



**THE STUDENTS' MASTERY OF WRITING
PROCEDURE TEXTS (The Case Study of SMA SEMESTA
SEMARANG Tenth Grade in the Academic Year of 2007/2008)**

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submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
ISTIKOMAH
2201402024

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF SEMARANG
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ABSTRACT

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The ability to write procedure text involves the ability in applying generic structure, lexicogrammatical features and language components of writing such as: fluency, grammar, content, vocabulary, and spelling.

The main purpose of the study was to reveal the students' mastery in writing procedure text which main problems are generic structure, lexicogrammatical features, and language components of writing.

A field research was carried out to achieve its purpose. The subject study was the students of tenth grade preparation class of SMA Semesta Semarang. There were three classes with 66 total students. Since the number of the subject was fewer than 100, population research was chosen. It means that 66 students were involved.

In collecting data, the instrument used was a writing test in which the respondents were supposed to write a procedure text. The writer analyzed the result of the study by means of a statistical analysis. The function of this analysis is to describe the result of the study as clearly as possible. This method was called descriptive quantitative method.

The results confirmed the students' achievement in writing procedure text was categorized well. It was seen from the result 86.36% students passed the test. It was 1.36% higher than the standard minimum of class mastery.

From the findings, the writer concludes that most of the students are able to write procedure text. However, some students still get difficulties in formulating goal and material of the component of generic structure, and applying correct verbs as the component of lexicogrammatical features.

Therefore, it is suggested that the teacher should pay attention to the texts provided by the curriculum. Therefore, he or she will be selective in choosing materials for teaching not only in using of sentences but also the structure of the texts so that the students are able to write texts which are accepted in the English speaking community.

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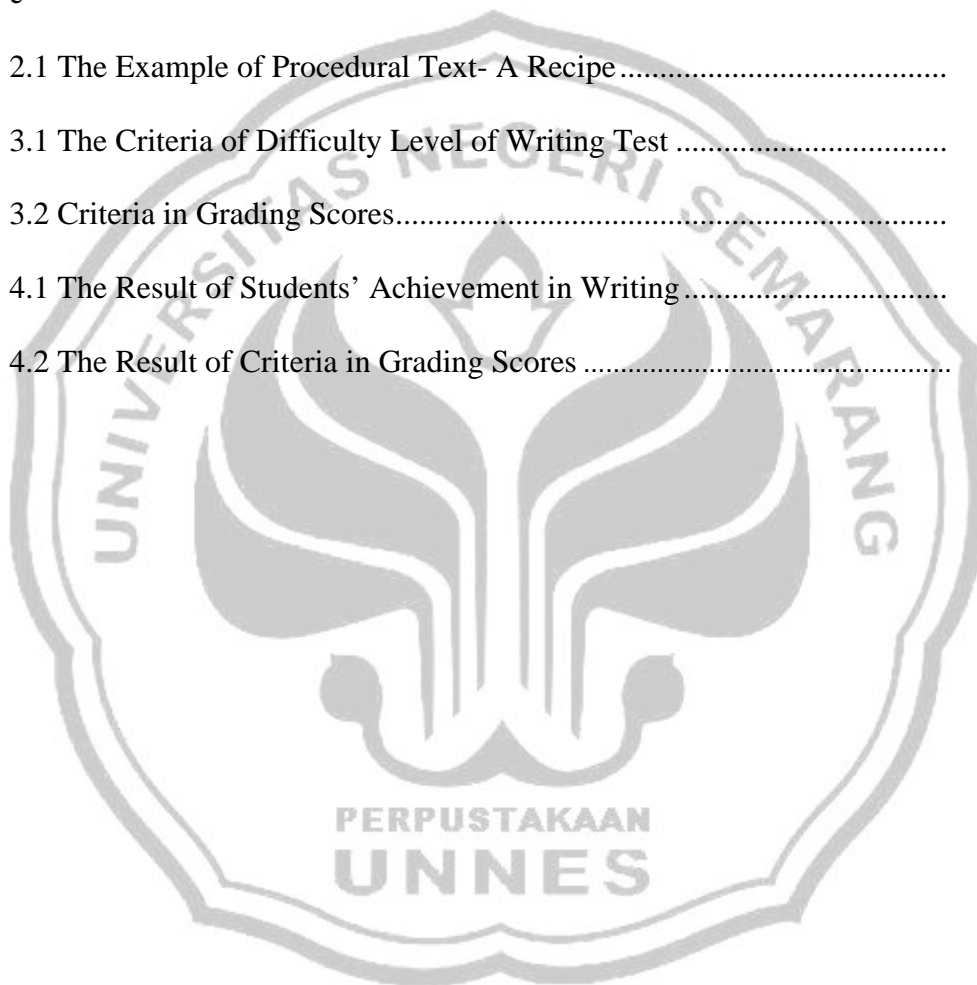
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CHAPTER I

INTRODUCTION

Chapter I presents the introduction of the study. It consists the background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the report.

1.1. Background of the Study

As social human beings, people need to communicate with others in their efforts to provide themselves with the necessities of life. Therefore, they need language to convey their ideas and wishes.

Undoubtedly, English is one of the most important languages to be acquired since nowadays it has been considered as an international language. It is often used as means of communication among nations in the world. Brumfit (1982:2) says that English is an international language in that it is the most widespread medium of international communication, both because of the number and geographical spread of its speakers, and because of the large number of non-native speakers who use it for past at least of their international contact. Therefore, it could be assumed that mastering English is needed to take part in the international relationship.

From the explanation above, it is understandable why the Indonesian government has chosen English as one of the main foreign languages to teach in schools. Besides, the government also settles the system of teaching English by

determining the curriculum. Nowadays, School –Based Curriculum or in Bahasa Indonesia known as KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is applied.

As stated in School –Based Curriculum (2007:308), the purposes of English education for senior high school are developing students' communicative competence in spoken and written to reach the informational literacy level, developing students' awareness of the importance of English to improve the quality of national education, and developing students' understanding of the relationship between culture and language. Thus, it can be concluded that the ultimate goal of this curriculum is to prepare students to be able to use the target language together with the knowledge of its rules that govern the structure of longer texts, conversation, and etc. This curriculum is based on the Systemic Functional Linguistics Theory. In other words, systemic functional linguistics theory is theoretical and philosophical foundation of the school –based curriculum.

Systemic functional linguistics attempts to explain how people use language as a tool to express their ideas/meanings in a proper way. Referring to Eggins (1994:4), any use of language is motivated by a purpose, whether that purpose is a clear or less tangible one. It means that when everyone talks or writes he does not just talk or write, he has to have meaning or purpose in which he intends to achieve, in the end, the product of any linguistic event is called a text. According to Derewianka (1990:1) a text is any meaningful stretch of language either oral or written. It is obvious that when talking or writing to communicate a message, a text is being constructed.

As mentioned above, the purpose of teaching English for senior high school is to reach informational literacy level which is the level where students are expected to be able to use language to access knowledge; the skill in understanding and creating various texts and monologue particularly in form of procedure, descriptive, recount, and etc. It means that the four language skills (listening, speaking, reading, and writing) are likely to be integratedly taught. Here, I just focus on writing procedure texts.

