earlier. There is a lot of education at the early childhood level that has introduced them to the fundamental materials of English lessons.

The Indonesian government has provided a support for students to learn foreign languages, by establishing English as a foreign language in the Indonesian education curriculum. Education in Indonesia is required to add English as one of the subjects at Elementary School, Junior High School, Senior High School, and University level. English is involved into a compulsory subject in Indonesia schools;[3] this is aimed of teaching and increasing the ability of listening, speaking, reading, and writing of students in English. As mentioned before, there are four skills of English, such as: listening, speaking, reading, and writing. Writing is considered to be the most difficult and complex skills of language to learn, because it requires the hard thinking to produce idea, words, sentences, paragraph, and composition.[4] With the fact that writing is one of difficult language skills to be learned, writing ability of students can be the parameter of students' mastery on a certain language, Triyastuti states that people are able to

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[3] Departemen Pendidikan dan Kebudayaan RI, *Keputusan Menteri: No. 096/u/1967 tentang Pengajaran Bahasa Inggris di Indonesia*

[4] Tita Nurul Fajriyani, *Improving Students' Writing Ability Through Clustering Technique,* Uin Syarif Hidayatullah: JAKARTA. 2011. Page 2.

measure the mastery of students' language by looking at the students' writing.[5]

One of the important skills learned by the students is writing. It can be said that writing ability is something that students must master from the most basic level. Because from writing, a person can express the ideas, opinions and feelings of the author himself, so that he can produce a work of useful value. Meanwhile, Tarigan said that "writing is a language skill that is used to communicate indirectly, not face to face with other people". Writing is a communication system between humans that uses symbols or language symbols that can be seen and agreed upon by the user.[6] Writing is done in writing by paying attention to good and correct sentence structure. Writing activities if done continuously will produce good and interesting writing. Writing skills will not be mastered only through theory, but to produce well-organized writing, you must go through regular practice and practice to create well-organized writing. The clarity of writing organization depends on the way of thinking, correct wording, and good sentence structure.

In islam writing is the right way to be used so that we as humans do not lose our knowledge. Allah has explained in the Holy Al-Qur'an:

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[5] Siska Triyastuti, *Improving Writing Skills Of Students Through Brainstorming (Picture And Simple Word List) Strategy At The First Grade Of Mts Ma'arif Sarampu Polewali Mandar.* Centrail Library of Islamic Institute Parepare. 2019. p 1.

[6] Tarigan, Henry Guntur. Menulis Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa. 2008. 3-4

[القلم: 1 ]

وَالْقَلَمِ وَمَا يَسْطُرُونَ ۚ ن

The meaning: *" Nun. By the pen and by what they (the angels) write (in the Records of men"*[7]

This verse state is an oath and a warning from Allah to His servants about the blessings that have been given to them in the form of teaching writing, which is a way to get various kinds of knowledge. This is also as a signal from Allah for all Moslems to become educated people by reading and writing. Thus, Allah seems to swear that benefits and godness can be obtained from writing (the power of writing).

The writing skill is more complex than that of other language skills,[8] because in the process of writing, the writers share, clarify, define, and describe their thoughts and feeling to the readers. Writing is also a process of communicating the writers' idea to the people who read in a written form.[9] From these facts, it can be assumed that writing skills play a very important role in the world of formal education because by writing, students can express or express their ideas or opinions, thoughts and feelings. Apart from that, it can develop students' thinking power and creativity in writing. Meanwhile, writing is also considered to be one of language skills that is difficult to master, due to writing as an activity that requires practice and

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[7] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qurʾan: The English Translation of the Meanings and Commentary (KSA King Komplex, 2007), 774

[8] Georger Braine & Milio Yorozu, *Local Area Network (LAN) Computers in ESL and EFL Writing Classes: Promises and Realities,* JALT Journal. 1998. Page 50

[9] Naryanti, *Improving Students' English Writing Skill through Inquiry-Based Learning (IBL) Method,* Faculty of Teacher Training and Education: IAIN Salatiga. 2017. Page 2

requires precision and intelligence. Writing activities require broad knowledge and a logical mindset. Writing skills are used to note, record, convince, report, inform and influence readers. Such aims and objectives can only be achieved well by a writer who understands what he is writing. For this reason, writers need to gain knowledge about the topic they are going to write about.

Further about writing skill, there are many genres in writing, such as descriptive text, recount text, narrative text, procedure text, etc. As the focus on this research, the researcher puts the procedure text arrangement of the students to be further analyzed. Procedure texts are common factual genres that provide instructions on how to do something. Students face procedural texts in most learning areas; in their Home (recipes), in Science (experiments), in Technology (how to….), and their other activities at school time. The purpose of procedural texts is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.[10] Knapp and Watkins explained that procedural instructions such as recipes and directions are concerned with telling someone how to do something and stages of procedural instructions are goals, materials and sequence of steps.[11] The writer is concerned about procedure text that is written by second year students in vocational high

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[10] Elvi Susanti. *A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir.* Pasar Pangaraian: Universitas Pasir Pangaraian. 2015. p 2.

[11] Knapp, P. and M. Watkins. Genre, text, grammar: Technologies for teaching and assessing writing. UNSW Press. 2005.

school because they are supposed to learn several genres of text, including procedure text and have to write and arrange their procedure composition based on the criteria.

It is very important for students to master procedural texts because in learning procedural texts are a form of text that contains the steps or stages that must be taken to do something so that they can do it easily and correctly. There are many activities that must follow procedures so that the activity runs smoothly without obstacles that will make the activity go wrong or fail.

In reality, based on the researcher observation and the review on what is happening in Indonesia at the moment is the tendency towards writing felt by students in Indonesia seems to be lacking, so this refers to the students' own abilities. This also affects students' writing skills in English. This impact can be caused by several aspects. The first aspect may come from students' lack of understanding in English, in which English is classified as a foreign language in Indonesia. The second reason comes from students' lack of motivation to learn, which is based on boredom in learning a foreign language such as English itself. And the third on comes from the inappropriate way of learning used by the students to master the writing skill.

Regarding to the facts and data obtained from initial observations carried out by researchers at Asy-Syafa'ah vocational high school, it was

revealed that research on writing procedural texts had never been carried out at that school. Therefore, research on writing procedure texts is very important to research as there is still a lack of research on students' abilities in writing procedure texts. This research was carried out because in learning Indonesian the biggest obstacle for students is the writing aspect. According to the author's observations, one of the causes is students' lack of vocabulary and knowledge in writing. Therefore, students must always be trained in writing various texts, in this case writing procedure texts.

Regarding with the explanations above, the researcher tries to offer the research on Analysis of Students Writing Ability in Writing Procedure Text especially at the tenth grade of Asy-Syafa'ah Vocational High School. The current research is expected to know how the students' ability in writing procedure text is and analyze the types of procedure text used in students' worksheet. Based on the explanation above, the researcher attempts to conduct the research entitled: "The Analysis of Students Writing Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational High School" to know how the students ability in writing procedure text at Tenth Grade of Asy- Syafa'ah Vocational High School.

B. **Research Questions**

1. How is the student ability in writing procedure text at the tent grade of Asy-Syafa'ah Vocational High School?

2. What types of procedure text reflected on the elements used to compile the students' worksheet at the tenth grade of Asy-Syafa'ah Vocational High School?

## C. Research Objectives

1. To find out how is the student ability in writing procedure text at the tent grade of Asy-Syafa'ah Vocational High School

2. To find out the types of procedure text presented in the students' worksheet at the tenth grade of Asy-Syafa'ah Vocational High School

## D. Research Significances

The researcher expects that this research is able to give some beneficial significance to find out the students writing ability. There are two kinds of research significance both theoretical and practical significance that the researcher expects to exist in this research.

1. Theoretical Significance

Theoretically, this research is expected able to widen the knowledge for teachers and other educational instructors especially in English lesson about the information about the students writing ability.

2. Practical Significance

In the practical significance, this research is going to be useful for:

a. Education Practitioner

This research can be one of considerations for education practitioner who is in the position of creating better guidance in English teaching learning especially in analyzing students writing ability.

b. English Teacher

For English teacher, this research is beneficial in the side of waking up their awareness to provide more attractive and effective teaching and learning classroom environment in teaching students writing ability.

c. Next Researcher

This research can be additional references for further researchers who are interested in researching similar variables, similar discussion, or similar theme as being discussed in this research. It can be also stimulus for further researchers to research on things related with the supporting items or media to enhance the effectiveness of English teaching and learning as discussed in this research as well

E. **Key Term Definition**

The definition of key term is a phase to understand the important terms and variables becoming the vital points being discussed in the research title. It is aimed is to avoid misunderstanding of readers in

understanding and interpreting the contents that the researcher highlights, key terms in this research involve:

1.  Writing

    Writing is creating thoughts or feelings (such as composing, writing letters) through writing. Writing means putting the writer's ideas into written form, so that the writer's intentions can be known to many people through the writing that is written. Writing ability is one type of language skill that students must master, because writing skills are the ability to express ideas, opinions and feelings to other parties through written language.

2.  Procedure Text

    Procedure text is a text that presents activity steps or various stages to do or produce something. The definition of a procedure text is that the text itself teaches readers how to use tools, make something, or do a job. In general, the structure of a procedure text consists of four parts, namely title, objectives, tools and materials, and steps

F.  **Discussion Systematic**

    Discussion systematic is the description of this undergraduate thesis sequences that start from the introductory chapter *(Chapter I)* to the closing chapter *(Chapter V)*. The discussion systematic is descriptively written in narration, not in the form of table or contents. Discussion systematic of this research is as follow:

**Chapter I** : presents the undergraduate thesis introduction, such as research background, research focus, research objectives, research significance, key terms definition, and discussion systematic.

**Chapter II** : presents the review of related literature consisting of the previous research and this research theoretical framework.

**Chapter III** : presents the research method used in this current study that consists of research approach and design, research location, research subject, data collection technique, data analysis, data validity, and research procedure.

**Chapter IV** : presents the description of research object, data presentation, discussion, and research result.

**Chapter V** : presents this current research conclusion and suggestion for further researches

# CHAPTER II

# LITERATURE REVIEW

A review of related literature will be presented in this chapter, which includes: previous research and theoretical framework related with the discussion in this current research.

## A.    Previous Study

In this stage, the author will explain the same topic from previous research by several researchers to the reader which is related with this thesis. The author will describe a simple explanation of each previous research at the beginning, and will continue with a discussion of the significance and differences between previous research and this research. The author will also provide a comparison table to make it easier for readers to understand the research gaps.

*First Research,* "*Improving students' writing ability in procedure text by using picture media at the eleventh grade students' of SMA Negeri 2 Takalar*". A thesis by Mewa Amelia 2013.

This research aimed at finding out the Improvement the students' writing ability in procedure text by using picture media at the eleventh Grade of SMA Negeri 2 Takalar. It employed Classroom Action research. This research that consisted of two cycle. One cycle had been conducted, where in cycle consisted of four meetings. It employed writing test as

instrument. The numbers of subjects of the research were 33 students in class eleventh consisted of 24 women and 9 men. The researcher took real data from the school to know the students' writing ability. The results of the student's writing test in cycle I had good scores. In cycle I, the students' achievement of content was 7.77. The other hand the students' achievement of organization in cycle I was 7.31. The findings indicated that the students' achievement in writing ability in cycle 1 reached the standard target achievement KKM 7.5. From these findings, the researcher concluded that using Picture Media could improve the students' writing ability in procedure text at the eleventh grade of SMA Negeri 2 Takalar..

*Second Research, "Improving Students' Skill in Writing Procedure Text through Picture Sequences."* A thesis by sueni in 2015.

This research was carried out to find out whether picture sequences improved students' ability to write procedure texts for third grade students (9.3) at MTsN Tangerang 2 Pamulang in the 2014/2015 academic year. The subjects of this research consisted of 32 students in class 9.3. In carrying out this research, researchers used Classroom Action Research (PTK) as a research method. The author uses Kurt Lewin's model. Researchers and English teachers at MTsN Tangerang 2 Pamulang collaborated in this research. Researchers as teachers and English teachers act as observers. Researchers teach procedures through picture sequences. This research was carried out based on action research procedures, namely planning, acting, observing and observing. This research consists of two cycles. One cycle

consists of three meetings. Data was obtained through observation sheets, interviews and tests. The research results showed that there was an increase in students' ability to write text procedures through picture sequences. Most of the students gradually obtained good grades in the second cycle. The Minimum Completeness Criteria (KKM) for English subjects is 75. The average score in the initial research was 60.72. The average value in the first cycle was 75.34. the average value in the second cycle was 81.53. Besides that, this shows that 56.25% of students achieved the KKM score in the first cycle and 81.25% of students achieved the KKM score. This means the research has reached the success criteria; namely 75% of students can achieve the KKM score. Apart from that, conditions in the classroom during the teaching and learning process are better in each cycle and there is a positive response from teachers and students regarding the implementation of this action. So, it can be concluded that picture sequences improve students' ability to write text procedures..

