

DEVELOPING THE WRITING SKILLS OF SECONDARY STUDENTS USING PROCEDURAL TEXT

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Abstrak

Penelitian ini bertujuan untuk mengetahui perkembangan keterampilan siswa dalam menulis teks prosedur di kelas dua SMAN 12 Takalar, peneliti menggunakan metode Penelitian Tindakan Kelas yang mengadopsi desain Kemmis dan McTaggart. Penelitian ini meliputi dua siklus yang terdiri dari dua pertemuan dalam setiap siklus. Subjek penelitian ini terdiri dari 33 siswa kelas dua. Data dalam penelitian ini diperoleh melalui lembar observasi, tes tulis dan wawancara. Hasil penelitian menunjukkan bahwa ada perkembangan kemampuan siswa dalam menulis teks prosedur. Sebagian siswa secara bertahap memperoleh nilai yang bagus pada siklus kedua. Pada siklus 1 nilai rata-rata pada content adalah 6.33. dan nilai rata-rata pada organisasi adalah 6.16. Sedangkan pada siklus 2 nilai rata-rata pada content adalah 7.77. dan nilai rata-rata pada organisasi adalah 7.5. Disamping itu, ini menunjukkan bahwa hasil temuan pencapaian perkembangan kemampuan menulis siswa pada siklus 2 mencapai standar pencapaian target KKM 7.5. Selain itu, kondisi kelas selama proses belajar mengajar lebih baik disetiap siklus dan adanya respon positif dari guru dan siswa mengenai pelaksanaan tindakan ini. Dari temuan tersebut, peneliti menyimpulkan bahwa penggunaan teks prosedur dalam pembelajaran dapat mengembangkan kemampuan menulis teks prosedur siswa kelas dua SMAN 12 Takalar tahun ajaran 2022/2023.

Kata kunci: Keterampilan Menulis, Teks Prosedur, Penelitian Tindakan Kelas.

Abstract

This research aims to determine the development of students skills in writing procedural teks in the second grade of SMAN 12 Takalar. The researcher used the Classroom Action Research method which adopted the Kemmis and McTaggart designs. This research includes two cycles consisting of two meetings in each cycle. The subjects of this research consisted of 33 second grade students. The data in this study were obtained through observation sheets, written tests and interviews. The results showed that there was a development in students ability to wrote procedural texts. Some students gradually get good grades in the second cycle. In cycle 1 the average score of the content is 6.33. and the average score on the organization is 6.16. While in cycle 2 the average score on content is 7.77. and the average score on the organization is 7.5. Besides that, this shows that the findings of the achievement of the development of students writing abilities in cycle 2 reached the KKM 7.5. target achievement standard. In addition, the class conditions during the teaching and leraning process were better in each cycle and there was a positive response from teachers and students regarding the implementation of this action. From these findings, the researcher concluded that the use of procedural texts in learning can develop the ability to write procedural texts for second graders of SMAN 12 Takalar in the 2022/2023 academic year.

Keywords: *Writing Skills, Procedural Text, Classroom Action Research.*

INTRODUCTION

Communication is mostly dependent on writing abilities. When we write well, we are able to express ideas effectively and with a far wider audience than when speaking on the phone or in person. Procedural text is a writing technique taught in the second year of high school. A procedure text outlines the objectives and steps that must be carried out for a task to be completed. The method text outlines a set of stages or activities that can be taken to complete a task. Here, the method text is one that may be found in daily life as well as one that is taught in school. Procedure texts can be found in gaming rules, cooking instructions, and at-m machine usage. These are illustrations of real procedural texts that students could encounter in everyday life. The students may use it to learn how to write procedures.

According to Kamsinah in Wikanengsih (2013:177) claims that writing is a cognitive endeavor connected to reasoning. Writing language is the physical manifestation of mental activities that influence doing activities. Writing abilities are more difficult to grasp, especially for native speakers of the relevant language, according to Nurgiyantoro (in San Fauziya 2018: 160). In the end, students and teachers frequently cite the difficulty of writing assignments as one of the causes for the low caliber of written work. Additionally, product reviews are affected by a variety of things, including pupils' hidden skill and their inability to effectively communicate ideas. According to Ken Hyland (2003), writing is one of the most crucial abilities that must be developed. It combines composing abilities and understanding of texts, contexts, and readers To master all of those talents, students must practice more. As they do so, they run the risk of making a lot of mistakes and learning from them. All of those efforts will aid in enhancing their writers' abilities.