The word “writing” is easier said than done, English learners seems to get difficulty to master it because it involves the three others skills and all knowledge they know. A learner can write well if he tries hard and practices it. It cannot be mastered at once.

Furthermore, writing has certain characteristics, which seem to make it difficult to pupils to get to grip with. They have to spend time to explore the ideas, listing thoughts, brainstorming, and gathering information and so on.

Considering the complexity of writing, it is understandable that students have little enthusiasm in writing class. Commonly, they are afraid of making mistakes and worried about their ability in choosing and arranging words to produce sentences. Those feeling seem to make the students unconfident in writing class. Having little confidence can make them reluctant to try to write. Even they hate writing.

It is the duty of English teacher to create an exciting and conducive writing class as well as to give continuous guidance to the students. As Macken et al (1990: 6) states that when teachers engage their students in talking or in writing,

they involve them in fashioning language which is meaningful and which ‘hangs together’, building specifically on the students own experience of their use of language. It indicates that the teacher is allowed to introduce kinds of texts which are socially relevant in particular culture. Here, the students should be encouraged to produce texts rather than on the words they need to know and use for any activity.

Besides, human being in doing their activities needs an implementation from writing competence. In daily life, people usually do something which is guided by written instructions in order to do the activities well. The instruction which must be obeyed by someone in making, using and doing something is called a procedure.

A procedure is to describe how something is accomplished through a sequence of actions or steps (Depdiknas 2003: 49). It is divided into two kinds: written and spoken procedure.

A good procedure will make people easier in obeying the instructions. Depdiknas (2004: 40-41) states that a good criteria in writing or arranging a procedure text are (1) clear, it means that it is easy to follow and it is not confusing; (2) logic, it means that the ordering of sentences must be related with one sentence to other sentences, practice, and logic, it means that it does not cause the step mistake or disorder sentence; and (3) simple, it means that it only writes the important things. By considering the three criterions above, a procedure text will be communicative and easy to follow.

The integration of writing procedure texts for tenth year senior high schools in the Curriculum 2006 is a fact of government's attention about the importance of students in writing procedure text. The indicators of students' mastery in writing procedure text are students are able to write the procedure text in well-organized generic structure and use the correct grammatical features.

Based on the reason above, I want to know how well the tenth grade students of SMA Semesta Semarang in writing, here is procedure text. I limit the study by focusing on students' achievement in writing procedure text and their ability in applying generic structure and lexicogrammatical features of the text. Therefore, descriptive quantitative research is used.

1.2. Reason for Choosing the Topic

The reason why this topic is chosen are follows: first, SMA Semesta is a cooperative boarding school between Indonesian Foundation (Yayasan Al Firdaus) and Turkish Foundation (PASIAD) which has established since 1999 in Central Java, so knowing its students' ability in writing seems exciting to be explored; second, procedure text is one of texts which has to be taught for tenth grade students, hence, knowing whether they have mastered it or not is interesting to investigate since learning a language for social purposes is relatively new for them.

1.3. Statements of the Problem

To what extent do the tenth grade of SMA Semesta achieve writing procedure text which main problems are: (1) generic structure; (2) lexicogrammatical features; and (3) language components, in detail, can be broken down into: fluency, grammar, content, vocabulary, and spelling?

1.4. Objectives of the Study

The main objective of this research is to find out the students' achievement of writing procedure which main problems are: generic structure, lexicogrammatical features, and language components (fluency, grammar, content, vocabulary, and spelling).

1.5. Significance of the Study

This study is expected to give contribution to teachers on the benefit of teaching English text; here is procedure text so this study could be used as a way of solving problem appearing in writing procedure text whether the students are able to transfer lexicogrammatical features and generic structures of procedure text and language components (fluency, grammar, content, vocabulary, and spelling) into their written productions.

1.6 Limitation of the Study.

In this research, I limit the scope of the study on: the students' mastery of writing procedure text which includes their ability in applying lexicogrammatical features,

generic structures and language components (fluency, grammar, content, vocabulary and spelling) in their written production.

1.7 Outline of the Report

In order to have clear and distinct arrangement, this final project consists of five chapters as follows:

Chapter I covers the introduction which contains the background of the study, reason for choosing topic, statements of the problem, the objectives of the study, and significance of the study, limitation of the study, and outline of the report.

Chapter II presents the elaboration of the theories underlying the study.

Chapter III deals the method of investigation, which includes the explanation about the population and sample, research instrument, validity and reliability of the instrument, the scoring technique and procedure of collecting data.

Chapter IV presents the results of study, and its interpretations.

Chapter V provides the conclusion that can be drawn and some suggestion on the basis of findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Characteristics of Senior High School Students

Senior students or teenagers are categorized into adolescents' learners. In this period, teenagers like to spend their time for hanging around, friends, peers and often disruptive behaviour in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescents' learners according to Harmer (2001:38-39) are: (1) they seem to be less lively and humorous than adults; (2) identity has to be forged among classmates and friends; peer approval may be considerably more important for the students than the attention of the teacher; (3) they would be much happier if such problem did not exist; (4) they may be disruptive in class; and (5) they have great capacity to learn, have a great potential for creativity, and a passionate commitment to things that interest them.

Thus, the writer concludes that adolescence is a period of change, new experiences, learning, instability and the most trying times in life. Schools and teachers should provide adolescents with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves-though still with the teacher's guidance.

2.2 Concept of Writing

Writing is actually nothing when it deals only on shaping individual letters. However, it will be quite different when it is in the form of written language as an expression of ideas, experiences, thought, and feeling. Ramelan (1992:9) explains that writing is very important as a part of men's culture because it used to preserve thought, ideas and speech sounds. From this statement, we can see that existence of writing in a global society is very important. Writing has many advantages in our daily life. Through writing activities, people can get information easily and clearly, from media such as newspapers, magazines, tabloids, and so on; people can communicate to one another over long distances. By writing, they also able to send as much messages as possible. They also can express what are in their minds.

Writing is one of four language skills besides listening, speaking and reading. It may be considered the most complicated, because for instance in listening and reading, the students receive a message that is formulated by another. Their role is receptive although they may be interpreting and analyzing actively what they are hearing or reading. Whereas in speaking, the students communicate using their own ideas and feeling that involves an interlocutor, so there are give and take among them in conversation. On the other hand, communication through written word has certain degree outcomes and needs real proficiency from the writer in order to be effective. In the writing skills, the students have to master some language components, such as vocabulary, spelling, and grammar.

As the one of four language skills, the writing has always formed part of the syllabus in the teaching of English. Harmer(2004:31) says that writing can be used for a variety of purposes, ranging from being merely a ‘back up’ for the ability to write effectively as seen as a key objective for learners. The writing activity can encourage the students focus on accurate language use because they think as they write, it may well provoke language development as they resolve problem that the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Whereas in oral activities. They do not have much time to think because they should speak directly whatever in their minds. Therefore, writing activity is different with oral activity.

In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or the other skill, often rely on the student’s writing proficiency in order to measure their knowledge.