*Third Research. "Analysis of Students' Procedural Text Writing Ability at Senior High School 12 Pekanbaru"*, A thesis by Putri Willy Saldeniya in 2020.

The objective of this research was to know the students' procedural text writing ability. The method of this research was a descriptive quantitative research. In collecting the data the researcher used test ( to know students' procedural text writing ability). The population of this research was the eleventh grade students of Senior High School 12

Pekanbaru. It consisted of ten classes; the number of population was 383 students. The sample of this research was 36 students and the technique colecting the data was purposive sampling. The result shows that 34 students getting excellent level and the percentage was 96%. The students' were strong at content component but weak at mechanic and vocabulary. the researcher found that the total score of the students' abiliy in writing procedural text was 3124 and the mean score was 87. The highest score was 92 and the lowest score was 69. It can be concluded that the eleventh grade students of Senior High School 12 Pekanbaru had excellent category in writing procedural text.

*Fourth Research, "Teaching Writing Procedure Text Using Real Things (An Action Research Conducted at SMP Negeri 1 Randudongkal in the Academic Year of 2008/2009)"*. A thesis by Nurmalina Pranita in 2009

The objective of the study is to measure the effectiveness of using real things in teaching writing especially procedure text. In this study, the writer selected the media from real things relating to the subject matter. The research focused on teaching English writing especially procedure text by using real things. The writer took the seventh grade students of SMP N 1 Randudongkal as the subject of the study. In conducting this study, the writer collected data from the class by means of action research that was carried out through a pre-test, continued with two cycles of research, and ended with post-test. Based on the data analysis, the writer found that there was a significant difference of the result of the students' pre-test and post-

test. The result of the research shows that the students' progress in mastering English writing especially writing procedure text is good. The average achievement of the students' pre-test was 59.65%, post-test I was 70.52%, posttest II was 77.53%, post-test III was 82.23%. The main factor affecting this improvement is the students' interest in the material given that is real things. Based on this study, the writer finds that teaching procedure writing by using real things is very beneficial for the students in order to facilitate them in writing. It is suggested that using real things in teaching writing in English especially writing procedure text should be recommended for the English teachers..

*Fifth Research, "*"*An Analysis Of Students' Difficulties In Reading Procedure Text Of The Eleventh Grade Students At Smk N 1 Selo"*. An article by Nur Wahyudin in 2021

The aim The Aim of this research, to identify the difficult aspects of reading procedure text faced by the eleventh grade students of SMK N 1 Selo and to identify the factors that cause the difficulties in reading procedure text faced by the eleventh grade students of SMK N 1 Selo. And also to identify the strategies made by students and the teacher to overcome student difficulties in reading procedure text. This research is a qualitative research. The subjects of this study are 30 students and 1 English teacher of SMK Negeri 1 Selo. Questionnaire, interview, and documentation were used to collect the data. The data that has been collected was then analyzed to classify the difficulties of students in reading procedure text. The findings

show that students have confronted some difficulties while reading procedure text. Among the major difficulties are (1) students find it difficult to master unfamiliar words in the procedure text and (2) students have difficulty in understanding vocabulary used in procedure text due to lack the vocabulary they have. In addition, there are two factors that affect students' difficulties, namely students' lack of interest in learning and the environment where students live. Meanwhile, the students and teachers' efforts to overcome these difficulties are led by the use of online dictionary facilitate and support the learning process.

**Table 2.1**
**The Differences and The Similarities**

| No. | Research Title | Similarities | Differences |
|-----|----------------|--------------|-------------|
| 1. | Mewa Amelia 2013, Entitled: "Improving students' writing ability in procedure text by using picture media at the eleventh grade students' of SMA Negeri 2 Takalar". | a) Both researches have the same topic is about the student's writing ability. | a) The previous research focused at finding out the Improvement the students' writing ability in procedure text by using picture media while the current research focused to analyze student's writing ability in writing procedure text/ <br> b) The previous research employed Classroom Action research while the current research employed qualitative research method |
| 2. | Sueni 2015, Entitled: "*Improving* | a) Both researches have the same topic about | a) The previous research focused to find out whether |

| | | | |
|---|---|---|---|
| | *Students' Skill in Writing Procedure Text through Picture Sequences."* | procedure text. | picture sequences improved students' ability to write procedure texts while the current research focused to analyze students ability in writing procedure text.<br><br>b) The previous research used Classroom Action Research (PTK) as a research method while the current research used qualitative research method. |
| 3. | Putri Willy Saldeniya, 2020, Entitled: *"Analysis of Students' Procedural Text Writing Ability at Senior High School 12 Pekanbaru"* | a) Bot researches have the same topic about an analysis of student's ability in writing procedure text. | a) Previous research used quantitative approach methods while the current research used qualitative approach and content analysis design |
| 4. | Nurmalina Pranita 2009, Entitled: *"Teaching Writing Procedure Text Using Real Things (An Action Research Conducted at SMP Negeri 1 Randudongkal in the Academic Year of 2008/2009)"*. | a) Both researches have the same topic is about writing procedure text. | a) Previous research focused to measure the effectiveness of using real things in teaching writing especially procedure text, while the current research focused to analyze student's ability in writing procedure text.<br><br>b) Previous research used Classroom Action Research while the current research used qualitative approach |

| | | | |
|---|---|---|---|
| | | | with content analysis design. |
| **5.** | Nur Wahyudin 2021, Entitled: *"An Analysis Of Students' Difficulties In Reading Procedure Text Of The Eleventh Grade Students At Smk N 1 Selo".* | a) Both researches have the same topic about procedure text. b) Both researchers used the same approach that was qualitative approach. | a) The previous research focused to identify the difficult aspects of reading procedure text faced by the eleventh grade students, to identify the factors that cause the difficulties in reading procedure text faced by the eleventh grade students And also to identify the strategies made by students and the teacher to overcome student difficulties in reading procedure text while the current research focused to analyze student's ability in writing procedure text. b) Previous research used a descriptive qualitative research design, while the current research used content analysis design. |

## B. Theoretical Framework

At this stage the researcher will explain in more depth the theoretical framework of each component or part of each variable contained in this research.

1.  **Writing**

a.  **Definition of Writing**

Writing is a medium for conveying information. According to Dalman (2015) it is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely: the writer as the conveyor of the message, the content of the writing, the channel or media, and the reader.[12] Dalman further explains that writing is a creative process of expressing ideas in the form of written language for purposes, for example to inform, convince, or entertain. The results of this creative process are usually referred to as essays or writing. These two terms refer to the same results, although there are opinions that say the two terms have different meanings. The term writing is often attached to creativity of a scientific nature. Meanwhile, the term composing is often attached to non-scientific creative processes.

Meanwhile, according to Tarigan (2013) writing is a language skill that is used to communicate indirectly, not face to face, with other people. Writing is a progressive activity, this means that when students first write something, they will think about what they will say and how they will say it. Then when they

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[12] Dalman. 2014. Keterampilan Menulis. Jakarta : PT Raja Grafindo Persada. 3.

have finished writing, they read what they wrote and make changes and corrections.[13] Therefore, it can be said that writing is a process with many steps, not just one.

Writing can also be said to be an activity of arranging letters into words or sentences to convey to other people, so that other people can understand them. In this case, good communication between writers and readers can occur.

Regarding with the opinion above, Dalman explains that writing is expressing one's thoughts or thoughts freely in the form of an essay. In this case, the writer needs a broad schema so that the writer is able to express his ideas, thoughts and opinions easily and smoothly. The schemata themselves are the knowledge and experience they have. So, the wider a person's schemata, the easier it is for him to write.

It can be concluded that based on the opinions of the experts above, writing is the process of conveying thoughts, dreams, feelings in the form of symbols/signs/meaningful writing. In writing activities there is an activity of arranging, arranging, depicting a symbol/sign/writing in the form of a collection of letters that form words, a collection of words forming groups of words or sentences, a collection of sentences forming paragraphs, and a

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[13] Tarigan, Henry Guntur. 2008. Menulis Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa, 3.

collection of paragraphs forming complete and meaningful discourse/compositions.

**b. Objective of Writing**

Every writer will always project something about himself into written form. Even in objective writing, the writer's condition is still reflected, because the writing style is always influenced by the tone that suits the wishes of the writer concerned. There are various goals that each type of writing wants to achieve, but according to D'Angelo Salam (2009) the goals of writing can be divided into four main goals, namely:

1) Writing that aims to inform or teach is called informative discourse.

2) Writing that aims to convince or urge is called persuasive discourse.

3) Writing that aims to entertain/enjoy or that contains aesthetic purposes is called literary writing or literary discourse.

4) Writing that aims to express feelings and emotions is called expressive discourse.[14]

Furthermore, according to Dalman (2015) the purpose of writing is viewed from the perspective of interests as described below.

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[14] Salam. 2009. *Pendidikan Penulisan Kreatif*. Makassar: Badan Penerbit Universitas Negeri Makassar

1) Objective of the assignment. In general, students write with the aim of fulfilling assignments given by a teacher or an institution. The form can be in the form of a paper, report or free essay.

2) Aesthetic goals. For writers, writing poetry, short stories or novels aims to create beauty (aesthetics) in a short story or novel.

3) Purpose of lighting. Newspapers and magazines are media that contain writing with the aim of information. The main aim of the writer in writing is to provide information to the reader. The information needed can be political, economic, educational, religious, social and cultural.

4) Self-statement goals. Self-declaration can be made in the form of a statement or agreement. This confirms what has been done.

5) Creative goals. Writing is actually related to the creative process, especially in writing literary works, both in the form of poetry and prose.

6) Consumer goals. There are times when writing is completed to be sold and consumed by readers. In this case, the author is more concerned with the reader's satisfaction.[15]

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[15] Dalman. 2015. Keterampilan Menulis. Jakarta : PT Raja Grafindo Persada, 13.

Based on the description of several expert opinions, writing must have a goal to produce information that will be found by readers. Writing goals can be determined before starting writing activities. The purpose of writing can provide a clear picture of the results of the writing.

c.  **Stages of Writing**

As a writer, of course you have to know the aims and objectives you want to achieve before writing. Apart from that, a writer must also be creative and clever in choosing language, language structure and vocabulary that suit what he wants to convey to the reader, so that the reader can easily digest and understand the information conveyed by the writer. Writing skills are not skills that come and are acquired automatically, but to become a professional writer you have to go through a lot of regular training and practice.

Writing is a language skill that is used to communicate indirectly. Therefore, to present information through writing, a writer must be able to produce good writing. According to Dalman (2015), in general it can be divided into three stages, namely the pre-writing stage, the writing stage and the post-writing stage.[16]

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[16] Dalman. 2015. Keterampilan Menulis. Jakarta : PT Raja Grafindo Persada., 15.

1) Prewriting stage

This stage is the first stage, the preparation or pre-writing stage is when students prepare themselves, gather information, draw interpretations and inferences about the reality they face, discuss, read, observe, etc. which enrich their cognitive input which will be processed next. At this pre-writing stage there are activities to choose a topic, set goals and objectives, collect the necessary materials and information, and organize ideas in the form of an essay framework.

2) Writing stage

The writing stage is the most important stage because at this stage all the preparations that have been made at the pre-writing stage are put onto paper. At this stage, the writer needs full concentration on what is being written. Without full concentration, it is difficult to produce meaningful writing.

3) Postwriting stage

This stage is the final writing completion stage. This stage is important because when writing the first draft or manuscript, everything is still very rough, still filled with various errors and weaknesses. In this post-writing stage there are two main activities, namely editing and writing the finished manuscript. Editing is the activity of carefully re-reading a written draft by looking at its accuracy with the main idea,

purpose of the writing, potential readers, and publishing criteria. Writing the finished manuscript is the last activity carried out. After the editing is done, the finished manuscript is rewritten neatly and with serious attention to cosmetic issues.

### d. Process of Writing

According to Harris, there are 4 essential steps of the writing process namely pre-writing, drafting, revising, and editing.[17]

1) Pre-write

Pre-write is also called planning. In this important first step learners are given an opportunity to collect their thoughts and ideas before committing pen to paper. They need time to develop their ideas. In pre-writing step, the learner begin digging for the basic raw they need. They are expected to be able to formulate the purpose and then organize the ideas. If the planning is done properly, it can case the students to write without hesitate on or worry.

2) Drafting

Drafting has aim to translate plans and ideas into a provisional text. Drafting allows writers the flexibility to explore, to make discoveries and to change their ideas. Drafting allows writer to start producing their writing by

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[17] Harris, John. 2013. Introduction Writing London: Allen and Unwinx

developing their ideas. It is often the cases that as writers proceed with creating a text, they come to redefine ideas, think of new ideas, and perceive different and more significant way of sequencing their ideas. The actual creation of a text is a process that demands a great deal of concentration and application.