Some pupils are still reluctant to write because they lack the vocabulary and are concerned about making grammatical errors, according to a preliminary study. Even while the majority of students receive high grades, there are still individuals who receive poor grades, leading such students to believe that writing is a tedious task that they find uninteresting. Both internal and external factors might contribute to a student's difficulty in learning. For instance, the manner in which the subject matter is presented or the learning environment. In this instance, types and models of learning that are offered by unfavorable teachers are one source of learning challenges for the learner.

Procedure is a type of writing that explains how to totally accomplish, utilize, or produce anything to the readers. Sometimes, students write procedural texts without expressly considering the general structure. This issue is significant since the majority of students using this website need to enhance their writing ability procedural text. The instructor of the pupils on the site reports that students still struggle to produce process texts. For instance, students should consult a dictionary before producing a document since they are unaware of how to use V1 while creating procedural texts. The researcher decides on the title of the experiment to conduct in order to utilize the technique of producing procedural text in teaching and learning activity.

According to the researcher's observations, pupils at SMAN 12 Takalar, particularly those in the second grade, frequently encounter challenges when learning to write. They were unable to express their views in writing, particularly procedural texts, since they lacked a thorough understanding of the writing process.

Considering the students' issue as stated above, procedural texts can aid students in developing their writing abilities. In this case the researcher applies the writing procedural texts, where objectives and reasons for acquiring new abilities are clearly stated to pupils as they are steered through the learning process, because by practicing writing students will it's easier to understand how to write well, it helps students collect their ideas and words to write before they write procedure text.

Considering the history of the research, formulation the following is the problem statement "How does the development of students writing skills at second grade students of SMAN 12 Takalar by implementing procedural text?". The purpose of this study was to ascertain the development of students' writing skills in writing procedural texts in second grade students' of SMAN 12 Takalar.

RESEARCH METHOD

This research employed a design of classroom action research (CAR). The kind of data used in this research is form of Quantitative data. (2011; 147 Mahmud) Numbers form quantitative data, which is information. The research's data source is quantitative information from the results ability to write procedural text. This classroom action research was carried out in class XI, which included 33 pupils, at SMAN 12 Takalar during the second grade academic year 2022/2023. Time of research was conducted on 02 May 2023. This study separated the data collection into two cycles, each of which included four phases: preparation, action, observation, and reflection. The study also employed the classroom action research (CAR) concept to guide its data collection.

Sheets of observations were employed as data collection equipment in this study, writing test and interview. The initial observation sheet for instructors and students sought to learn more about how present and engaged both parties were in the learning process. The second writing tests sought to learn more about the writing development of the students following the process of instructing and learning in the procedural book. The third interview used to gather the data the researcher needs.

The method used by researcher to collect data in research is the first, observation checklist to provide qualitative data of the research that will be conducted. This tool is used by the author to gather data about instructor performance in CAR and classroom activity scenarios. The second test utilized in this study is a written exam that is composed of a brief essay. The test was administered following the use of the procedural text writing skills. After the CAR was put in place, the third interview was done. The author conducts interviews with teachers and students to learn about their opinions on the idea of using writing to teach procedural texts, as well as to learn about the challenges students face when writing procedural texts, the conditions under which they work on their writing, and the strategies teachers employ to help them.