Being able to write is a vital skill for ‘speaker’ of the foreign language as much as for everyone using his or her own first language. Training students to write thus demands the care and attention of language (Depdiknas, 2004:3-4).

When planning, writers have to think about three main issues. First, they have to consider the purpose of writing since it will influence (amongst other skills) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

Secondly, experienced writers think of the audience they are writing for, since it will influence not only the shape of the writing, but also the choice of language. Whether, for example it is informal in tone. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, arguments which they have decided to include.

2.2.1 Process of Writing

Writing is not once sitting activity. It takes a process. Therefore, good writing needs several steps before it finishes. According to Meyers (2005:3), no two writers approach writing in exactly the same way, but they generally follow a series of actions as follows:

- (1) Explore ideas (consider the subject, the purpose, and the audience);
- (2) Prewriting – using one or more of these methods: brainstorming, clustering, and free writing;
- (3) Organize (select, outline);
- (4) Write a first draft (write quickly to record the thoughts and put notes and new ideas in the margins;
- (5) Revise the draft, and
- (6) Produce the final copy.

Meanwhile, Harmer (2004:4) defines that writing has four main elements: planning, drafting, editing, and final version. It means that good writers have to think, plan, write a draft, rewrite, and rewrite until the result is satisfactorily. Moreover, the writing activity can encourage the students focus on accurate language used because they think as they write; it may well provoke language development as they resolve problems in which the writing puts into their minds.

2.2.2 Components of Writing

Basically, there are five components of good composition of writing. They are: (1) fluency which means that the style or kinds of sentences are performed smoothly

and accurately. The sentences can be active or passive, complex or simple; (2) grammar which means that the sentences are constructed and the words are formed into good patterns; for example in using preposition, articles, or tenses; (3) Vocabulary which means that the words are appropriately chosen; without mastering the vocabulary, a good composition is hard to be made; (4) Content which composition of the ideas of the sentences are related to the topic given; and (5) Spelling which means that the words are written correctly in the composition.

2.3 Writing in the Foreign Language Classroom

Writing is unlike listening and speaking but it is a skill that has been developed in civilized society to pass on knowledge or messages. Lado (1967:248) explains that writing a foreign language is the ability to use the language and its graphic representation productively in ordinary writing situations. Writing in a foreign language is also the ability to use the structure, the lexical terms and their conventional representation in ordinary mater of writing. The ability to write a good composition is not possessed by all the speakers of a language. It requires special talent and special training.

Writing is also a form of thinking, but it is thinking for particular audience and for a particular occasion. It is a tool like diagrams, maps or numerical calculation for thinking with and for organizing ideas in sequences and systems that cannot easily be held simultaneously in the mind. It is not simply a range of orthographic symbols, but it actually involves a complex process where we have to use certain grammatical rules in organizing the ideas. When we write, we do

not only have to keep our purposes in writing our mind, but we also have to consider that a good piece of writing has some characteristics such as coherence, cohesion, unity, and completeness. Writing does not occur without any rule and meaning.

People can write everything around them. Writing is an activity of immediate self-expression in which we put out ideas spontaneously and inspirationally. Furthermore, writing is a process of composition the sense of making or building which involves constant reconstruction. We need to steer the repeated stages of writing and rewriting which enable first thought to be directed into a sustained ideas or arguments. In other words, a piece of writing comes into existence as the result of a response to a situation that often demands immediate attention.

There are two general objects of writing. First are the writer's own experiences, thoughts, feelings and observations. Every experience has within it the seeds for a potential flowering of significant ideas. No subject is intrinsically better than another is. It all depends on the insights and the depth of perception the writer bring to the subject, Second source of subject for writing is vicarious experiences from books records, movies and so on.

2.4 Genre

Genre is type of text. According to Gerot and Wignel (1994:17) "A genre can be defined as a culturally specific text-type which result from using language (written or spoken) to (help) accomplish something". For example, when somebody wants

to operate a new washing machine, he has to know the steps to operate it. Therefore, he has to get the information from the manual book, or to ask for help to someone else. Otherwise, he might not operate it. Another example, when a buyer wants to buy something to a seller so, he probably begins with asking permission, expressing his intention, expressing thanks, and parting. It means that genres are culture specific, and have associated with; particular purposes, particular stages, distinctive beginning, middle and ends, particular linguistic features (Gerot and Wignell 1994:17).

Thus, the conclusion is that different genre has purpose, stages and language features. For example, Narrative (story) and Procedures (a set of instructions for doing something) have certain characteristics of purpose, stages and language features.

Students are taught these features and a language for talking about language. In the context of learning how these features contribute to the overall meaning of the texts they are reading or writing.

Clearly, the students' ability to understand and write a particular genre will depend not only on classroom instruction but also on their knowledge and previous experience of the genre. It is both the text and their use that are important to control of a genre.

Genres are not just forms. Genres are forms of life, ways of being. They are frames for social action. They are environments for learning. They are locations within which meaning is constructed. Genres shape the thoughts we form and communication by which we interact. Genres are the familiar places we go to create intelligible communicative action with each other and the guideposts we use to explore the unfamiliar.

(Bazerman, 1997:19)

The purpose and function of particular texts, the roles and relationships of their writers and readers, the context in which they are written and read, and the features they are composed of are all influenced by the community and the situation in which they occur. Because texts relate to social and cultural practices, to getting things done in particular contexts, students who are unfamiliar with them will find the genres they encounter harder to process and to write.

2.5 The Teaching of Genre Based Writing

Genre in systemic Functional Linguistics is seen as “a staged, goal oriented social process”. Thus, genre can be defined as social process which are goal oriented and which achieve their purposes in stages or steps. They are manifested differently in different cultures. People in different cultures use particular genres to realize their different social purposes. The ways in which the goods and services, values and experiences are expressed, differ in distinctive ways in different cultures. Therefore, all cultures have distinctive patterned in specific ways to realize their goals.

Genre based writing teaching is concern with what learners doing when they write. Genres argues that we do not just write, we write something to achieve some purposes, as writing is a way of getting things done. This concept of teaching guides language learners to the ways they can most effectively achieve their purposes by systematically relating language to context

.According to Hylland (2004:25), context is not just the background against which writing takes place; it is co-constructed by the writer and the reader

to anticipating each other's responses and needs. It is also as the co-constructing meaning through discourse the choice of grammar, vocabulary, context, and organization therefore, depend on the situations in which we are writing. There is also a wide variety of practices relevant to and appropriate for particular times, places, participants, and purposes that are integral to our individual identity, social relationship and group membership. Those are very useful for the students because they need to know how a text is organized and how to use the lexicogrammatical patterns to make a well form and effective text.

Since writing is always purposeful, it demands a range of skills and understandings of various genres. Students can naturally encounter and may need to take taught a wide range of genres. Genre based writing offers the students an explicit understanding of how target texts are structured and why we are writing in the way we are learning to write involves acquiring an ability to exercise appropriate linguistics choices, both within and beyond the sentences. The teacher also can assist them by providing students with examples of the language that the students need to create effective texts.