3) Revising

Revising is the process of seeing again, or discovering a new division for the writing that the students produce during prewriting or drafting. Learners should employ various reading strategies to help them rethink, reorder, and rewrite substantial portions of what they have been written. Additional, bits of text can be deleted, added or removed to a different place. Revising occurs when a writer looks for feedback from a teacher or another student. At this stage, the learners get revision from other people who have more knowledge on the topic by adding, removing, rearranging, and replacing the sentences or words. In this case, a teacher is the appropriate person who knows well about the topic has been written in order that the student"s work can be more logical and coherent.

4) Editing

When the decision is made and the draft is finished, there remains the task of editing and publishing. Editing needs

to be done after revision. In this stage the learner know where the in- correct words or sentences, and then they begin to edit their work. Editing involves the careful checking of the text to ensure that there are no errors spelling, punctuation, word choice, and order. Sharing of the work with other peers will help to keep motivation and concentration. It encourages the self-help and independence that attributes of mature and confidence.

e. **Aspect of Writing**

In order to produce a good writing the writer needs to consider some aspects of writing. Brown proposes five major aspects of writing that have to be required by a writer in producing a written text. [18]Those aspectsof writing are vocabulary, grammar, mechanic, content, organization of ideas.

1) Vocabulary

In writing, vocabulary deals with the choice of words. A writer should choose the word carefully in writing, it means that students need to pay attention on the words they use when they are writing because each word may represent a different meaning. For example, the use of words „look" and „see" in a sentence is different although both of them are the same verbs that involve sense of seeing. Considering that vocabulary

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[18] Brown, H. D,Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition),(Addison Wesley Longman, 2003), p.15.

refers to a set of words, Raymond Murphy clarifies words into eight different words that are familiar for most people. Those words are as follows[19]:

a) Nouns      : book, soap, chair, window
b) Verbs       : eat, write, read, sleep
c) Determiners : this, that, the, any
d) Prepositions : at, in, on, between
e) Adjectives   : sweet, cool, smart, happy
f) Pronouns   : he, you, she, it
g) Conjunctions : but, because, or, and
h) Adverbs    : soon, tomorrow, carefully, yesterday.

2) Grammar

Grammar refers to the patterns or rules which are used to construct the sentences in English correctly and acceptably. The prescriptive view of grammar focuses on the rules of grammar, and on how language should be used. The attention is on the correctness, and accuracy of grammar use. The role of such a prescriptive view of grammar in writing is thus limited to the correct use of grammatical structures – where language is viewed as a system of different structures and the focus is on how words, sentences and texts are put together.[20] This element consists of the discussion of grammatical form and syntactic pattern.

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[19] Raymond Murphy, English Grammar in Use,(Cambridge University Press, 1994), p. 68-120.
[20] Christine A.X. Grammar in Writing: Teachers" Reflections, Journal of Language Teaching and Learning in Thailand Vol.60. No. 7 December 2020

In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. This means that students cannot ignore using the correct grammar in their writing. After all, students have to be able to write grammatically correct in order to produce meaningful sentences.

3) Mechanic

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary. In fact, it was developed from thousands of experiences. The mechanic represents the economic and efficient way of writing. Mechanic in this research refers to the correct use of punctuation, spelling and capitalization enable the reader to recognize what the writer intends. There are many punctuations commonly used by the writers. Swick identifies the punctuation marks in writing including: period (.), question mark (?), exclamation point (!), comma (,), colon (:), semi colon (;), parentheses (()), brackets ([]), apostrophe („), hyphen (-), dash (_), double quotation marks (" "), and single quotation marks (" „). Proper punctuation makes a text clear to

understand, wrongly placed punctuation marks may make a sentences ambiguos or even change the meaning.[21]

Spelling refers to the ability to write words into correct letter. Every writer must write the words in the correct spelling to avoid having miss understanding of the message that is conveyed in writing. Another mechanic element in writing is capitalization. It deals with an act to write with a capital letter. Writing by using capital letters include the first word of a sentence, titles, names of organization, days, months, nationality words and names of people or places. Therefore, when students need to write those words, they must begin with a capital letter.

4)  Content

Content is one of the important aspects in writing that should be noticed by students when they are writing. Content in writing deals with the ability to give clear information related to the topic of writing. Furthermore, it belongs to the important aspect in writing because it also refers to the clarity of the paragraph. Clarity is a crucial component in writing as it includes an explanation about examples, reasons and word choice. To have a good content in writing, writer need to write clearly by completing their explanation with the additional

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[21] Fiber Yun G, Using Punctuation Marks in Descriptive Paragraph Writing. BIRCI Journal, Vol.1,No.3 October 2018

information to make the readers more understand to the idea of writers.

5) Organization of ideas

Organization skill refers to the ability to organize the ideas in logical sequence paragraph. Reep states that "a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences".[22] The sentences in the paragraph should be organized in logical sequence to make united contribution to whole paragraph. In addition, a good paragraph also has the elements of unity and coherence.[23]

a) Unity

Unity is an important element of a good paragraph has unity, which means that in each paragraph, only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph. The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the

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[22] Reep, Diana. Technical Writing: Principles, Strategies,Journal English Language Teaching (ELT). Vol.1 No.2, Juli 2013

[23] Nurul Fajri. Assessing Unity, Coherence, and Word Usage in Student"s Writing. English Education Journal. Vol.7. No.16 January 2016

one thing in the topic sentence. All of the sentences stick together.

b) Coherence

Another requirement of well-organized paragraph is coherence. Coherence means that the sentences must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next. In developing a coherence paragraph, a writer should know some writing skills. Coherence means that ideas and sentences flow together smoothly in a logical, organized manner.

f. **Scoring Analysis of Writing**

Analytic scoring may be appropritely called as analytic assesment in order to capture its closer association with classroom language instuction than with formal testing. Brown designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from "unacceptable" to "excellent".[24]

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[24] Brown, H. D, Language Assessment: Principles and Classroom Practice, (Longman:California), 2003, 245

**Table 2.2**
**Scoring Analysis of Writing**

| Five aspect of writing | Score | | | | |
|---|---|---|---|---|---|
| | Excellent to good (16 – 20) | Good to Adequate (17 - 15) | Adequate to fair (14-12) | Unacceptable (11-6) | Not college level work (5-1) |
| Organization | Appropriate tittle, effective introductory paragraph, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations, conclusion logical and complete. | Adequate tittle, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or missed | Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere | Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization | Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader) |
| Content | Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought | Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present some points; ideas could be more fully developed; some extraneous materialispresent. | Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right | Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content | Essay is completely inadequate and does not reflect college- level work; no apparent effort to consider the topic carefully. |
| Grammar | Native-like fluency in English grammar; correct use of | Advances profiency in English grammar problems don't influence | Ideas are getting through to the reader, but grammar | Numerous serious grammar problem interfere with | Severe grammar problems interfere greatly with the message; reader can't understand |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  | relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences | communication, although the reader is aware of them; no fragments or run-on sentences | problems are apparent and have a negative effect on communication; run-on sentences or fragments present | communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences | what the writer was trying to say; unintelligible sentence structure. |
| Mechanic | Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation an spelling; very neat | Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible | Use general writing conventions but has errors; spelling problem distract reader; punctuation errors interfere with ideas | Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers | Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling Problems |
| Vocabulary | Precise vocabulary usage; use of parallel structures; concise; register good | Attempts variety; good vocabulary; not wordy; register ok; style fairly concise | Some vocabulary missed; lacks awareness of register; may be too wordy | Poor expressions of ideas; problems in vocabulary; Lacks variety of structure | Inappropriate use of vocabulary; no concept of register or sentence variety |

## 2. Procedure Text

### a. Definition

Procedure text is text that contains the objectives and steps that must be followed so that work can be done. These steps, usually cannot be reversed. When learning procedure texts, students explore language in the form of procedures that will be used to be able to follow all processes in people's lives. According

to Mahsun, procedure text is text that aims to provide direction or teaching about the steps of something that have been determined. The procedure text contains an observation or experiment. Mahsun further explained that the procedure text has a thinking structure: title, objective, list of materials, sequence of implementation stages, observations and conclusions.[25] Procedure text is text that provides instructions or uses something with sequential steps. Procedure texts are included in the factual genre text category. As described by Anderson (in Priyatni, 2014: 66) texts are grouped into two large categories (genres), namely the literary genre and the factual genre. Literary genre texts consist of narrative texts (short stories and novels), poetic and dramatic. Meanwhile, factual genre texts consist of report texts based on observations, descriptions, explanations, expositions, procedures and retellings.

Literary genres aim to provide emotion and imagination to readers or listeners. Meanwhile, the factual genre aims to provide information and ideas that tell or convince the reader or listener. Based on this, in terms of genre, procedure texts aim to provide information that can convince readers/listeners to follow the directions or procedures outlined in the procedure text. Based on the description of the expert's opinion. Procedure text is text that

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[25] ahsun. 2014. Teks dalam Pembelajaran Bahasa Inggris Kurikulum 2013. Jakarta: Rajawali Pers,30.

aims to provide direction and steps to do something that is directive in nature.

**b. Structure of Procedure Text**

according to the experts, Wadirman define procedure text as having the following generic structure[26]:

1) 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.

2) Materials: the items required to create objects. That is the most important thing to remember when creating a procedure text, because it will help 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.

3) Methods / Steps: information on how to create an object. Once we know the purpose and materials, we must take several 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 intention viewpoint. Among them are purposes, equipment, and

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[26] Wadirman, A., Jahur, M. B. & Djusma M. S. (2008). English in Focus for Grade VII Junior High School (SMP/MTS). Jakarta: Pusat Pembukuan Departemen Pendidikan Nasional. 47.

steps. Furthermore, procedural text has language characteristics, as Mukarto et al (2004) stated:

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

2) 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.

c. **Language Feature of Procedure Text**

   According to Anderson, procedure text usually includes the following language features:

1) Sentences begun with action verb (imperative sentences). e.g., pour hot water into the cup.

2) Sequence words or temporal conjunctions (e.g. firstly, next, then) and numbers (e.g. 123) that show the order for carrying out the procedure.

3) Adverbs of manner to describe how the actions should be performed. e.g. quickly, firmly.

4) Precise terms and technical language . e.g. ml. grams, etc.

5) In addition, the other sources added some of language features of procedure text which are not included in Anderson's book.

6) Nouns or noun groups are used in the listed material or equipment.

7) The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.

8) Words related to direction and specific locations are found. e.g. left, north , Jamison street.

9) Adjectives add details relating to size, shape, color, and amount.

10) Present tense is generally used To sum up, all of the points of language features of procedure text above are usually used in writing procedure text.

d. **Types of Procedure Text**

Procedure text is a text that presents activity steps or various stages to do or produce something. In general, the definition of a procedure text is that the text itself tells readers how to use tools, make something, or do an activity. According to Sorrento, there are two types of procedure text, as follow[27]:

1) How to make something (Recipes)

A recipe is a list of ingredients and a set of tutorial that tell the reader how to make something. It tells the reader making something such a food, drinks, etc, what are

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[27] Sari, Putri. *An Analysis Of Students' Ability In Writing Procedure Text At Grade X Of Smk 10 Muhammdiyah Kisaran.* Journal English Teaching (ELT), Vol.3, No.1, July, (2016), 6.

ingredients they should use, how to use them and any nutritional facts that may be relevant. A recipe is simply defined as a set of instructions with a list of ingredients used to prepare a particular things, dish or drink. People use recipes to replicate the things they enjoy that they otherwise do not know how to make.

2) How to do something (Instruction)

Instructions are a form of information communicated to explain how an action, behavior, method, or task will be initiated, completed, or carried out. The purpose of instruction text is to guide the reader or user so that they can carry out an action correctly and effectively. Examples of instructional texts include instructions for using electronic devices, instructions for assembling furniture, or instructions for carrying out repairs,etc.

# CHAPTER III

# RESEARCH METHOD

In this stage, the writer presents research method of the current research which divided by several part that consist of an approach, research design, location, subject, collecting data, data analysis, data validity and procedure of research.

## A. Approach and Research Design

The approach of current research is qualitative research approach. Qualitative research approach is a methodological framework used in research that emphasizes the collection and analysis of non-numerical data to understand and interpret complex phenomena.[28] This approach focuses on exploring and gaining insights into the underlying meanings, patterns, and contexts within a given research topic. Qualitative research often involves methods such as interviews, observations, content analysis, and thematic analysis to uncover subjective perspectives, experiences, and social dynamics. Researchers using this approach seek to develop a deeper understanding of human behavior, culture, and social phenomena through rich, context-specific data rather than relying on numerical data and statistical analysis as in quantitative research.

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[28] Margono. S, *MetodePenelitianPendidikan* (Jakarta : PT Rineka Cipta, 2015).8

Whereas, The researcher used content analysis as a kind of research design. Content analysis is a research method applied to written or visual material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions or any of a host of other types of documents.[29] In this research, the researcher analyzed the student's worksheet of procedure text at the tenth grade of Asy-Syafa'ah Vocational Highschool Jember.