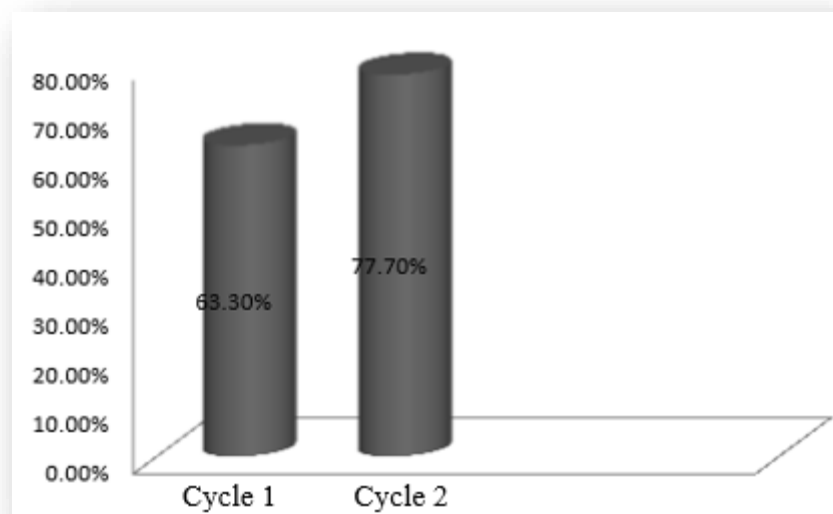
Classroom action research, according to Kelvin (2012: 12), is the solution to learning activities that simultaneously arise and take place in a class. The supply of activities that are applied in continuous cycles is the basic tenet of classroom action research. It is said that the continuous cycle is a dynamic process. Action planning is the first step in that cycle of action research. The action's implementation, observation, assessment, and reflection are the next stages (Suharsimi, Arikunto et al., 2007: 104). These elements all operate dynamically. Research cycles occur in classroom action research. That is, until the study objectives may be met, this research will be conducted frequently and constantly.

FINDINGS AND DISCUSSION

Table 1. The Students Improvement in Content (Unity and Completeness)

No	Indicator	Cycle 1		Cycle 2		Improvement%
		Score	%	Score	%	C1-C2
1.	Unity	6.39	63.90	8	80	4.87
2.	Completeness	6.28	62.80	7.54	75.40	3.81
	$\sum X$	12.67	126.70	15.54	154.40	8.64
	$\bar{X}$	6.33	63.30	7.77	77.70	4.34

The results of calculating of pupils' cycle 1 and cycle 2 tests ability to write procedural text are shown in the table above, where the students' of cycles 1 and 2 of testing scores are different. The pupils writing skill is shown in the table above for unity and completeness. In the cycle 1 test, unity received a 6.39 (63.90%) and cycle 2 is 8 (80%) rating. Cycle 1 scored 6.28 (62.80%) for completeness, while cycle 2 scored 7.54 (75.40%). Cycle 1 mean score was 6.33 (63.30%) whereas cycle 2 was 7.77 (77.70%). Cycle 2 has received a better rating than cycle 1 and is considered to be excellent.



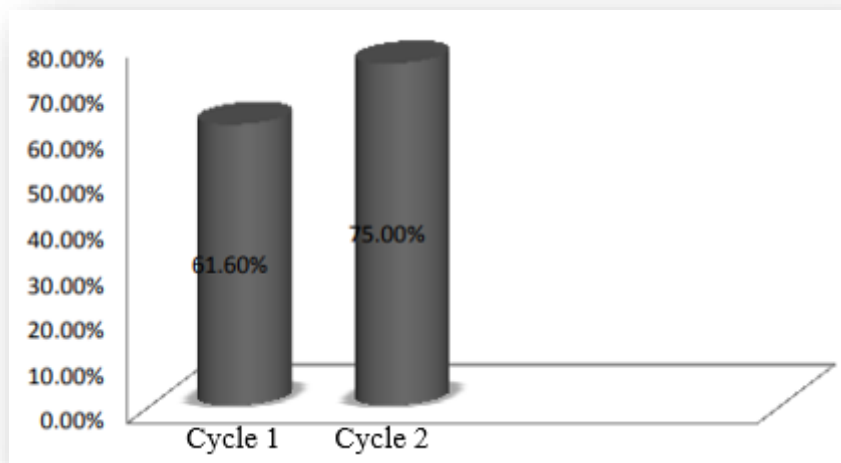
Picture 1. The Students Improvement in Content (Unity and Completeness)

The illustration above demonstrates the notable difference in the pupils development from the cycle 1 to the cycle 2. the typical student rating from cycle 1 was 6.33 (63.30%), while cycle 2 typical student score was 7.77 (77.70%). Thus, the use of procedural text results in improvement from cycle 1 to cycle 2.