2.6 Writing Skill in 2006 English Curriculum

Based on the 2006 English Curriculum, the standard of competence of English for Senior High School is spoken and written by using kinds of language that are suitable, fluently and accurately using common utterances in the daily life. Whereas in writing, the standard of competence is: to express various meanings fluently and accurately (interpersonal, ideational, and textual) in various writing

texts, to read interaction and monologue particularly in forms of description, narrative, spoof, recount, report, news item, anecdote, analytical exposition, explanation, discussion, commentary and reviews. These various writing texts are called genres. The objective of the writing skill in this curriculum is that students can express their only life activities into a writing text. The indicator that shows students achieve the goal of the skill is they can produce a simple text in the session of daily life context.

2.7 General Concept of a Text

In the previous chapter, it has been stated that the ultimate goal of curriculum is to prepare students to be able to use the language together with knowledge of its rules that govern the structure of longer texts, conversation, etc. Since this curriculum based on systemic functional linguistics theory, so any use of language is motivated by a purpose, whether that purpose is a clear or less tangible one (Eggins, 1994:4). It means when talking or writing, somebody does not just talk and write, but there is purpose or meaning in which he intends to get. The product of any linguistic event is known as a text. A text is any meaningful stretch of language either oral or written (Derewianka, 1990:17). It is clear that when talking or writing to communicate a message somebody is constructing a text.

Particular linguistics patterns and a series of stages are used in achieving the purpose. It is possible then, some texts may have same purposes, yet the way the writer or the speaker chooses certain lexicogrammar may be different. It

depends on other elements of linguistic systems. According to Eggins (1994:11), no text can be free of context (register or genre), so no text is free of ideology.

The concept of register is used to describe some aspects of situations that seem to have an effect on language use. Halliday as quoted by Hammond et al (1992:2) suggests that there are three variables within any context of situation that largely determine the language choices that are made in the construction of any language text. The contextual variables are field, tenor, and mode.

Field as one of the register variables refers to the social activity taking place, what is going on, including activity focus and subject matter of the situation. It determines kinds of words used. Language in an everyday field tends to use common words, for example: football, cooking, stamp collecting, etc, while text for particular topics such as scientific topic tends to use technical words for example: economics, mathematics, pre-historic studies, etc. The second aspect of contextual variables is tenor. Tenor can be defined as the relationships between participants who are taking part in the interactions. Relationships can be described in terms of power (equal or unequal status), contact (how often the participants have contact whether in speaking or writing), or affect (attitudes and feelings towards topics and participants, like or dislike). Therefore, the relationship between writers to the readers or speakers to the listeners has a considerable impact on the language they use. The last variable is mode. Mode deals with how language is being used. It characterizes typical situations of language is used.

Another context that also influences the product of linguistic event is context of culture or as so-called genre.

As any linguistics event has purpose or goal to be achieved by the interactants, so the goal is usually taken steps or stages in order to accomplish it. Thus, it distinguishes the linguistics features applied in the end of interaction.

That is called generic structures of a text. From above, we know that texts vary according to the register (tenor, field, and mode) and their genre.

Furthermore, Halliday as quoted by Eggins (1994:78) claims that: (1) the field of text can be associated with the realization of experiential meanings; these experiential meanings are realized through the transitivity patterns of the grammar. (2) The mode of a text can be associated with the realization of textual meanings; these textual meanings are realized through the theme patterns of the grammar. (3) The tenor of a text can be associated with the realization of interpersonal meanings; these interpersonal meanings are realized through the mood pattern of the grammar.

From the explanation above, it shows that experiential meanings are related to the consideration that in a text there is a topic or subject matter. These are realized through words and structure patterns that are called transitivity. It means types of process whether it is material, behavioral, mental, verbal, existential or relational process. It is expressing who is doing, what to whom, when, where, and, and why.

Meanwhile, textual meanings are meanings about the message (the context meanings being expressed) or the speaker's intention. These are realized through types of lexicogrammar pattern that is called theme. Theme means the first part of the clause. It relates what was said before and to the context. The third meaning is

interpersonal meanings .these meanings show the social relationships between the interactants and are realized through the lexicogrammar pattern that is called mood. The realization of interpersonal meanings can be seen through types of clauses (interrogative, declarative, imperative), the degree of certainty (modality), the use of tags and various kinds of politeness markers.

Thus, it can be concluded that a text can be seen expressing three kinds of meanings (experiential, textual and interpersonal meanings). In addition, it is produced because of the realization of those three meanings through words and structure choices which are influenced by tenor, field, and mode.

2.8 Structure of Text

A normal communication that occurs is communication that has certain purpose, arranged by certain way and made a whole unity by context that brings about in grammatical language, and finally makes a whole unity.

Swales (1990) said, “structure of texts is a device that supports communicative purpose”. Another text also has generic structure according to communicative purpose of the texts itself.

Shortly, the structure of texts follows some particular stages, the beginning, the middle and the end parts of texts. The structure is varied according to the purpose. Thus, it varies across genres. However, there are certain similarities within the texts with the same purposes. The similarities create an expectation of the general schematic structure of the texts.

2.9 Concept of Procedure Text

Procedure text is also called as Instructions. It is very common text in our daily life. For instance, if we want to operate machine, tools, or computer, we might to read the instructions or procedure of them. Avoiding making mistakes, we are supposed to follow the steps written on instruction.

According to Derewianka (1995:27) procedure belongs to a group of typed which tells us how something is accomplished through are sequence of action and steps. It is very important genre because it enables us to get things done. It purposes to tell someone how to do or make something. Moreover, Gerot and Wignel (1994:206) give clear description about the general features of procedure text as follows:

Social Function

To describe how something is accomplished through a sequence of actions or steps.

Generic Structure of Procedure Text:

- (1) Goal (name of procedure to be carried out)
- (2) Material (list of material needed (can be embedded in procedure)
- (3) Procedure/Method list of steps to be followed.

Significant Lexicogrammatical Features:

- (1) Focus on generalized human agents.
- (2) Use of simple present tense, often imperative
- (3) Use mainly of temporal conjunction (or numbering to indicate sequences)
- (4) Use mainly material process

From above, we learn the description of procedure text construction. The basic structure of a procedure text consists of three parts; they are goal, material, and steps. Furthermore, in language features, the text focuses on generalized human agents which mean the reader or the person following the instructions is referred to in general way (one/you) or sometimes is not mentioned at all.

Temporal conjunction expresses temporal relationship between steps to another step for example, first, then, finally, etc. Meanwhile, material process deals with actions verbs for instance, make, mix, bake, etc. The table below is the example of procedural text-a recipe taken from *English for Special Purposes*:

Goal	White Bread
Materials	4 cup plain flour 1 sachet of yeast 1 teaspoon sugar 1 teaspoon butter 1 cup of warm water
Procedure	<ol style="list-style-type: none"> 1. Sift flour and salt into bowl. 2. Crumble yeast into warm water; add sugar and sugar dissolves. 3. Make a well in centre of flour, pour yeast in mixture. Mix ingredients into a better and beat thoroughly until dough is dry and springy. 4. Place in greatest bowl, reverse dough so that upper side is coated with grease. Cover with dry cloth and stand in warm place for approximately 45 minutes, until dough has doubled in bulk. 5. Turn on the lightly floured board. Knead for approximately 5 minutes. 6. Press dough into lightly greased loaf tin and place in warm place until dough rises well above top of tin. 7. Bake in very hot oven for 15 minutes. Reduce heat to moderate and continue baking for further 45 minutes. 8. Remove loaf carefully from tin and place on dry baking sheet. Bake in oven for further 10 minutes to brown sides.