B. **Data and Source**

This research conducted at Asy-syafa'ah Vocational Highschool. It is located in Sumbersari - Jember. The reasons why the researcher chooses this school is because this material has been implemented here. The main source of data in this research was student's worksheet of writing procedure text evaluation. So, the researcher took 17 student's worksheet of writing procedure text. There would be five aspect that would be evaluated, those are: vocabulary, grammar, mechanic, content, and organization of ideas.

C. **Data Collection**

The researcher used document analysis to collect the data. According to Donal Ary, document analysis can be written or text-based artifact (textbook, novels, journals, etc) or non-written records (photograph, audiotapes, videotapes, image, etc).[30] This research applied a document analysis because the data were in form of document or written text. The data

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[29] Ary et.al. An Introduction to research, 457

[30] Ary et.al. An Introduction to research, 442

collection of this research was taken from document. The document which was analyzed was the result of students writing procedure text worksheets.

There were some steps used by the researcher in collecting the data:

1. The first step, the researcher asked the students procedure text worksheet to the teacher of tenth grade class.

2. The second way, the researcher read the students worksheet carefully.

3. Then, the researcher correcting the aspect of writing from students worksheet

4. The last step the researcher focused on each sentence that was relevant with the research into analysis table

## D. Data Analysis

According to Donal Ary, there were some steps used to analyzed the data. Those are would be explained bellow[31]:

1. Familiarizing and Organizing

    a. Familiarizing

       In this research, the researcher must be immersed the data. So, the researcher read the student's worksheet repeatedly that had been chosen by the writer to be analyzed.

    b. Organizing

       The researcher read the paragraph in the worksheet from each student's, in order to know how many aspect of writing that

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[31] Ary et.al. An Introduction to research, 481

would be found and analyzed in each worksheets and this step made the researcher easy to analyze.

2. Coding and Reducing

a. Coding

Researcher read and reread all of the data that had been organized. Then, the researcher gave the code to the every data that would be analyzed. The general of data coding in this research as follow: SN1 = Student Number (1) and initial of student's name.

b. Reducing

The researcher also gave an underline, bold and italic word style to the sentences that indicate the aspect of writing. The researcher started with taking the data apart and breaking them into a small piece. The researcher remarked the sentences that represented aspect of writing. Then the researcher concluded that sentences include into one of aspect of writing.

3. Interpreting and representing

a. Interpreting

In this step, the researcher restated the statement or the sentence, which indicated the aspect of writing that were gotten from student's worksheets.

b. Representing

The researcher represented the finding that had been analyzed. In this research qualitative approach was taken as the

types of data analyzed. The researcher represented the finding by demonstrating those results with the score through descriptive explanation.

| Score | Level |
|-------|-------|
| 91-100 | Excellent |
| 81-90 | Very Good |
| 71- 80 | Average |
| 61-70 | Poor |
| 60 below | Very Poor |

**E. Data Validity**

Validity is the significant consideration in developing and evaluating measuring instruments. Validity as extent to which an instrument measured what it claimed to measure.[32] In qualitative, validity the data used triangulation. The researcher used triangulation to test the validity of the data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research. There are some types of triangulation, those are Technique Triangulation, Source Triangulation, Time Triangulation, theoretical Triangulation, investigator triangulation, etc.

While in this research, the researcher used investigator triangulation. The type of this triangulation is often used by the researcher who used library research. According to Ary, et al, investigator triangulation involves having multiple researchers collect data independently and compare the collect

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[32] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications), 2014, 266.

data.[33] The investigators of this research were the researcher and English lecture that expert in writing studies.

# CHAPTER IV

# FINDING AND DISCUSSION

In this stage, the researcher presents the description of data collection process and presents the data result. Meanwhile, analyzing of the finding the researcher conduct in the section of discussion.

## A. Description of Research Object

### 1. Profile of Asy-Syafa'ah Vocational Highschool

Asy-Syafa''ah Vocational School is one of educational units with a Senior High School level in Kebonsari, Sumbersari, Jember, East Java. In carrying out the activities, Asy-Syafa''ah Vocational School is under the auspices of the Ministry of Education and Culture. Asy-Syafa''ah Vocational School was founded in 2010. This was confirmed in the decree number of incorporation in 005/SMK/ASY/VII/2010. Asy-Syafa''ah Vocational School is located on Basuki Rahmad Street V/31, Kebonsari, Sumbersari, Jember Regency. This private senior high school level has the organization structure with the principle namely M. Masykur Abdillah, Lc. M.Th.I, developer team namely Resti Dwi Anggraeni, S.Pd, treasurer namely Maslichatul Fadilah, S.Pd, Operator namely Abdul Muni , the head of administration namely Risdiana Yulianingrum, S.Pd, AP of Infrastructure and Facilities namely Dirham Drs. Arsun Erhamni.

Asy-Syafa"ah Vocational School has teachers and stuffs totally 20 people and the students in year 2023-2024 totally 55 students. Asy-Syafa"ah Vocational School has wide parking area for teachers and students separately. This school also has a security post, a mosque, bathrooms for the teachers, library, teachers" room, and classrooms. The geographic location of Asy-Syafa"ah Vocational School based on the observation on 24 of May, 2023 are:

North Side  : Mosque & Asy-Syafa"ah Boarding School

South Side  : Farming Area

West Side   : Citizen Settlements

East Side    : Asy-Syafa"ah Elementary School

As clear description of its geographic location, the north side of Asy- Syafa"ah Vocational School is Mosque and Asy-Syafa"ah Boarding School, the south side of Asy-Syafa"ah Vocational School is farming area, the west side of Asy-Syafa"ah Vocational School is citizen settlements and the east side of its school are Asy-Syafa"ah Elementary School and Asy-Syafa"ah Kindergarten, which under the same foundation of Asy-Syafa"ah Boarding School.

B.  **Research Findings**

1.  **Students Ability in Writing Procedure Text at The Tenth Grade of Asy-Syafa'ah Vocational Highschool**

The researcher presented the data analysis of research focuses about analysis students worksheet in writing procedure text. There are

five aspect of writing consisted here. Those are, vocabulary *(consisted of noun, verb, determiner, preposition, adjective, pronoun, conjunction, and adverb)*, grammar (*grammatical form and syntatic pattern*), mechanic (*the correct use of punctuation, spelling, and capitalization*), content (*relevant to an assigned topic*), and organization of ideas (*consisted of complete generic structure of a procedure text*).

a. SN(01).AH

How to Make Sweet Tea

Material:

- 1 tea bag

- Boiling water

- 2 spons granulated sugar

steps:

1. Firstly prepare 1 tea bag.

2. Put the teabag into the glass.

3. Pour boiling water into the glass.

4. After that remove the tea bag from the glass.

5. Add 2 spons of granulated sugar to the tea.

6. Stir and sweet tea is ready to serve

The data was procedure text about how to make something, or it can be said as recipes, and the data above want to tell the reader how to make sweet tea. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of ( *tea, tea bag, water, sugar, glass, spoon*) in verb consist of (*make, add, boil, prepare, put, pour, remove, stir*) and determiners *( the,a*) adjective (*sweet*) preposition (*from, into*)

conjunction (*how, and, after that, firstly, of, to*). The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense.

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of material and the step four, the spelling of word "*spon*", where the right spelling of this word should be "*spoon*". The punctuation used error found in step one and step four. Where it should add coma "," after the word "*firstly*" and "*after that*". The right one is "*firstly,*" and "*after that,*".

The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Very Good level classification.

b. SN(04).PE

---

How to make toast

Material:

- 2 pieces of white breed

- Butter

- Jam

- pan

Steps:

1. Take 2 pieces of white breed.

2. Spread butter on both sides of white breed.

3. Heat a non-stick frying pan over medium heat.

4. after that Toast white bread on a frying pan until brown.

5. Remove the toast from the pan.

6. Put jam on toast.

7. And toast is ready to be served.

---

The data was procedure text about how to make something, or it can be said as recipes, and the data above want to tell the reader how to make toast. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*toast, white bread, butter, jam, pan*) in verb consist of (*make, take, spread, heat, remove, put, ready, serve*) and determiners (*the, on, a*) adjective (*brown*) preposition (*how, on*) conjunction (*and, after that, until*). The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense.

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of material and the step, the spelling of word "*breed*", where the right spelling of this word should be "*bread*". The punctuation used error found in step four. Where it should add coma "," after the word "*after that*". The right one is " "after that,".

The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Average level classification.

c. SN(06).WR

. How to make mango juic

Material:
- Some ice packs
- A mango
- A spoon sugar
- A half glass of water
Steps:
1. first, peel the mango and wash it cleanly.
2.cut the mango into pieces and put them into the blender.
3.put the sugar, the water, and some ice.
4.Turnon the blender and wait until 15 seconds.
5.Pour the mango juic into the glass and it is ready to drink.

The data was procedure text about how to make something, or it can be said as recipes, and the data above want to tell the reader how to make mango juice. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*mango, juice, ice packs, spoon, sugar, glass, water, blender*) in verb consist of (*make, peel, wash, cut, put, turn on, wait, pour, ready, drink*) and determiners ( *the, on, a, it*) adjective *(half, some, cleanly)* preposition (*first, how, on, into, until*) conjunction (*and*). The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense. But the grammatical error of sentence found in part of material. The researcher found the word "*a spoon sugar*" where it should be changed to "*a spoon of sugar*"

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of goal or title and the step, the spelling of word "*juic*", where the right spelling of this word should be "juice" and in the word "*turnon*" it should change to "*turn on*" The punctuation used error found in step four. Where it should use capital word In every starting sentence such as "*1. First*", "*2. Cut*" etc in part of steps.

The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Very Good level classification.

d. SN(07).MS

> ## How to Use a Printer
>
> Material:
>
> -A printer
>
> -Some paper
>
> -A laptop or komputer
>
> Step:
>
> 1. First plug in the printer power cabel and turn on.
>
> 2. Wait a minute until the printer is completely on.
>
> 3. After that, open your laptop/komputer and find "printer settings".
>
> 4. The last click "Add a printer" and follow the next instructions that appear.

The data was procedure text about how to do something, or it can be said as instruction, and the data above want to tell the reader how to use printer. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*printer, papers. Laptop, computer, power cable*) in verb consist of *(use, plug in, turn on, find, click, follow, appear,*

*ready*) and determiners (*the, on, a,*) preposition (*first, how, on, next, until) conjunction, and, after*) adverb (a minute). The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense. But the grammatical error of sentence found in part of material. The researcher found the word "*some paper*" where it should be changed to "*some papers*". And in the part of step, there was a sentence which incorrect, the word "*turn on*" it doesn't complete to explain first step and it should be changed to "*turn it on*"

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of material and the step, the spelling of word "*komputer*", where the right spelling of this word should be "*computer*" and in the word "*cabel*" it should change to "*cable*" The punctuation used error found in step four. Where it should put coma (,) after conjunction "*first*" it should changed to "first,"

The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Average level classification.

e.   SN(09).SM

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How to Cook Rice

Material:

-a cup rice

-Cormorant

-Pan

-Water

-Pandan leaves

steps:

1. Wash the rice twice until clean

2. Put the rice into a pan filled with water

3. Measure the water with one knukel of your hand

4. Turn on the stove and stir until the water reduces

5. Heat the steamer filled with water

6. Then, put the half-cooked rice into the steamer

7. Add pandan leaves and cover

8.Let it cook for 30 minutes until the rice is cooked.

---

The data was procedure text about how to make something, or it can be said as recipes, and the data above want to tell the reader how to cook rice. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*rice, cup, cormorant, water, pan, pandan leaves, stove*) in verb consist of *(cook, wash, put, fill, measure, turn on, stir, heat, add, cover, let)* adjective (*clean*) and determiners (*the, a, your*) preposition *(how, on, next, until)* conjunction *(and, until, after, then, with)* adverb (*twice, minutes*). The grammar arrangement in

the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense. But the grammatical error of sentence found in part of material. The researcher found the sentence "a *cup rice*" where it should be changed to "*a cup of rice*".

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of step, the spelling of word "*knukel*", where the right spelling of this word should be "*knuckle*". The punctuation used error found in part of step. Where in the last of paragraph or step, it should add (.)

The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Average level classification.

f. SN(10).HN

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How to Make Palm Sugar Milk Coffee

Material:

-1 sachet of black coffee

-1 sachet of sweet condensed milk

-1 spoon of liquwid palm sugar

-Boiling water

-Glass

-Spoon

Steps:

1. Bring the water to a boil.

2. After that, Put and combine black coffee, sweet condensed milk, and liquwid palm sugar into a glass.

3. Pour boiling water.

4. Stir well.

---

The data was procedure text about how to make something, or it can be said as recipes, and the data above want to tell the reader how to make palm sugar milk. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*palm sugar, milk, coffee, sachet, spoon, liquid, water, glass*) in verb consist of *(make, bring, boil, put, pour, stir)* adjective (*black, sweet*) and determiners (*the, a*) preposition *(to, of, after)* conjunction *(and, until, with*) adverb (*well*). The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense.