Table 2. The Students Improvement in Organization of Coherence

No	Indicators	Cycle 1		Cycle 2		Improvement%
		Score	%	Score	%	C1-C2
1.	Coherence	6.16	61.60	7.5	75	40.6
	$\sum X$	6.16	61.60	7.5	75	40.6
	$\bar{X}$	6.16	61.60	7.5	75	40.6

The aforementioned table reveals how well the writing of the pupils is organized and coherent as a consequence of calculating cycle 1 and the students' exam of their writing ability procedural text, where the grade of the pupils cycle 1 is distinct from the test given to students in cycle 2. Cycle 1 coherence score is 6.16 (61.60%), whereas cycle 2 score is 7.5 (75%). The students' exam in cycle 2 had a 7.5 normal score, while average cycle 1 score was 6.16. Cycle 1 performance is rated as good since it is better than cycle 1 (75% > 61.60%).



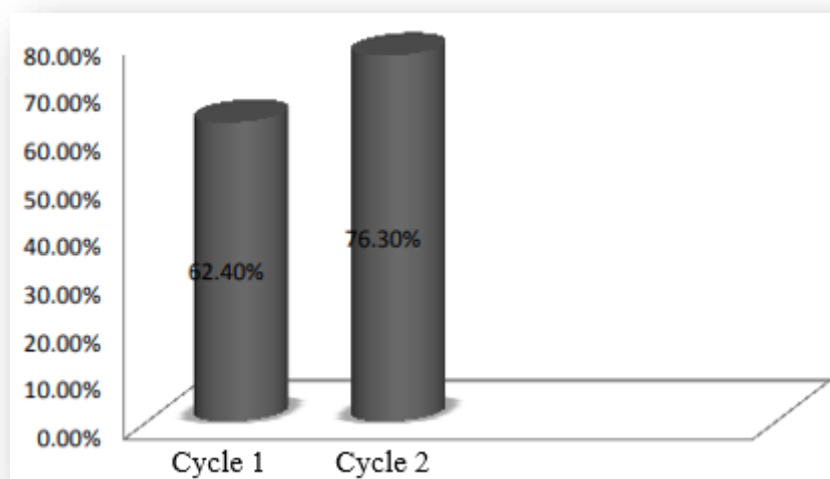
Picture 2. The Students Improvement in Organization of Coherence

The graph up top demonstrates the large discrepancy between the students' cycle 1 mean score and cycle 2 results. The cycle 1, the typical rating of the pupils was 6.16 (61.60%), whereas the cycle 2, the typical rating of the pupils was 7.5 (75%). Applying procedural text has therefore resulted in an improvement from cycle 1 to cycle 2.

Table 3. The Students Improvement in Writing Ability for Content and Organization

No	Indicators	Cycle 1		Cycle 2		Improvement%
		Score	%	Score	%	C1-C2
1.	Content	6.33	63.30	7.77	77.70	1.44
2.	Organization	6.16	61.60	7.5	75	1.34
	ΣX	12.49	124.90	15.27	152.70	2.59
	$\bar{X}$	6.24	62.40	7.63	76.30	1.39

A high table, students' writing abilities have improved from cycle 1 to cycle 2, when their mean score (62.40%) was considered to be of ordinary achievement. after cycle 2 assessment, the writing ability of the pupils is rated as good (76.30%). the enhancement of students' improvement in writing ability from cycle 1 to cycle 2 (1.29%).



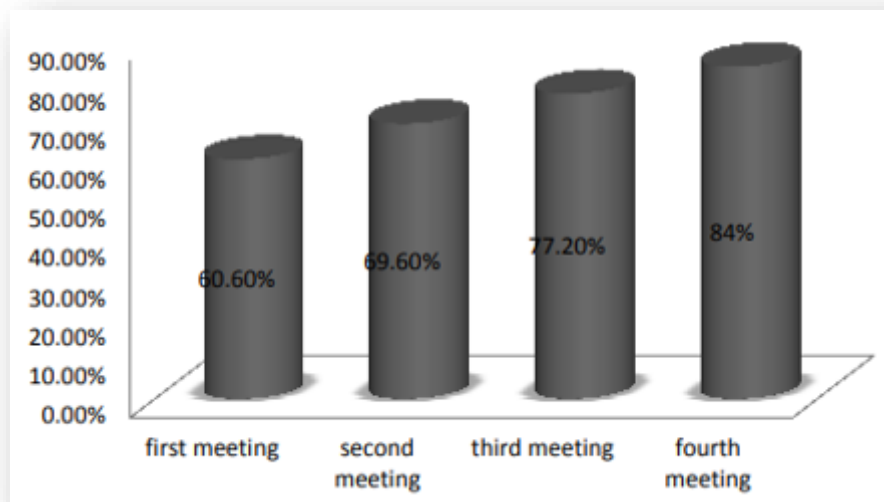
Picture 3. The Improvement of the Students Writing Ability for Content and Organization