Table 2.1 The example of procedure text- a recipe

CHAPTER III

METHOD OF RESEARCH

This chapter explores the description of the methodology used in conducting the research. It also presents the source of data, research procedure, validity and reliability of instrument, and steps in analyzing the data.

3.1 Source of Data

3.1.1 Library Research

In the library research, I searched some references related to the subject matter to support my ideas.

3.1.2 Field Research

In the field research, I chose the tenth grade students of preparation class SMA SEMESTA Semarang. The content of the task was to write a procedure text.

3.2 Subject of the Study

This research was done at the tenth grade students of preparation class of SMA Semesta. This school, where located at Jl. Raya Semarang – Gunung Pati Km 15, has three preparation classes with 66 total students.

Related to Arikunto (2006:134), if the subject research was fewer than 100, it would be better to conduct population research. Thus, I chose population research. In *Encyclopedia of Educational Evaluation* as quoted by Arikunto

(2006:130) defined that a population is a set (or collection) of all elements processing one or more attributes of interest.

3.3 Research Methodology

The research methodology used in this final project is a descriptive quantitative research. To calculate the gathered numeral data, the statistical procedures were applied. Ary (1985:95) states that statistical procedures are basically methods of handling quantitative information in such a way as to make that information meaningful. Such techniques are called descriptive statistics. Here, the data are expressed in the language of mathematics and must be evaluated and interpreted by means of the appropriate statistical procedures.

3.4 Research Procedure

Before collecting the data analyzed using Heaton and Grids Categories, first a try out test was given to the students by administering writing test (procedure). Harris (1969:104) asserts that try out is a kind of pre-test which provides opportunities for the test-maker to try out the test direction and to check the estimated time required for examinees to work the item of the test. The purpose in conducting the try out test was to measure the validity and reliability of the test, the difficulty level and the discriminating power for the test. After giving the try out test, I conducted the test to the subject of the study, and then the results were analyzed using Heaton Grids Categories and identified their generic structures and lexicogrammatical features.

3.5 Research Instrument

An instrument plays an important role in research. The reliability of an instrument may influence the reliability of data obtained. In this study, I used a test as the instrument to collect data. Along this line, Heaton (1975:17) asserts that test may be constructed primarily as device to reinforce learning and to motivate the students or primarily as a means of assessing the students' performance in this language.

3.6 Writing Test

A series of pictures was used as the instrument in writing a procedure text, because commonly most of the students like pictures. According to Harmer (2004:67), pictures can provoke creativity in students especially those who are particularly responsive to auditory stimuli, pictures work really well as spurs to written production ... Pictures are really useful to prompt students into writing stories.

Therefore, I used the series of pictures to show steps in making the procedure text. Then the students were asked to write the recipe based on it. By using pictures, I hope, it can provoke their imaginations so they can easily transfer what they imagine and observe into written production.

3.6.1 Validity of the Writing Test

Validity refers to what extent the composition test measures what is intended to be measured. The result is consulted to critical value for r-product moment. If the

obtained coefficient of correlation is higher than the critical value for r-product moment, it means the instrument is valid at 5% alpha level of significance. To calculate validity, Pearson Product Moment formula is applied:

$$r_{xy} = \frac{N \sum XY - [\sum X][\sum Y]}{\sqrt{\{N \sum X^2 - [\sum X]^2\} \{N \sum Y^2 - [\sum Y]^2\}}}$$

where,

r_{xy} = Validity of the test

N = number of students

X = the score of each component of writing scoring

Y = the score of all paragraph's scores

$\sum X$ = the sum of the scores

$\sum Y$ = the sum of total score from each students

$\sum X^2$ = the sum of the square score in each component of writing scoring

$\sum Y^2$ = the sum of all paragraph's score square

$\sum XY$ = The sum of the multiplication of the X and scores for each student with the total score (Arikunto, 2006:170).

In the try out instrument, five components of writing were analyzed: fluency, grammar, vocabulary, spelling and content. The result showed they were valid. This example computation of each item can be seen in appendix 4 and 5.

3.6.2 Reliability of Writing Test

Reliability indicates the instrument is trustable to be used as data collector (Arikunto, 2006:178). A test is said to be reliable if it has consistency of the result scores when it is used at the different times. There are many ways to estimate test

reliability. In this research, to calculate the reliability of the writing test, the Alpha Formula is used:

$$r_{11} = \left(\frac{k}{(k-1)} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

where,

r_{11} = reliability of the overall test

k = number of items

$\sum \sigma_b^2$ = number of items variants

σ_t^2 = total variants (Arikunto, 2006:196).

Meanwhile, in order to find out the variance of each item, the following formula is used:

$$\sigma_t^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} \quad (\text{Arikunto, 2006:197}).$$

Then, to find the total variance, the formula is:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \quad (\text{Arikunto, 2006:197}).$$

The reliability of the test is measured by comparing the obtained value with r- value product moment. If the data value is higher than the table r-value, the test is reliable. The result showed the obtained value of the tested instrument (0,868) was higher than the critical value (0,396), so it was reliable. The completed computation can be seen in appendix 4 and 6.

3.6.3 Discriminating Power of Writing Test

Item of discriminating power shows how well an item performs in separating the better student to the poorer student. There are two main steps to calculate the index discrimination. First, the result scores of the try-out are arranged by well organizing the student's result from the highest to the lowest scores. Then, categorize all students who take tests in two groups: upper and lower groups by taking 50% from the highest score as upper and 50% from the lowest score as lower group.

To find out the discrimination index of the writing test, the following is used:

$$t = \frac{M_H - M_L}{\sqrt{\left(\frac{\Sigma X_1^2 + \Sigma X_2^2}{n_1(n_1 - 1)} \right)}}$$

M_H = the mean of the upper group

M_L = the mean of lower group

ΣX_1^2 = the sum of the upper group deviation

ΣX_2^2 = the sum of the lower group deviation

n_1 = the number of subjects in upper and lower group (Arikunto, 2002: 278).

After getting the t-value, each number of items is then checked critical value of t-table. Thus, if the obtained t-value is bigger than t-table, the item is said to be able to discriminate power. The completed computation of it can be seen in appendix 4 and 7.

3.6.4 Difficulty Level

The difficulty level of a test item indicates the percentages of students who get the item right. The more difficult an item, the lower of the index is achieved. In the contrary, the easier an item, the higher index is achieved. To measure the item difficulty, the following formula is used:

$$P = \frac{B}{JS}$$

P = the difficulty index of each scoring criteria of writing test

B = the number of subject answer correctly

Js = total number of subject (Arifin, 1991:135).