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of material and step, the spelling of word "*liquwid*", where the right spelling of this word should be "*liquid*".

The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Very Good level classification.

g.  SN(11).NF

<div style="border:1px solid black; padding:10px;">

How to Turn Off a Laptop

steps:

1. Look the aplication you used is closed

2. click right button, then refresh

3. Then click the start menu or Windows logo in the lower left corner

4.Select shutdown

5. Wait a moments until your laptop completely turns off

</div>

The data was procedure text about how to do something, or it can be said as instruction, and the data above want to tell the reader how to turn off a laptop. From the procedure text above, the student able to use vocabularies as explained in the theory, such as

in noun consist of (*laptop, application, button, menu, logo*) in verb consist of *(turn off, look, use, close, click, refresh, start, select, wait, complete)* adjective (moment) and determiners (*the, a, is, your*) preposition *(to, of, in)* conjunction *(and, until, or)* adverb (*then*). There are some errors in grammatical aspect from the text above. In the part of step, the error found in the sentence "*a moments*" where it should change to "*a moment*". The grammar arrangement of tenses in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense.

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of step, the spelling of word "*aplication*", where the right spelling of this word should be "*application*".

The aspect of content in the whole was false, because it was not assigned to the relevant topic. The less of material and the steps were not clear completely. And in the organization of idea was false, because the procedure text above is not consist of the generic structure of procedure text. In the generic structure of procedure consist of goal, material, and steps. but in procedure text above was not presenting about the material. Based on the analysis of this

student worksheet, it can be concluded that the student's ability in writing procedure text is in Poor level classification.

h. SN(13)AW

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How to start an automatic motobike

Material:

- Motobike key

- Automatic motobike

Steps:

1. Insert the motorbike key into place (shutter buton) and turn the key until it opens (turns on).

2.Press the start buton on the right steering wheel and pull the rear brake lever on the left handlebar.

3. Make sure the motorbike engine is running and ready.

---

The data was procedure text about how to do something, or it can be said as instruction, and the data above want to tell the reader how to start an automatic motorbike. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*motorbike, key, button, wheel, rear brake, handlebar, engine*) in verb consist of *(start, insert, turn, open, turn os, press, pull, make sure, running, ready)* adjective (*left, right*) and determiners (*the, a*) preposition *(into)* conjunction *(and, until, with)* adverb (*opens*). The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense.

In the mechanic aspect, the researcher found some errors especially in spelling and punctuation. From the procedure text above, we can see in the part of goal or tittle, material and step, the spelling of word "*motobike*", where the right spelling of this word should be "*motorbike*", the word "*buton" and it should change to "button"* The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Average level classification.

i.  SN(15).SA

| How to install "WhatsApp" application |
| --- |
| Material: |
| -Smartpone  -internet quota |
| Steps: |
| 1. Turn on the smartpone |
| 2. Turn on internet data |
| 3. Open the Playstore application |
| 4. Type "WhatsApp" in search bar |
| 5. Download the "WhatsApp" application |
| 6. then install the application |

The data was procedure text about how to do something, or it can be said as instruction, and the data above want to tell the

reader how to install whatsapp application. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*application, whatsapp, smartphones, internet, quota, playstore*) in verb consist of *(install, turn on, open, type, search, download)* and determiners (*the*) preposition *(in)* conjunction *(then)*. The researcher found grammatical error, where one of the language feature of procedure text was not exist in the text that is the connectives word such as firstly, secondly, after that, etc.

The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense.

In the mechanic aspect, the researcher found some errors especially in spelling. From the procedure text above, we can see in the part of material and step, the spelling of word "*smartpone*", where the right spelling of this word should be "*smartphone*". The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Average level classification.

j. SN(16).DWJ

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How to Cook Instant Fried Noodles

Material:

- One pack of fried instant noodles  -Plate - Filter

Steps:

1. Prepare a pan to boil instant noodles.

2. Then, put enough water into the pan.

3. Turn on the stove then boil the water until it boils.

3.Open the package of instant noodles and separate the seasoning from the noodles, then open the seasoning and pour it into a plate.

4. After that, put the noodles into a pan filled with boiling water.

5.Wait for the noodles to cook for approximately 5 minutes

6. Once the noodles are cooked, pour them into the prepared plate

7.Toss the noodles with spices, and serve.

---

The data was procedure text about how to make something, or it can be said as recipes, and the data above want to tell the reader how to cook instant fried noodle. From the procedure text above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*noodle, pack, plate, filter, pan, water, stove, package, seasoning, speces*) in verb consist of *(cook, prepare, boil, put, turn on, open, separate, pour, fill, wait, toss, serve)* adjective (*instant, fried*) and determiners (*the, a, them*) preposition *(into, on)* conjunction *(and, until, with, from, for, then)* adverb (*pack*). The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language

features of the text procedure itself by using the simple present tense.

In the mechanic aspect, was true. Because some error spelling and punctuation were not found from the procedure text above. The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Excellent level classification.

k.  SN(17).DP

| How to make decorativ lights cover |
| --- |
| Material: |
| -plastic spoon |
| -glue |
| - used bottles |
| -scissors |
| Step: |
| 1.cut the used bottle into two parts; |
| 2.cut the plastic spoon into two parts too; |
| 3. Attach the used bottle pieces using glue until all parts of the bottle are covered |
| 4. Decorativ light cover are ready to use. |

The data was procedure text about how to make something, or it can be said as recipes, and the data above want to tell the reader how to make decorative light cover. From the procedure text

above, the student able to use vocabularies as explained in the theory, such as in noun consist of (*light, cover, plastic, spoon, glue, bottles, scissors*) in verb consist of *(make, decorate, cut, use, attach, covered, ready)* and determiners (*the, too, all, are*) preposition *(into)* conjunction *(until, and, to)* adjective (*used, two, parts, pieces, decorative*). The researcher found grammatical error, where one of the language feature of procedure text was not exist in the text that is the connectives word such as firstly, secondly, after that, etc.

The grammar arrangement in the whole text can be said to be correct, because it is in accordance with the language features of the text procedure itself by using the simple present tense.

In the mechanic aspect, the researcher found some errors especially in spelling. From the procedure text above, we can see in the part of goal or tittle and step, the spelling of word "*decorativ*", where the right spelling of this word should be "*decorative*". The aspect of content in the whole was true, because it was assigned to the relevant topic. And in the organization of idea was true because the procedure text above consist of the generic structure of procedure text. Based on the analysis of this student worksheet, it can be concluded that the student's ability in writing procedure text is in Average level classification.

**Table 4.1**
**Data Analysis of Student's Ability Score in Writing Procedure Text**

| No | Code of Data | Student's Ability | | | | | |
|----|--------------|----------------------------|---------------------------|--------------------------|--------------------------|----------------------------------|------------|
| | | Vocabulary Errors **(20)** | Grammar Errors **(20)** | Mechanic Errors **(20)** | Content Errors **(20)** | Organization of ideas error **(20)** | Total **(100)** |
| 1 | SN01.AH | 17 | 15 | 15 | 16 | 18 | 81 |
| 2 | SN04.PE | 18 | 15 | 12 | 15 | 18 | 78 |
| 3 | SN06.WR | 18 | 16 | 14 | 15 | 18 | 81 |
| 4 | SN07.MS | 18 | 15 | 13 | 15 | 18 | 79 |
| 5 | SN09.SM | 18 | 13 | 13 | 15 | 18 | 77 |
| 6 | SN10.HN | 18 | 16 | 13 | 16 | 18 | 81 |
| 7 | SN11.NF | 18 | 12 | 13 | 15 | 12 | 70 |
| 8 | SN13.AW | 18 | 15 | 12 | 15 | 18 | 78 |
| 9 | SN15.SA | 18 | 15 | 12 | 15 | 18 | 75 |
| 10 | SN16.DWJ | 19 | 16 | 18 | 19 | 19 | 91 |
| 11 | SN17.DP | 18 | 15 | 14 | 15 | 18 | 80 |

| Score | Level | Frequency | Precentage |
|-------|-------|-----------|------------|
| 91-100 | Excellent | 2 | 12% |
| 81-90 | Very Good | 3 | 18% |
| 71- 80 | Average | 11 | 64% |
| 61-70 | Poor | 1 | 6% |
| 60 below | Very Poor | 0 | 0% |
| **Total** | | 17 | 100% |

Based on the analysis of the students procedure text worksheet above, it can be concluded that there were 2 (12%) students who achieved Excellent level classification, 1 (6%) students in Poor level classification, 3 (18%) students who reached Very Good level classification. There were 11 (64%) students who achieved Average level classification because they had completed their assignments based on five aspects of writing, but provided that they had few errors in their writing, such as in the grammar and mechanics aspects. Meanwhile, for student who reach Poor

level classification, he had completed the task of writing procedure text well, but there are several errors in their writing in the aspects of grammar, mechanics and organization of ideas. For 2 students who achieved excellent level classification, they had completed their task of writing procedure text based on five aspects of writing.

2. **Types of Procedure Text Presented in the Students Worksheet at the Tenth Grade of As-Syafa'ah Vocational Highschool**

**Table 4.2**
**Types of Procedure Text Represented in Student's Worksheet**

| No | Code of Data | Types of Procedure Text | |
|----|--------------|-------------------------|-------------|
| | | Recipes | Instruction |
| 1 | SN01.AH | √ | - |
| 2 | SN04.PE | √ | - |
| 3 | SN06.WR | √ | - |
| 4 | SN07.MS | - | √ |
| 5 | SN09.SM | √ | - |
| 6 | SN10.HN | √ | - |
| 7 | SN11.NF | - | √ |
| 8 | SN13.AW | - | √ |
| 9 | SN15.SA | - | √ |
| 10 | SN16.DWJ | √ | - |
| 11 | SN17.DP | √ | - |

Based on the results of the analysis above, there were 2 types of procedure text contained in the student worksheet. Among them were procedure texts of how to make something (recipes) and how to do something (instruction). Of the total 17 students, there were 6 student's worksheets in the form of instructions, and 11 student's worksheets in the form of recipes. So the total of all student's worksheets in this research were 17.

## C.    Research Discussion

In this stage, discussion is the stage where researchers discuss findings, which are based on the two focuses of this research:

### 1.    How is Student's Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational Highschool?

Based on the data above, students' ability in writing procedure text has reached Average level classification. This is all viewed from five aspects of writing. The most dominant aspect where there are errors is in the grammar and mechanic aspects of students' ability to write procedure text. The aspects with the least number of errors are aspects of vocabulary, content and organization of ideas in students' worksheets

The first aspect comes from vocabulary. Writers must really pay attention to word choice in writing. What this means is that students are required to pay attention to the vocabulary or words they will use in writing. Because each word can represent a different meaning in their writing. As Raymond Murphy said, there are eight different words that are familiar to most people. Among them are verb, noun, adjective, adverb, pronoun, preposition, determiner and conjunction[34]. Almost all students already know a lot of vocabulary and parts of speech that they used in writing procedure text in this research.

The second aspect is grammar. Grammar is the most difficult part for students to understand in learning English. Grammar is a theory

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[34] Raymond Murphy, *English Grammar in use,* 68.

of a language, about how language is structured and how it works. This element consists of a discussion of grammatical forms and syntactic patterns[35]. In measuring writing ability, a teacher tests sensitivity to grammatical patterns that are appropriate to the writing genre, such as Simple Present Tense for descriptive text, report text, and procedure text. Simple Past Tense for narrative text and recount text. The most common grammatical errors found in this research were confusion in using grammatical syntactic patterns when they composed procedure text. For example, in the pronoun in the word "turn on" which should be "turn it on"

Third, the mechanical aspect of Mechanics is the use of graphic language conventions. It refers to the appearance of words, the way they are spelled or arranged on paper. Mechanical represents an economical and efficient way of writing. Mechanics in this research refers to the accuracy of punctuation, spelling, and capitalization that allows readers to know what the author means. In this research there are capitalization. Most students make mistakes in arranging punctuation marks, especially commas after saying connective words such as first, second, after that, etc. They also incorrectly use capital letters for the first word in a sentence and after the period (.).

Fourth, the content aspect. Content in writing is related to the ability to provide clear information related to the topic of writing and

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[35] Gerot, L and Wignell, P, *Making sense of Functional Grammar,* 30.

students must pay attention to this when they are writing. Good content means the author needs to write clearly by completing the explanation with additional information so that readers better understand the author's ideas. There are no errors in the content aspect, they are able to compose descriptive paragraphs of text that are relevant to the assigned topic. For example, a student who has chosen a procedure text topic about how to cook rice, and is able to compose a paragraph that is relevant to the topic of cooking rice procedures.