The graph above demonstrates that cycle 2 (76.30%) had a greater improvement in student writing ability than cycle 1 (62.40%). Cycle 1 outcome represents the weakest performance. Cycle 1 student performance is considered to be ordinary. After cycle 2 review, there has been a noticeable development in the students' writing abilities, with cycle 2 results being rated as good.

Table 4. The Percentage of the Students Activeness

Cycle	Students Activeness				Average Score
	Meeting (%)				
	1 st	2 nd	3 rd	4 th	
Cycle 1 (1-2) Cycle 2 (3-4)	80	92	102	111	385
Percentage	60.6%	69.6%	77.2%	84%	291%

According to an observer's observation sheet, the table above illustrates the average level of student activity in providing resources for the process of instructing and learning. The procedure the pupils engaged in throughout each meeting is displayed in the table above. Based on the first meeting's indicator of student activity, and 5 students were very inactive, 9 students were active, 14 students were reasonably active, 5 students were not. At the second meetings, 20 students became active and 10 students were moderately active, with 3 students being very active. 7 students were highly involved, 22 students became active, 4 students became somewhat engaged on the third meetings. 14 students were highly engaged, 17 students were active, 2 students were just somewhat involved the fourth meetings took place. The proportions from first meeting and second meetings for cycle I are 60.6% and 69.6%, respectively, while the percentages derived from the third and fourth meetings for cycle 2 are 77.2% and 84%. Cycle 1 and Cycle 2 both had an average score of 291%.



Picture 4. The Students' Observation in Learning Writing Ability

The graph up top demonstrates the students' involvement in learning how to write procedural text. The position of the students throughout the cycle 1 of the teaching and learning process's first and second meetings is shown in the chart above, cycle 2 for the third meeting and fourth meetings. The percentages from the first and second meetings for cycle 1 are 60.6% and 69.6%, respectively, while the

percentages from the third and fourth meetings for cycle 2 are 77.2% and 84%. The combined average for cycles 1 and 2 is 291%.

The issue statement serves as the foundation for the discussion in this section on how to evaluate the results produced according to the findings.

Content

Applying procedural text learning to the students' developing of their paragraph writing abilities has a significant impact. Whereas, the instructor discovers that students receive an average grade of 6.39 in cycle 1 unit content.

The teacher notes that the kids receive a score of around 6.21 in cycle 1 content of completeness, and then about 7.54 in cycle 2. It indicates that the goal has been met and that the study cannot shift on to the following cycle.

The findings of this study corroborated writing, according to Jacob et al. (1981:31), has content, organization, vocabulary, mechanics and language usage are the five elements. The writing's substance must be understandable for the reader to get the point and take anything away from it. The content of a written work must be broad and well-organized to achieve goodness. This idea is most frequently understood as well as unity finish, which are characteristics of good writing.

a. Unity

According to the percentage of the students' writing that is coherent, 5 kids (15.15%) and 28 students (84.84%) receive average grades. When a student does an action in cycle 2, and 3 students (9.09%) receive very high grades, while 30 students (90.90%) receive good grades.

The aforementioned result further demonstrates that procedural texts can help students strengthen their understanding of unity, as cycle 2 results are superior to cycle 1.

The findings of this study corroborated Arbor's (1999:10) claim if a piece of writing contains a few main ideas that are then explored the writing is believed to have good unity across the phrases. The main concept is stated in the subject sentences as well as every auxiliary phrase that is related to the sentence subjects.

b. Completeness

According to the proportion of the pupils writing assignments that were completed, 4 students (12.12%) and 29 students (87.87%) received average and good grades, respectively. 33 students (100%) receive good after completing a step in cycle 2 with an experience of learning procedural text, indicating that the students' material is complete.