Thus, the index difficulty will appear as follows:

Level	Criteria
0 – 0,30	Difficult
0,31 – 0,70	Medium
0,71 – 1,0	Easy

Table 3.1 The criteria of difficulty level of writing test

The index of difficulty level of an item shows how easy or difficult a particular item proved on the test. The example of computation of difficulty level can be seen in appendix 4 and 8.

3.6.5 Scoring Technique of the Writing Test

Scoring the students' work is a first step to obtain the quantitative information from each student. Hence, three steps are used to score the data. First, to score the language components (fluency, grammar, content, vocabulary and spelling), the scoring guidance taken from Heaton Grid and Categories is applied. Second and

the third are to score generic structures and lexicogrammatical features. The scoring is rated from one until five. Further explanation of this scoring system can be seen in appendix 3.

In classifying the score, I used the criteria of student's achievement in the English lesson that becomes the rules in SMA Semesta Semarang in grading the scores as follows:

Student's Mastery	
Score	Criteria
85 – 100	Excellent
75 – 84	Good
65 – 74	Average
55 – 64	Low
<54	Fail

Table 3.2 Criteria in grading scores

3.7 Criteria of Assessment

According to the School –Based Competence, every school is given an authority to determine the achievement indicators for the individual's mastery and the class' mastery (Mulyasa, 2002:99). Therefore, to analyze them in writing the procedure text, I used the guidance of the assessment from the school's research. It says that a student is said to be successful if he or she achieves 65% of the score, and a class is said to be successful if 85% of the members pass the test.

CHAPTER IV

DATA ANALYSIS AND INTEPRETATION

The research was conducted to find out the students' mastery of writing procedure text which can be broken down into the use of language components, the generic structures, lexicogrammatical features. This chapter presents the data collected and the discussion on the findings

4.1 Analysis of the Use of Language Components

The language components of writing are fluency, grammar, vocabulary, content and spelling. The analyses of them are as followings:

(1) Fluency

In fluency, 6 students or 9.09% got five points, 33 students or 50% got four points, 24 students or 36.36% got three points, 3 students or 4.54% got 2 points and none of students got one point.

(2) Grammar

In grammar, 3 or 4.54% students got five points, 32 or 48.48% students got four points, 24 or 36.36% students got three points, 7 or 10.60% students got two points, and none of students got one point.

(3) Content

In content, none of students got five points, 51 or 77.27% students got four points, 15 or 22.72% students got three points and none of students got both two one point.

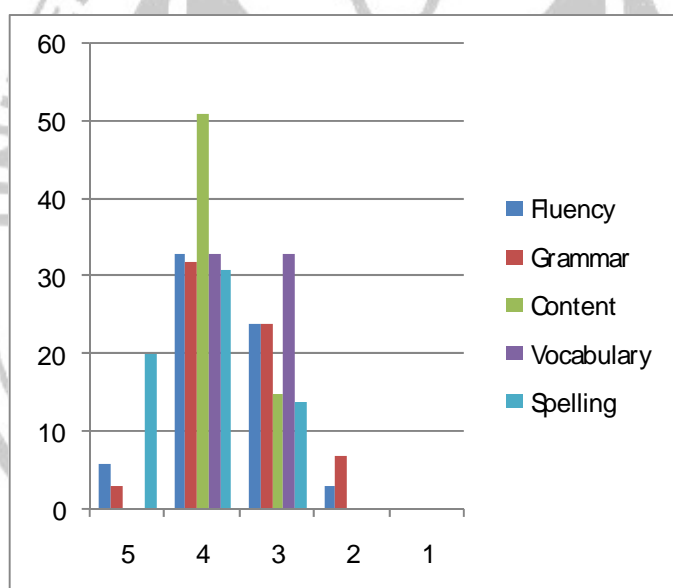
(4) Vocabulary

In vocabulary, none of students got five points, 33 or 50% students got four points, 33 or 50% students got three points and none of students got either two or one point.

(5) Spelling

In spelling, 20 or 30.30% students got five points, 31 or 49.96% students got four points, 14 or 21.21% students got three points and none of students got either two or one point.

The result can be seen in the chart below:



Based on the analysis above, it can be concluded that in the fluency, most of the students were quite good in composing the sentences in their writing. In grammar, many of the students still made mistake in the expression of quantity with count nouns, omitted the articles and applied the incorrect verbs, even they used past verbs where they should use present verbs. In vocabulary, most of the students used inappropriate words with the context of sentences. In the content,

most of students quite well in organizing the ideas, so reader can convey the messages in the writing. While in the spelling, the dominant errors the students made were misspellings.

4.2 The Analysis of Generic Structure's Application

The second analysis is the analysis of generic structures of procedural text; they are goal, material and steps. The result can be seen in appendix 10. Based on the result, the writer could describe as follows:

- (1) 7 or 10.60 % students did not state the goal.
- (2) 2 or 3.30% students did not state the material.
- (3) The rest of the students stated the completed generic structures; they began writing the goal, followed by material and ended with steps.

From the data above, it shows that most of the students were able to apply the generic structures in their procedure texts.

4.3 The Analysis of Lexicogrammatical Features

As the previous chapter stated lexicogrammatical features of procedure text are: focus on generalized human agent, use of simple present often imperative, mainly use of temporal conjunction or numbering to indicate sequences and mainly use of material process. Based on the result, the writer could describe as follows:

- (1) Most of the procedure texts written by the students focused on generalized human agents such as you and we, while some of them did not mentioned.

However, the texts could be understood.

- (2) 19 or 28.78 % of students used incorrect verbs in their writings; past verbs or incorrect form of present verbs, for instance: “you can enjoyed the yogurt milkshake”, “you must mixed all of them”, “first, pour and mixed a glass of yoghurt, “cuts all fruits” and etc, while they were supposed to use the correct form of present verbs.
- (3) Most of the students stated both temporal conjunctions (first, next, then, after, and finally) and numbering in writings, whereas 5 or 7.57% students only use numbering.
- (4) All of the texts written by the students use mainly action verbs or material process such as pour, put, cut, slice, mix, take, add, and etc.

From the description above, it can be concluded the students are quite good in applying lexicogrammatical features in their writing. The completed result can be seen appendix 11.