Fifth, organizing ideas. Organizing ideas means the ability to organize ideas in a paragraph that is logically sequential. The sentences in the paragraph must be arranged in a logical order so that they provide an integrated contribution to the whole paragraph.[36] The aspect of organizing ideas in this research is good, mostly consisting of the procedural text above with complete organization of ideas, namely goal or title, materials and steps. They already know the good structure in making procedural texts consisting of goals or titles, materials and steps.

Based on the score analysis of student ability in writing ability, most students already reached average level classification in total 11 students from total frequency 17 students. or 64% from the percentage 100% frequency. it can be concluded that students' writing ability at the

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[36] Reep, Diana, *Technical Writing: Principle and Strategies,* 82

Tenth grade of asy-syafa'ah vocational highschool in writing procedure texts already reached Average level classification.

**2. What Types of Procedure Text Presented in Student's Worksheet at the Tenth Grade of Asy-Syafa'ah Vocational Highschool?**

The discussion of procedure text types were presented in this stage by the researcher, those were:

a. How to make something (Recipes)

Based on the findings above, there are 11 student's worksheets in the form of procedure text how to make something (recipes). This type of procedure text shows how students can provide tutorials and what materials are needed to make things such as food, drinks, toys or other creative items.

b. How to do something (Instruction)

Based on the findings above, there are 6 student's worksheets for writing how to do something (Instruction) text procedures. This procedure text shows how students can explain in detail how to use something or a tutorial on how to operate something. For example, how to turn off the computer, how to use a blender, how to start an automatic motorbike and so on.

It can be concluded that choosing the type of procedure text gives students an understanding of how to arrange the steps in a text procedure, about the various types of procedure text that must be chosen when preparing it. Whether it's in instructions or recipes.

# CHAPTER V

# CONCLUSION AND SUGGESTION

**A.    Conclusion**

Based on the finding and discussion the chapter IV, the researcher concludes two conclusion that could be drawn as follow:

1.  Student's ability in writing procedure text at the tenth grade of Asy-Syafa'ah vocational high school Jember.

The researcher analyzed the findings from five aspects of writing in this research. There are two most dominant aspects of students' difficulties in writing or compiling procedural texts. The most errors are found in the grammar and mechanic aspects. Students still have difficulty in using the word "of" between words. And the most mistakes in mechanics are in punctuation and spelling. In punctuation, students make mistakes in placing commas (,) right after connective words such as (first, second, after that, etc). In terms of spelling too, students make many mistakes in spelling words, for example "computer" which should be "Computer", the word "smartphone" which should be "smartphone" and several other words.

There were no errors founded in the content aspect, they are able to compose procedural texts that are relevant to the assigned topic. As also happens in the aspect of organization of ideas, almost all of them are able to compose a complete structure of procedural texts such as

goals, materials and steps, which are in accordance with the rules of the structural arrangement of procedural texts.

Based on the results of the analysis above, there were 2 (12%) students achieved Excellent level classification, 1 (6%) students in Poor level classification, 3 (18%) students who reached Very Good level classification and there were 11 (64%) students who achieved Average level classification. So the conclusion is that students' writing ability at the Tenth grade of asy-syafa'ah vocational highschool in writing procedure texts already reached Average level.

2. Types of procedure text represented in student's worksheet at the tenth grade of Asy-Syafa'ah vocational high school Jember.

Related to the objectives of this research, there are 2 types of procedure text found in student's worksheets. Among them are procedure text how to make something (recipes) and procedure text how to do something (instruction). Based on the findings from this research, procedure text of recipes is the most dominant choice for students and it was represented from 11 student's worksheets. And the second type of procedure text is procedure text of instruction which is the student's choice and it was presented from 6 student's worksheet.

## B. Suggestion

Based on the conclussion above, the researcher provides hope for the teacher who teach english lesson and suggestion to other researchers who are interested to do related research.

1. For the teacher, the researcher hopes the result of this thesis could be a consideration and provide information about improving student‟s writing ability in writing procedure text.

2. For the other researchers, the researcher suggests them to analyze further about student‟s ability in writing procedure text and use better techniques.
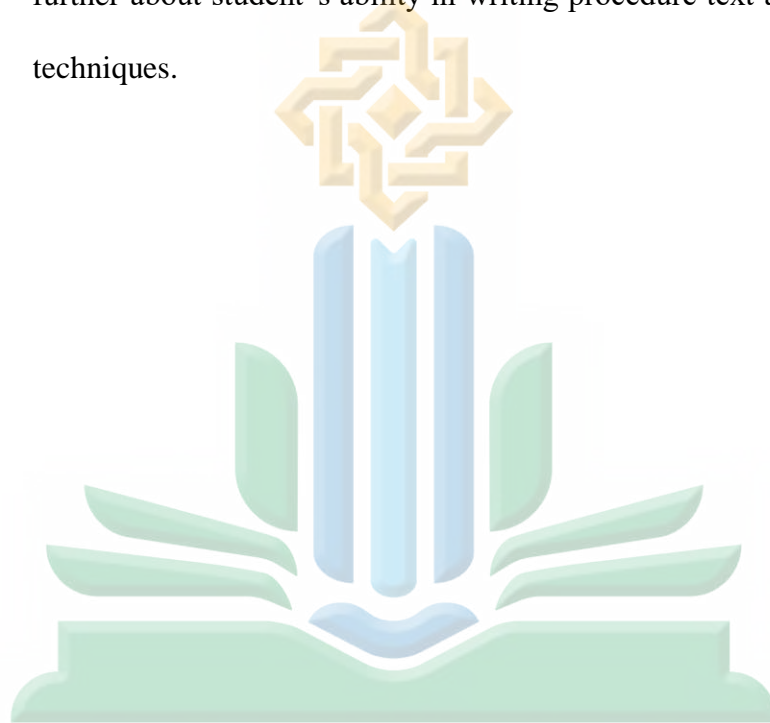
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Appendix 1

## AUTHENTICITY STATEMENT OF WRITING

The under signed below

| | |
|---|---|
| Name | : Wafa Shawan Syahid |
| NIM | : T20196034 |
| Study Program | : English Education Department |
| Faculty | : Faculty of Education and Techer Training |
| Institution | : UIN Kiai Haji Ahmad Shiddiq Jember |
| Place and date birth | : Jember, 10 February 2001 |
| Address | : Geabng – Patrang, Jember, |

Hereby declares that the analysis of the thesis it about: *"An Analysis of Student's Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational High School Jember"* is the result of my research/work, except in part referred by the resource.

Jember, 14ᵗʰ December 2023

Stated by:

**Wafa Shawan Syahid**
SRN. T20196034

Appendix 2

**MATRIX OF RESEARCH**

| Tittle | Variable | Indicator | Data Sources | Research Methods | Research Question |
|---|---|---|---|---|---|
| An Analysis of Student"s Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational High School Jember. | 1. Writing ability | 1. Vocabulary 2. Grammar 3. Mechanic 4. Content 5. Organization of ideas | Students Procedure text worksheet at the tenth grade of asy-syafa'ah vocational highschool | 1. Research approach:Qualitative 2. Research design: Content Analysis 3. Data Collection: Documentanalysis 4. Data Analysis: Content analysis based on DonaldAry, et.al • Familiarizing and Organizing • Coding and Reducing • Interpreting and Representing | 1. How is the student"s ability in writing Procedure Text at the tenth grade of Asy-syafa'ah Vocational High School Jember? 2. What types of Procedure text are represented in the student's worksheet at the tenth grade of Asy-syafa'ah Vocational High School Jember? |
| | 2. Procedure text | 1. Recipes 2. Instruction | | 5. Validity of Data: Investigator Triangulation | |

Appendix 3

**SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini:

Nama : Nina Hayuningtyas, S.Pd.,M.Pd.

NIP : 198108142014112003

Jabatan : Dosen UINKHAS Jember

Menyatakan telah melakukan validasi data sehubungan dengan analisis data yang di lakukan oleh Wafa Shawan Syahid dalam penelitian yang berjudul : *"An Analysis of Students Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational High School Jember"*

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 29 November 2023
Yang membuat pernyataan

Nina Hayuningtyas, S.Pd.,M.Pd.
NIP. 198108142014112003

Appendix 4

**SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini:

| | | |
|---|---|---|
| Nama | : | Siti Khodijah, S.S., M.Pd. |
| NIP | : | 198609192019032016 |
| Jabatan | : | Dosen UINKHAS Jember |

Menyatakan telah melakukan validasi data sehubungan dengan analisis data yang di lakukan oleh Wafa Shawan Syahid dalam penelitian yang berjudul : *"An Analysis of Students Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational High School Jember"*

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 29 November 2023
Yang membuat pernyataan

Siti Khodijah, S.S., M.Pd.
NIP. 198609192019032016

Appendix 5

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website www.http://ftik.uinkhas-jember.ac.id  Email: tarbiyah.iainjember@gmail.com

Nomor : B-4814/In.20/3.a/PP.009/11/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Asy-Syafa'ah Jember
JL. Jend Basuki Rahmad V/31 Kebonsari - Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM            : T20196034
Nama           : WAFA SHAWAN SYAHID
Semester       : Semester sembilan
Program Studi  : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai &quot;An Analysis of Student's
Ability in Writing Procedure Text at the Tenth Grade of Asy-Syafa'ah Vocational
High School&quot; selama 7 ( tujuh ) hari di lingkungan lembaga wewenang
Bapak/Ibu M. Masykur Abdillah, Lc. M.Tb.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember 14  November 2023
a.n. Dekan,
Wakil Dekan Bidang Akademik,
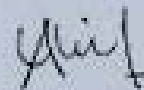
MASHUDI

Appendix 6

**RESEARCH JOURNAL**

An Analysis of Student's Ability in Writing Procedure Text at the Tenth Grade of
Asy-Syafa'ah Vocational High School Jember

| No. | Time | Activity | Notes |
|-----|------|----------|-------|
| 1. | 14ᵗʰ of November 2023 | The researcher was giving the permission letter | |
| 2. | 15ᵗʰ of November 2023 | The researcher asked student's worksheet to the teacher | |
| 3. | 16ᵗʰ of November | Specifying and presenting the primary data | Deciding types of procedure text that would be analyzed. • 2 types of Procedure text |
| 4. | 17ᵗʰ of November | Diving and Counting the data | Choosing student's worksheet and counting the data chosen that would be analyzed • There were 17 student's worksheets |
| 5. | 18ᵗʰ of November | Coding the data | Giving the code to every chosen data |
| 6. | 19ᵗʰ of November | Coding Analyzing the data | Giving the code and analyzing the data chosen in every chapter |
| 7. | 28ᵗʰ of November | Representing the data | Representing the finding and describing the sheet analysis |
| 8. | 28ᵗʰ of November | Validation of data | Checking and Validating the data |
| 9. | 29ᵗʰ of November | Conclusion | Concluding the data based on the result of analysis |

Jember, 30 November 2023

Yang membuat pernyataan

**Diana Fitri, S.Pd.**

Appendix 7

NSS : 342052430334                                    NPSN : 69758389

**SURAT KETERANGAN PENELITIAN**
Nomor :  290 /SMK.ASY/V/2023

Yang bertanda tangan di bawah ini Kepala SMK Asy-Syafa'ah Jember :

Nama            : M. Masykur Abdillah, Lc.M.Th.I
NIP             : -
Jabatan         : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama            : Wafa Shawan Syahid
NIM             : T20196034
Status          : Mahasiswa UIN KHAS Jember
Judul Penelitian : Analysis of Student's Ability In Writing Procedure Text at the Tenth Grade Of Asy-Syafa'ah Vocational High School

Yang bersangkutan benar – benar telah melaksanakan penelitian di SMK Asy-Syafa'ah Jember terhitung mulai tanggal  14 November 2023 sampai dengan  22 November 2023  Dengan judul berikut :

"Analysis of Student's Ability In Writing Procedure Text at the Tenth Grade Of Asy-Syafa'ah Vocational High School"

Demikian surat keterangan ini di buat, untuk dapat di pergunakan sebagaimana mestinya.

Jember,    November 2023
Kepala Sekolah,

M. Masykur Abdillah, Lc.M.Th.I

Appendix 8

Nama : Rizky Falillah (05)
Kelas : X

How to Use Camera

Materials you need :
- A digital camera DSLR or pocket camera or the others
  camera that you have.
- The object. You can find something that interesting like
  buildings, human, animals, plants, or the others.

Steps :
1. Handle the camera and turn on it.
2. Center the object in the LCD and manage zoom. Control
   until you get the best view.
3. When you are ready to take the picture, hold the shutter
   speed and various other calculations
4. Then, a light should appear that let you know the
   camera is set to go.
5. After that, press shutter all the way down.