Previous result further demonstrates how procedural texts may help students build their understanding of unity, as cycle 2 scores are better than cycle 1. (Cycle 2 > Cycle 1).

The findings of this study were connected to what Baker in Rachmi (2006) said about how fully these specific pieces of information developed the controlling concept. It is feasible to assess the topic phrases' level of sophistication or generality by reviewing the entire article. Its expected that written information shall be comprehensible and straightforward to readers.

Organization

The instructor uses procedural text learning in the classroom and discovers that cycle 1 mean organization score is 6.16. Additionally, students receive 7.5 in cycle 2. According to the arrangement and coherence of the students' work in cycle 1, 31 pupils (93.93%) received average grades, while 2 pupils (6.06%) received good grades. Having taken a step the cycle 2, 32 students (96.96%) have an average organization of coherence, and 1 student (3.03%) has a very high organization of coherence. The aforementioned result further demonstrates how procedural texts may help students organize their thoughts coherently because cycle 2 outcome is greater than cycle 1 (Cycle 2>Cycle 1).

The Jacob, et al. (1981:31) debate was connected to this research. Every notion in an essay about coherence attaches to one another because coherence is the attribute of sticking together. Each notion in a supportive phrase that is connected the main phrase or notion constitutes a coherent paragraph. one where the ideas are properly and consistently organized. This requires the writers of the essays to employ succinct, straightforward phrases and paragraphs.

Observation Result of Students' Participation

The results of observations that come from teacher writers are contrasted. It seeks to determine each data's dependability. Considering of results observations during cycles 1 and 2, it showed a lot of improvement from both the students' and researchers' sides. From the results of observations, this shows that students are more enthusiastic and more highly motivated to write procedure texts. On the other hand, teachers and observers no longer find students who are sleepy in learning.

Based on the first meeting's indication of student activity, which showed that 5 students were extremely active, and 9 students became active, 14 students became reasonably active, 5 students became not in use. The second meeting's, 20 students became involved as well as 10 others who were just moderately active. Seven students were highly engaged at the third meetings, 22 students became active, and four students became somewhat energetic. A fourth meeting was held, 2 students were moderately active, 14 students became highly active, 17 students became active. Cycle 1 percentages from the first and second meetings are 60.6% and 69.6%, respectively. Cycle 2, or the third and fourth meetings, have 77.2% and 84% of the total. Additionally, cycle 1 and cycle 2 both had average scores of 291%.

According to Vandiwi (2013), "using picture books to instruct first graders at SMP Muhammadiyah 3 in Jombang, Mentoro Sumobito, on writing procedures. A research like this one found that visual series are engaging and success ful for

instructing students to write procedural texts in English. They may also pique students' interests and aid in their understanding of the teachers' teaching materials.

CONCLUSION AND SUGGESTION

Procedural texts can help students develop their writing abilities in the classroom. This leads to the conclusion that teaching and studying procedural texts is essential for improving students' capacity to arrange their thoughts. They have more time and opportunity to gather their thoughts on a subject and organize them into a paragraph when they are writing procedural documents. Writing procedural texts also provides students the opportunity to arrange their thoughts, allowing them to choose the type of content they want to write while still following the teacher's instructions. The pupils' writing proficiency for cycle 1 was 6.33, while for cycle 2 it was 7.77. The percentage of students that moved from cycle 1 to cycle 2 is 4.34%. The pupils' writing proficiency in cycle 1 is 6.16, while in cycle 2 it is 7.5. The pupils advanced by 4.06% from cycle 1 to cycle 2. There was 60.6% and 69.6% student participation in the first and second meetings of cycle 1. Student involvement increased to 77.2% and 84% at the last meeting of cycle 2 after deficiencies were addressed and steps were taken to improve of the instructional process. This indicates that using of procedural texts can boost student engagement in learning English, particularly when teaching writing.

an idea from a researcher It is recommended that English teachers use procedural text as one of the alternative methods for teaching writing, and that they provide the students with the most support possible during the whole process of learning and teaching writing. Students are required to enhance their focus on learning writing through procedural text, as suggested. In order to develop their writing abilities, students must practice and study more outside of their official schooling.

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