4.4 The Analysis of Writing Procedure Text

The result of students' achievement in writing can be seen in table below:

No	Code	Language Components					Generic Structures			Lexicogrammatical Features				%
		max scores = 25					max scores = 15			max scores = 20				
		5	5	5	5	5	5	5	5	5	5	5	5	
		a	b	c	d	e	f	g	h	i	j	k	l	
1	R-01	3	4	3	3	5	5	3	3	1	4	5	4	72
2	R-02	4	4	4	4	3	5	4	4	5	4	5	4	83
3	R-03	3	3	3	3	3	5	3	3	5	3	1	3	63
4	R-04	4	4	3	4	3	5	4	4	1	4	5	4	75
5	R-05	3	3	3	4	5	5	4	3	5	3	5	3	76
6	R-06	4	4	4	4	4	5	4	4	1	4	5	4	78
7	R-07	4	4	3	4	5	5	4	4	5	4	5	4	85

8	R-08	4	4	4	4	4	5	4	4	5	4	5	4	85
9	R-09	4	3	4	4	4	5	4	4	5	3	5	3	80
10	R-10	3	3	3	4	5	5	4	3	5	3	5	3	76
11	R-11	4	3	3	4	4	5	4	4	1	3	5	3	72
12	R-12	3	3	3	4	4	5	4	3	5	3	5	3	75
13	R-13	3	3	4	4	4	5	4	3	1	3	5	3	70
14	R-14	4	5	4	4	5	5	4	4	5	5	5	5	92
15	R-15	4	3	4	4	5	5	4	4	5	3	5	3	82
16	R-16	5	5	4	4	5	5	4	5	1	5	5	5	88
17	R-17	3	4	3	4	5	5	4	3	5	4	5	4	82
18	R-18	4	4	3	4	5	5	4	4	5	4	5	4	85
19	R-19	4	4	4	4	4	5	4	4	5	4	5	4	85
20	R-20	4	3	3	4	5	1	4	4	5	3	5	3	73
21	R-21	4	3	3	3	5	1	3	4	1	3	5	3	63
22	R-22	3	2	3	3	4	5	3	3	1	2	5	2	60
23	R-23	3	3	4	4	4	5	4	3	1	3	5	3	70
24	R-24	4	3	4	4	4	5	4	4	5	3	5	3	80
25	R-25	4	4	4	4	5	5	4	4	1	4	5	4	80
26	R-26	3	4	4	4	4	5	4	3	1	4	5	4	75
27	R-27	3	4	3	4	5	5	4	3	5	4	5	4	82
28	R-28	4	3	4	4	4	5	4	4	1	3	5	3	73
29	R-29	4	4	4	4	3	5	4	4	5	4	5	4	83
30	R-30	3	3	3	4	4	5	1	3	5	3	5	3	70
31	R-31	3	4	4	4	5	5	4	3	1	4	5	4	76
32	R-32	3	3	3	3	4	5	3	3	1	3	5	3	70
33	R-33	4	3	3	3	4	5	1	3	4	1	3	5	63
34	R-34	3	2	3	3	4	5	3	3	1	2	5	2	60
35	R-35	3	3	4	4	4	5	4	3	1	3	5	3	70
36	R-36	4	3	4	4	4	5	4	4	5	3	5	3	80
37	R-37	4	4	4	4	5	5	4	4	1	4	5	4	80
38	R-38	3	4	4	4	4	5	4	3	1	4	5	4	75
39	R-39	3	4	3	4	5	5	4	3	5	4	5	4	82
40	R-40	4	3	4	4	4	5	4	4	1	3	5	3	73
41	R-41	4	4	4	4	3	5	4	4	5	4	5	4	83
42	R-42	3	3	3	4	4	5	1	3	5	3	5	3	70
43	R-43	3	4	4	4	5	5	4	3	1	4	5	4	76
44	R-44	3	3	3	3	4	5	3	3	1	3	5	3	70
45	R-45	4	3	4	4	4	5	4	4	5	3	5	3	80
46	R-46	4	4	4	4	5	5	4	4	1	4	5	4	80
47	R-47	3	4	4	4	4	5	4	3	1	4	5	4	75
48	R-48	3	4	3	4	5	5	4	3	5	4	5	4	82
49	R-49	4	3	4	4	4	5	4	4	1	3	5	3	73
50	R-50	4	4	4	4	3	5	4	4	5	4	5	4	83
51	R-51	3	3	3	4	4	5	1	3	5	3	5	3	70
52	R-52	3	4	4	4	5	5	4	3	1	4	5	4	76
53	R-53	3	3	3	3	4	5	3	3	1	3	5	3	70
54	R-54	4	3	4	4	4	5	4	4	5	3	5	3	80
55	R-55	4	4	4	4	5	5	4	4	1	4	5	4	80
56	R-56	3	4	4	4	4	5	4	3	1	4	5	4	75
57	R-57	3	4	3	4	5	5	4	3	5	4	5	4	82
58	R-58	4	3	4	4	4	5	4	4	1	3	5	3	73
59	R-59	4	4	4	4	3	5	4	4	5	4	5	4	83
60	R-60	3	3	3	4	4	5	1	3	5	3	5	3	70
61	R-61	3	4	4	4	5	5	4	3	1	4	5	4	76
62	R-62	3	3	3	3	4	5	3	3	1	3	5	3	70
63	R-63	4	3	4	4	4	5	4	4	5	3	5	3	80
64	R-64	4	4	4	4	5	5	4	4	1	4	5	4	80
65	R-65	3	4	4	4	4	5	4	3	1	4	5	4	75
66	R-66	3	4	3	4	5	5	4	3	5	4	5	4	82
67	R-67	4	3	4	4	4	5	4	4	1	3	5	3	73
68	R-68	4	4	4	4	3	5	4	4	5	4	5	4	83
69	R-69	3	3	3	4	4	5	1	3	5	3	5	3	70
70	R-70	3	4	4	4	5	5	4	3	1	4	5	4	76
71	R-71	3	3	3	3	4	5	3	3	1	3	5	3	70
72	R-72	4	3	4	4	4	5	4	4	5	3	5	3	80
73	R-73	4	4	4	4	5	5	4	4	1	4	5	4	80
74	R-74	3	4	4	4	4	5	4	3	1	4	5	4	75
75	R-75	3	4	3	4	5	5	4	3	5	4	5	4	82
76	R-76	4	3	4	4	4	5	4	4	1	3	5	3	73
77	R-77	4	4	4	4	3	5	4	4	5	4	5	4	83
78	R-78	3	3	3	4	4	5	1	3	5	3	5	3	70
79	R-79	3	4	4	4	5	5	4	3	1	4	5	4	76
80	R-80	3	3	3	3	4	5	3	3	1	3	5	3	70
81	R-81	4	3	4	4	4	5	4	4	5	3	5	3	80
82	R-82	4	4	4	4	5	5	4	4	1	4	5	4	80
83	R-83	3	4	4	4	4	5	4	3	1	4	5	4	75
84	R-84	3	4	3	4	5	5	4	3	5	4	5	4	82
85	R-85	4	3	4	4	4	5	4	4	1	3	5	3	73
86	R-86	4	4	4	4	3	5	4	4	5	4	5	4	83
87	R-87	3	3	3	4	4	5	1	3	5	3	5	3	70
88	R-88	3	4	4	4	5	5	4	3	1	4	5	4	76
89	R-89	3	3	3	3	4	5	3	3	1	3	5	3	70
90	R-90	4	3	4	4	4	5	4	4	5	3	5	3	80
91	R-91	4	4	4	4	5	5	4	4	1	4	5	4	80
92	R-92	3	4	4	4	4	5	4	3	1	4	5	4	75
93	R-93	3	4	3	4	5	5	4	3	5	4	5	4	82
94	R-94	4	3	4	4	4	5	4	4	1	3	5	3	73
95	R-95	4	4	4	4	3	5	4	4	5	4	5	4	83
96	R-96	3	3	3	4	4	5	1	3	5	3	5	3	70
97	R-97	3	4	4	4	5	5	4	3	1	4	5	4	76
98	R-98	3	3	3	3	4	5	3	3	1	3	5	3	70
99	R-99	4	3	4	4	4	5	4	4	5	3	5	3	80
100	R-100	4	4	4	4	5	5	4	4	1	4	5	4	80
101	R-101	3	4	4	4	4	5	4	3	1	4	5	4	75
102	R-102	3	4	3	4	5	5	4	3	5	4	5	4	82
103	R-103	4	3	4	4	4	5	4	4	1	3	5	3	73
104	R-104	4	4	4	4	3	5	4	4	5	4	5	4	83
105	R-105	3	3	3	4	4	5	1	3	5	3	5	3	70
106	R-106	3	4	4	4	5	5	4	3	1	4	5	4	76
107	R-107	3	3	3	3	4	5	3	3	1	3	5	3	70
108	R-108	4	3	4	4	4	5	4	4	5	3	5	3	80
109	R-109	4	4	4	4	5	5	4	4	1	4	5	4	80
110	R-110	3	4	4	4	4	5	4	3	1	4	5	4	75
111	R-111	3	4	3	4	5	5	4	3	5	4	5	4	82
112	R-112	4	3	4	4	4	5	4	4	1	3	5	3	73
113	R-113	4	4	4	4	3	5	4	4	5	4	5	4	83
114	R-114	3	3	3	4	4	5	1	3	5	3	5	3	70
115	R-115	3	4	4	4	5	5	4	3	1	4	5	4	76
116	R-116	3	3	3	3	4	5	3	3	1	3	5	3	70
117	R-117	4	3	4	4	4	5	4	4	5	3	5	3	80
118	R-118	4	4	4	4	5	5	4	4	1	4	5	4	80
119	R-119	3	4	4	4	4	5	4	3	1	4	5	4	75
120	R-120	3	4	3	4	5	5	4	3	5	4	5	4	82
121	R-121	4	3	4	4	4	5	4	4	1	3	5	3	73
122	R-122	4	4	4	4	3	5	4	4	5	4	5	4	83
123	R-123	3	3	3	4	4	5	1	3	5	3	5	3	70
124	R-124	3	4	4	4	5	5	4	3	1	4	5	4	76
125	R-125	3	3	3	3	4	5	3	3	1	3	5	3	70
126	R-126	4	3	4	4	4	5	4	4	5	3	5	3	80
127	R-127	4	4	4	4	5	5	4	4	1	4	5	4	80
128	R-128	3	4	4	4	4	5	4	3	1	4	5	4	75
129	R-129	3	4	3	4	5	5	4	3	5	4	5	4	82
130	R-130	4	3	4	4	4	5	4	4	1	3	5	3	73
131	R-131	4	4	4	4	3	5	4	4	5	4			