Nama : Ahmad hasan (01)

Keles : X

How to Make Sweet Tea

Material :

- 1 tea bag
- Boiling water
- 2 spons granulated sugar

Steps :

1. Firstly prepare 1 tea bag
2. Put the teabag into the glass
3. Pour boiling water into the glass
4. After that remove the tea bag from the glass
5. Add 2 spons of granulated sugar to the tea
6. Stir and sweet tea is ready to serve

Nama : Muhammad Andian
kelas : X

How to Make Banana Smoothies

Material :
- 2 bananas
- ½ cup ice cubes
- ½ cup of milk 3 tablespoons honey
- Any additional flavours you like (strawberries, mango, etc).

Steps:
1. Slice all the fruits
2. Put all the ingredients into the blender
3. Blend them
4. Pour it into a glass and enjoy!

Nama : Dandy Putra (17)
kelas : X

How to make decorativ lights cover
Material :
- Plastic spoon
- glue
- Used bottles
- scissors
Step :
1. cut the used bottle into two parts:
2. Cut the plastic spoon into two parts too
3. Attach the used bottle pieces using glue
    until all parts of the bottle ar covered
4 Decorativ light cover are ready to use

Name : Agus Widodo (2)

Class : X

How To Make a Instant Coffee

• Material
① A teaspoon of coffee
② Creamer
③ kettle
④ Mug
⑤ Spoon

• Steps
① First, put water and plug it in
② Then, put in teaspoon of coffee
③ After that, pour just a teaspoon of the very hot water into the mug, only enough to dampen the instant coffee
④ Stir in the rest of the hot water
⑤ Add creamer to the coffee and stir
⑥ Finally, the coffee is ready

ama : YAHYA AHMAD SUPARDI (3)
las : 8

How to make a Lemonade

Ingredients:

For each glass usu:

- 2 tablespoons of lemon juice
- 2 tablespoons of sugar
- 1 glass of water

Methods:

1) Slice a lemon in half and squeeze the juice into to cup
2) take out the seeds
3) Pour 2 tablespoons into glass
4) Add sugar
5) Add water and stir well
6) Taste the lemonade. you may want to add more sugar
   or lemon to make it taste just right
7) Put it in ice cubes. A drop of red food coloring will
   make pink lemonade.

Nama : Hoiruddin Naupal (10)
Kelas = X

How to Make palm sugar Milk Coffee
Material :
=) 1. Sachet of black coffee
=) 1. Sachet of sweet condensed milk
=) 1 Spoon of liquwid palm sugar
=) Boiling water
=) Glass
=) Spoon
Steps :
1 Bring the water to a boil.
2 After that, put and combine black coffee, sweet condensed milk, and liquwid palm sugar into a glass
3 Pour boiling water
4 Stir well

Nama : Miptahus Surur (7)
Kelas : X
Absen : 7

How to Use a Printer
Material :
- A printer
- Some paper
- A laptop or komputer
Step
1. First plug in the printer power cabel and turn on
2. Wait a minute until the printer is completely on.
3. After that, open your laptop / komputer and find
   - printer settings"
4. The last click "Add a printer" and follow the
   next instructions that appear.

Nama: Ahmad Wasil
Kelas: X
Absen :(13)

How to start an automatic motorbike material:
- Motobike key
- Automatic motobike
steps:
1. Isert the motorbike key into place (stutter buton) and turn the key until it opens (turns on)
2. Press the start buton on the right steering ~~the stand~~ wheel and pull the rear brake lever on the left handlebar
3. Make sure the motorbike engine is running and ready

Nama : Satria Andrianto (15)
Kelas : X

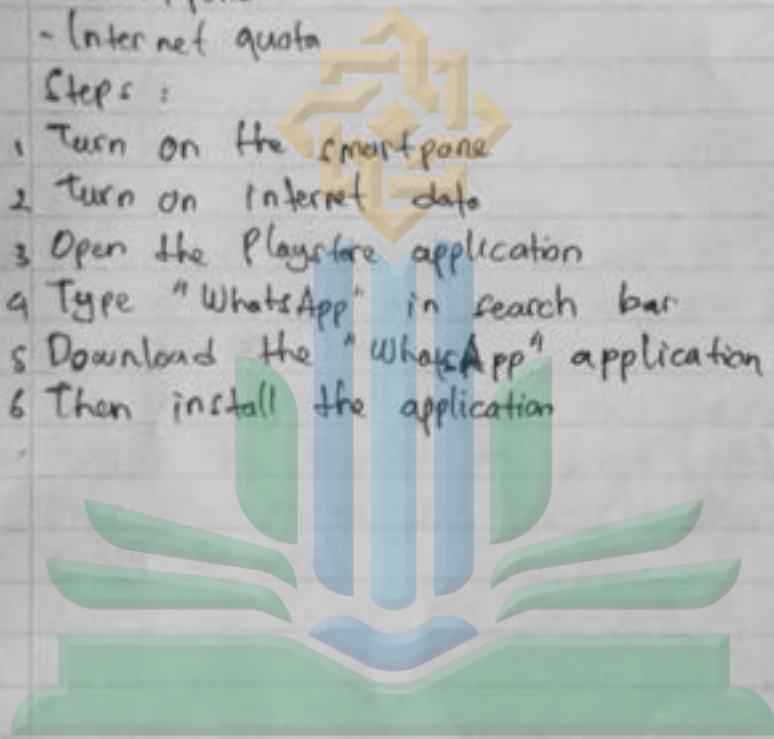How to install "WhatsApp" application
Material :
- Smartpone
- Internet quota
Steps :
1 Turn on the smartpone
2 Turn on internet data
3 Open the Playstore application
4 Type "WhatsApp" in search bar
5 Download the "WhatsApp" application
6 Then install the application

Nama : Wildan Rifto (06)
kelas : X

How to make mango juic
Material :
- Some ice packs
- A mango
- A spoon sugar
- A half of water
Steps :
1 First, peel the mango and wash it cleanly.
2 cut the mango into pieces and put them into the blender.
3 put the sugar, the water, and same ice.
4 Turn on the blender and wait until 5 second
5 Pour the mango juic into the glass and it is ready to drink.

Nama : Wildan Rifki (06)
Kelas : X

How to make mango juic
Material :
- Some ice packs
- A mango
- A spoon sugar
- A half of water
Steps :
1 first, peel the mango and wash it cleanly.
2 cut the mango into pieces and put them into the blender.
3 put the sugar, the water, and same ice.
4 Turnon the blender and wait until is second
5 Pour the mango juic into the glass ans it is ready to drink.

ama : Defina Wardatul Jannah (16)
las : X

How to Cook Instant Fried Noodles

Material :
- One pack of fried instant noodles
- Plate
- Filter

Steps :
1. Prepare a pan to boil instant noodles.
2. Then, put enough water into the pan.
3. Turn on the stove then boil the water until it boils.
4. Open the package of instant noodles and separate the seasoning from the noodles, then open the seasoning ~~and pour~~ from the noodles, then open the seasoning and pour it into a plate.
5. After that, put the noodles into a pan filled with boiling water.
6. Wait for the noodles to cook for approximately 5 minutes
7. Once the noodles are cooked, pour them into the prepared plate.
8. Toss the noodles with spices, and serve.

Name : Samsul Munawwir (09)
s : X

- How to Cook Rice

- Material :
  - A cup rice
  - Cormorant
  - Pan
  - Water
  - Pandan leaves

- Steps :
  1. Wash the rice twice until clean.
  2. Put the rice into a pan filled with water.
  3. Measure the water with one knuckel of your han
  4. Turn on the stove and stir until the water reduces
  5. Heat the steamer filled with water.
  6. Then, put the half-cooked rice into the steamer.
  7. Add pandan leaves and cover.
  8. Let it cook for 30 minutes until the rice is cooked.

Name : Nuril Fitriyani (11)
Class : X

- How To Turn Off a Laptop

- STEPS
① Look the aplication you used is cloued
② Click right button then refresh
③ Then click the start menu or windows logo in the lower left corner
④ Select shutdown
⑤ Wait a moments until your laptop completely turn off

Appendix 9

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI**
**KIAI HAJI ACHMAD SIDDIQ JEMBER**
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

## SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

| | | |
|---|---|---|
| Nama | : | Wafa Shawan Syahid |
| NIM | : | T20196034 |
| Program Studi | : | Tadris Bahasa Inggris |
| Judul Karya Ilmiah | : | An Analysis of Student's Ability in Writing Procedure Text at the Tenth |

Grade of Asy-Syafa'ah Vocational High School Jember, telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar ( 8,2% )

1. BAB I : 3 %
2. BAB II : 9 %
3. BAB III : 1 %
4. BAB IV : 5 %
5. BAB V : 3 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 30 November 2023
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda S.SOs I, M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
   2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

**SHEET OF ANALYSIS**

Student's Worksheet of Writing Procedure Text

Note:

Vocabulary error: Blue font, Grammar error: Italic font, Mechanic error: Bold font, Content error: Red font, Organization of ideas error: Underlined font

Table 1
Organization of Ideas

| Aspect of writing | Classification / score | | | | |
|---|---|---|---|---|---|
| Organization of Ideas | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| | Appropriate tittle, effective introductory paragraph, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations, conclusion logical and complete | Adequate tittle, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren"t fully developed; sequence is logical but transitional expressions may be absent or missed | Mediocare or scant intoduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere | Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization | Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader) |

Table 2
Content

| Aspect of writing | Classification / score | | | | |
|---|---|---|---|---|---|
| Content | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| | Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought | Essay adderesses the issues but misses some points; ideas could be more fully developed; some extraneous material is present. | Development of ideas not complete or essay is somewhat off the topic; paragraphs aren"t divided exactly right | Ideas incomplete; essay does not refflect careful thinking or was hurriedly written; inadequate effort in area of content | Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully. |

Table 3
Grammar

| Aspect of writing | Classification / score | | | | |
|---|---|---|---|---|---|
| Grammar | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| | Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no | Advances profiency in English grammar problems don"t influence communication, although the reader is aware of them; no | Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run- | Numerous serious grammar problem interfere with communication of the writer"s ideas; grammar review of some areas clearly | Severe grammar problems interfere greatly with the message; reader can"t understand what the writer was trying to say; unintelligible |

| | | | | | |
|---|---|---|---|---|---|
| | fragments or run-on sentences | fragments or run-on sentences | on sentences or fragments present | needed; difficult to read sentences | sentence structure. |

Table 4
Mechanic

| Aspect of writing | Classification / score | | | | |
|---|---|---|---|---|---|
| Mechanic | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| | Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat | Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible | Use general writing conventions but has errors; spelling problem distract reader; punctuation errors interfere with ideas | Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers | Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems |

Table 5
Vocabulary

| Aspect of writing | Classification / score | | | | |
|---|---|---|---|---|---|
| Vocabulary | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| | Precise vocabulary usage; use of parallel structures; concise; register good | Attempts variety; good vocabulary; not wordy; register ok; style fairly concise | Some vocabulary missed; lacks awareness of register; may be too wordy | Poor expressions of ideas; problems in vocabulary; lacks variety of structure | Inappropriate use of vocabulary; no concept of register or sentence variety |

Table 6
Total of Student's Level Score

| Score | Level |
|---|---|
| 91-100 | Excellent |
| 81-90 | Very Good |
| 71- 80 | Average |
| 61-70 | Poor |
| 60 below | Very Poor |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(01).AH | How to Make Sweet Tea<br>Material:<br>- 1 tea bag<br>- Boiling water<br>- 2 **spons** granulated sugar<br>steps:<br>1. **Firstly** prepare 1 tea bag.<br>2. Put the teabag into the glass.<br>3. Pour boiling water into the glass.<br>4. **After that** remove the tea bag from the glass.<br>5. Add 2 **spons** of granulated sugar to the tea.<br>6. Stir and sweet tea is ready to serve | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is good.<br>Score: 17 | The grammar arrangement in this procedure text was correct but founded a little error. so, in can be concluded that the classification is good.<br>Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and the step four.<br>So in can be concluded that the classification is adequate.<br>Score: 15 | content in the whole text was true, because it was assigned to the relevant topic. in can be concluded that the classification is good.<br>Score: 16 | Organization of idea in the whole paragraph was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 81<br><br>Very Good Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(02).AW | How to Make Instant Coffee<br><br>Material:<br>- A teaspoon of coffee<br>- Creamer<br>- **Ketle**<br>- mug<br>- Spoon<br><br>Steps:<br>1. first, put water and **plugit** in<br>2. then, put in teaspoon of coffee<br>3. after that, pour just a teaspoon of very hot water into the mug, only enough to dampen the instant coffee.<br>4. stir in **therest** of hot water<br>5. add creamer to the coffee and stir<br>6. **finaly,** ready for served | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent. Score: 18 | The grammar error found in the part of step, especially in step two and four. It can be concluded that the classification is adequate. Score: 13 | Mechanic aspect was found some errors especially in punctuation in the part the material and step. It can be concluded that the classification is adequate. Score: 12 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good. Score: 15 | Organization of idea in the whole paragraph was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent. Score: 18 | Total: 76<br><br>Average Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(03).YAS | How to Lemonade Ingredients for each glass uses:<br>- 2 tablespoons of lemon **juic**<br>- 2 tablespoons of sugar<br>- 1 glass of water<br>Methods:<br>- slice a lemon ang squeeze the **juic** into *to* cup<br>- **take ot** the seeds<br>- pour two *tablespoon* into glass<br>- add sugar<br>- add water and stir well<br>- taste the lemonade. You may want to **ad** more sugar or lemon to make it taste just right<br>- put it in ice cubes. A drop of red food coloring will make pink lemonade | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent.<br>Score: 18 | The grammar arrangement in this procedure text was false, found error in part of step, especially in the some steps. It can be concluded that the classification is adequate.<br>Score: 12 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and the step. It can be concluded that the classification is adequate.<br>Score: 12 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 16 | Organization of idea in the whole paragraph was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 76<br><br>Average Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(04).PE | How to make toast<br>Material:<br>- 2 pieces of white **bred**<br>- Butter<br>- Jam<br>- pan<br>Steps:<br>1. Take 2 pieces of white **bred**.<br>2. Spread butter on both sides of white **bred**.<br>3. Heat a non-stick frying pan **ofer** medium heat.<br>4. after that Toast white **bred** on a **fraying** pan until brown.<br>5. Remove the toast from the pan.<br>6. Put jam on toast.<br>7. And toast is **red**y to be served. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent.<br>Score: 18 | The grammar arrangement in this procedure text was correct. It can be concluded that the classification is good.<br>Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and the step four. It can be concluded that the classification is adequate.<br>Score: 12 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 78<br><br>Average Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(05).RF | How to Use Camera<br><br>Materials you need:<br>-A digital camera DSLR or pocket camera or the others camera that you have.<br>-The object. You can find something that interesting like **builldings**, human, animals, plants, or the others.<br><br><br>Steps:<br>1. Handle the camera and turn on it.<br>2. Center the **objek** in the LCD and manage the **zom**. **Controll** until you get the best view.<br>3. When you are ready to take the picture, hold the shutter **sped** and various other calculations.<br>4. **Then** a light should a**pear** that let you know the camera is set to go.<br>After that, **pres** shutter all the way down | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent.<br>Score: 18 | The grammar arrangement in this procedure text was correct. It can be concluded that the classification is good.<br>Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and the step four. It can be concluded that the classification is good.<br>Score: 15 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 17 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 83<br><br>Very Good Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(06).WR | . How to make mango **juic**<br>Material:<br>- Some ice packs<br>- A mango<br>- *A spoons sugar*<br>- A half glass of water<br>Steps:<br>1. first, peel the mango and wash it cleanly.<br>2.cut the mango into pieces and put them into the blender.<br>3.put the sugar, the water, and some ice.<br>4.Turnon the blender and wait until 15 seconds.<br>5.Pour the mango **juic** into the glass and it is ready to drink. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent.<br>Score: 18 | The grammar error found in the part of material, especially in third material. It can be concluded that the classification is good.<br>Score: 16 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of goal, material and the step. It can be concluded that the classification is adequate.<br>Score: 14 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 81<br><br>Very good Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(07).MS | How to Use a Printer Material: <br> -A printer <br> -*Some paper* <br> -A laptop or **komputer** <br> Step: <br> 1. First plug in the printer power **cabel** and turn on. <br> 2. Wait a minute until the printer is completely on. <br> 3. After that, open your laptop/**komputer** and find "printer settings". <br> 4. The last click "Add a printer" and follow the next instructions that appear. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent. Score: 18 | The grammar error found in the part of material, especially in second material. It can be concluded that the classification is good. Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and the step. It can be concluded that the classification is adequate. Score: 13 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good. Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent. Score: 18 | Total: 79 <br><br> Average Level | Instruction |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(08).MA | How to Make Banana Smoothies Material:<br>- *2 banana*<br>- ½ cup ice cubes<br>- ½ cup of milk<br>- 3 **tablspoons** honey<br>- Any additional flavours you like (strawberries, mangos, etc).<br>1. Steps:<br>2. **Slic** all the fruits<br>3. Put all the ingredients into the blender<br>4. Blend them<br>5. Pour it into a glass and enjoy! | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent.<br>Score: 18 | The grammar error found in the part of material, especially in first material. It can be concluded that the classification is good.<br>Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and the step. It can be concluded that the classification is adequate.<br>Score: 13 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 79<br><br>Average Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(09).SM | How to Cook Rice<br>Material:<br>-*a cup rice*<br>-Cormorant<br>-Pan<br>-Water<br>-Pandan leaves<br>steps:<br>1. Wash the rice twice until clean<br>2. Put the rice into a pan filled with water<br>3. Measure the water with one **knuke**l of your hand<br>4. Turn on the stove and stir until the water reduces<br>5. Heat the steamer filled with water<br>6. **Then** put the half-cooked rice into the steamer<br>7. Add pandan leaves and cover<br>8.Let it cook for 30 minutes until the rice is cooked. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent.<br>Score: 18 | The grammar error found in the part of material, especially in the first material. It can be concluded that the classification is adequate.<br>Score: 13 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of step. Especially in the third step. It can be concluded that the classification is adequate.<br>Score: 13 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 77<br><br>Average Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(10).HN | How to Make Palm Sugar Milk Coffee Material: -1 sachet of black coffee -1 sachet of sweet condensed milk -1 spoon of **liquwid** palm sugar -Boiling water -Glass -Spoon Steps: 1. Bring the water to a boil. 2. **After that** Put and combine black coffee, sweet condensed milk, and **liquwid** palm sugar into a glass. 3. Pour boiling water. 4. Stir well. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent. Score: 18 | The grammar arrangement in this procedure text was correct. It can be concluded that the classification is good. Score: 16 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and step. It can be concluded that the classification is adequate. Score: 13 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good. Score: 16 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent. Score: 18 | Total: 81 Very Good Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(11).NF | How to Turn Off a Laptop (Less of material) steps: 1. Look the **aplication** you *used* is closed 2. click right button, then refresh 3. Then click the start menu or Windows logo in the lower left corner 4.Select shutdown 5. Wait a **moments** until your laptop completely turns off | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So it can be concluded that the classification is excellent. Score: 18 | The grammar error found in the part of step, especially in the first and last step of this procedure text. It can be concluded that the classification is adequate. Score: 12 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of step. It can be concluded that the classification is Adequate. Score: 13 | The aspect of content in the whole was true, because it was assigned to the relevant topic. It can be concluded that the classification is good. Score: 15 | in the organization of idea was false, because the procedure text above is not consist of the generic structure of procedure text. In the generic structure of procedure consist of goal, material, and steps. but in procedure text above was not presenting about the material. It can be concluded that the classification is adequate. Score: 12 | Total: 70 Poor Level | Instruction |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(12). TR | How to make amotherapy candles<br><br>Material:<br>- Large candles<br>- Aromatherapy essential oils<br>- Mattress thread<br>- **Smal** to medium glass cups<br>- Wok<br><br>Steps:<br>1. Heat the wax in a **fraying** pan over low heat, remove the candle wick if there is one.<br>2. Carefully add aromatherapy essential oil<br>then pour the *melte* wax into a glass or mold, and place a mattress thread as a wick.<br>3. Allow the wax to harden, then remove the wax from the mold.<br>4. Decorate the edges of the candle with cinnamon, heat the edges of the candle first, then arrange them in a circle.<br>5. Leave it until the wax hardens completely and is ready to use. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So in can be concluded that the classification is excellent. Score: 18 | The grammar arrangement in this procedure text was false. The grammatical error found in step. It can be concluded that the classification is good. Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of material and step. It can be concluded that the classification is adequate. Score: 14 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good. Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent. Score: 18 | Total: 80<br><br>Average level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(13).AW | How to start an automatic **motobike** Material: - **Motobike** *keys* - Automatic **motobike** Steps: 1. Insert the motorbike key into place (shutter **buton**) and turn the key until it opens (turns on). 2.Press the start **buton** on the right steering wheel and pull the rear brake lever on the left handlebar. 3. Make sure the motorbike engine is running and ready. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So in can be concluded that the classification is excellent. Score: 18 | The grammar error found in the part of material, especially in the first material. It can be concluded that the classification is good. Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of goal, material and step. It can be concluded that the classification is adequate. Score: 12 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good. Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent. Score: 18 | Total: 78 Average Level | Instruction |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(14).MH | How to use *conditioners* material:<br>- *a conditioners*<br>- water<br>- towel<br>Steps:<br>1. Wash your hair using shampoo first. Make sure you use a shampoo that suits your hair type.<br>2. Rinse your hair with clean water and dry the remaining water on your hair by **squezing** it gently or patting it with a towel.<br>3. Pour enough conditioner into the palm of your hand, then rub it into your hair gently and evenly.<br>4. Leave your hair for a few minutes, according to the instructions on the product packaging.<br>5. Rinse the conditioner thoroughly<br>6. **then** dry your hair. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So in can be concluded that the classification is excellent.<br>Score: 18 | The grammar error found in the part of material, especially in the first material. It can be concluded that the classification is adequate.<br>Score: 12 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of goal, material and step. It can be concluded that the classification is adequate.<br>Score: 12 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 75<br><br>Average Level | Instruction |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(15).SA | How to install "WhatsApp" application<br>Material:<br>-**Smartpone** -internet quota<br>Steps:<br>1. Turn on the **smartpone**<br>2. Turn on internet data<br>3. Open the Playstore application<br>4. **Tyipe** "WhatsApp" in search bar<br>5. Download the "WhatsApp" application<br>6. then install the application | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So in can be concluded that the classification is excellent.<br>Score: 18 | The grammar arrangement was true because it was related to language feature of procedure text. It can be concluded that the classification is good.<br>Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of goal, material and step. It can be concluded that the classification is adequate.<br>Score: 12 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 15 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 75<br><br>Average | Instruction |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(16).DJW | How to Cook Instant Fried Noodles<br>Material:<br>- One pack of fried instant noodles<br>-Plate<br>- Filter<br>Steps:<br>1. Prepare a pan to boil instant noodles.<br>2. Then, put enough water into the pan.<br>3. Turn on the stove then boil the water until it boils.<br>3.Open the package of instant noodles and separate the seasoning from the noodles, then open the seasoning and pour it into a plate.<br>4. After that, put the noodles into a pan filled with boiling water.<br>5.Wait for the noodles to cook for approximately 5 minutes<br>6. Once the noodles are cooked, pour them into the prepared plate<br>7.Toss the noodles with spices, and serve. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So in can be concluded that the classification is excellent. Score: 19 | The grammar arrangement in this procedure text was correct.. It can be concluded that the classification is good. Score: 16 | the mechanic aspect, was true. Because some error spelling and punctuation were not found from the procedure text above. It can be concluded that the classification is excellent. Score: 18 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is excellent. Score: 19 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent. Score:19 | Total: 91<br><br>Excellent Level | Recipes |

| Code of data | Procedure Text | Students Ability | | | | | Result | Text Type |
|---|---|---|---|---|---|---|---|---|
| | | Vocabulary | Grammar | Mechanic | Content | Organization of Ideas | | |
| SN(17).DP | How to make **decorativ** lights cover<br>Material:<br>-plastic spoon<br>-glue<br>- used bottles<br>- *scissors*<br>Step:<br>1.cut the used bottle into two parts;<br>2.cut the plastic spoon into *two part* too;<br>3. Attach the used bottle pieces using glue until all parts of the bottle are covered<br>4. **Decorativ** light cover are ready to use. | Vocabularies in this paragraph consist of noun, verb, determiners, conjunction, preposition and adjective. So in can be concluded that the classification is excellent.<br>Score: 18 | The grammar error found in the part of step and material. It can be concluded that the classification is good.<br>Score: 15 | Mechanic aspect was found some errors especially in spelling and punctuation in the part of goal and step. It can be concluded that the classification is adequate.<br>Score: 14 | content in the whole text was true, because it was assigned to the relevant topic. It can be concluded that the classification is good.<br>Score: 16 | Organization of idea in the whole text was true because the procedure text consist of the generic structure of procedure text. It can be concluded that the classification is excellent.<br>Score: 18 | Total: 81<br><br>Very Good Level | Recipes |

Appendix 11

# CURRICULUM VITAE



1. Personal Information

    a.  Name                  : Wafa Shawan Syahid

    b.  SRN                   : T20196034

    c.  Place, date of birth  : Jember, 10th of February 2001

    d.  Gender                : Male

    e.  Address               : JL. Kenanga VIII RT.04 RW.21

                                Gebang – Patrang - Jember

    f.  Faculty               : Education and Teacher Training

    g.  Major                 : English Education Program

    h.  Email                 : shafwansyahid90@gmail.com

2. Education Background

    a.  Elementary School     : MI Mima KH Shiddiq Jember

    b.  Junior High School    : SMP Nurul Jadid

    c.  Senior High School    : Man 1 Probolinggo

3. Organization Experience

    a.  Secretary of ESA organizer UIN KHAS Jember (2020-2021)