62	R-62	4	4	4	4	4	5	4	4	1	4	5	4	78
63	R-63	3	3	3	3	4	5	3	3	1	3	5	3	65
64	R-64	2	3	3	3	4	5	1	4	1	3	1	3	55
65	R-65	4	4	4	4	5	5	4	4	5	4	5	4	86
66	R-66	3	2	3	3	4	5	3	3	1	2	5	2	60
Total														4987
Mean														75
Class Mastery														86.36%

Table 4.1 The result of students' achievement in writing procedure text

According to the criterion provided by the policy of the school research, a student was said to be successful if he/she could achieve 65% of the scores. The result showed that 57 students or 86.36% passed the test, whereas 9 students or 13.36% were categorized lack. Thus, the class mastery was 86.36%. It was 1.36% higher than the standard minimum of the class mastery that was 85%. Moreover, the mean scores of the students' achievement in writing procedure text was 75, while determinant criteria in grading scores showed that scores between 75-85 was considered good. The result of determined criteria can be seen in table below:

Scores	Criteria	Total of students	Percentages
85-100	Excellent	14	21.21%
75-84	Good	27	40.90%
65-74	Average	16	24.24%
55-64	Low	9	13.63%
<54	Fail	0	0

Table 4.2 The result of criteria grading score

Based on the data above, it was found out that fourteen or 21.21% students got excellent scores, 27 or 40.90% students got good scores, 16 or 24.24% students got average, 9 or 13.63% got low scores, and none of students got fail score.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion derived from the study, and some suggestions with reference to the result of the study.

5.1 Conclusions

Considering the data interpretation and discussion in the chapter four, I draw the following conclusions:

- (1) The analysis based on the Heaton and Grids Category showed in the fluency, most of the students were quite good in composing the sentences in their writing. In grammar, many of the students still made mistakes in the expressions of quantity with count nouns, omitted the articles and applied incorrect the verbs, In vocabulary, most of the students used inappropriate words with the context of sentences. In the content, most of students quite well in organizing the ideas, so the messages in the writing can be conveyed by reader. While in the spelling, the dominant errors the students made were misspellings.
- (2) Most of the students could write based on the topic given. They understood the theory of using generic structures and lexicogrammatical features. However, 19 or 28.78 % students used incorrect verbs, 7 or 10.60 % students did not state the goal, and 2 or 3.30% students did not state the material.

- (3) The students' achievement in writing procedure text was categorized well. It was seen from the result, 86.36% students who passed the test. It was 1.36% higher than the standard minimum of the class mastery.

5.2 Suggestions

From the results of the study, some suggestions are proposed as:

- (1) The students should improve their writing ability not only the procedure text but also the other various texts by learning and exercising more. Therefore, they are able to achieve the informational literacy which is one of the purposes of the English Curriculum for Senior High School.
- (2) The teacher should pay attention to the texts provided by the curriculum. Therefore, he or she will be selective in choosing the materials for teaching not only in using of sentences but also the structure of the texts so that the students are able to write texts which are accepted in the English speaking community.
- (3) Finally, I expect this study brings new views for all the readers. Hopefully, there would be further studies observing the procedure text not only in writing but also in the other language skills.

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Appendix 1

Try Out Test



Appendix 2

The List of the Try out Students

No	Code	Name of the Students
1	T-01	Riana Puspitasari
2	T-02	Devvia Anggraini
3	T -03	Nathina Finiazana W
4	T -04	Bheta Silfana VA
5	T -05	Silvianinda Rizqi A
6	T -06	Shona Mazia
7	T -07	Stevia Rizky M
8	T -08	Clara Juwita
9	T -09	Desi Permatasari
10	T -10	Devisanti Nabilah Rizky
11	T -11	Rizky Ika Nahdiah
12	T -12	Chandrika Ramadhanni
13	T -13	Siti Azifatul Laeli
14	T -14	Deviyanti Aulia
15	T -15	Eka Septiari M
16	T -16	Chumaidah Nur Aini
17	T -17	Bintam Tsabatussilmi
18	T -18	Ade Ryane Tamara
19	T -19	Nabilla Wina Adam
20	T -20	Maria Annisa Priwastri
21	T -21	Nur Fadhila
22	T -22	Cassandra Pramudita
23	T -23	Fiameta Dea
24	T -24	Vina Yunarvika
25	T -25	Lailatul Fitriana

Appendix 3

The Scoring Guidance taken from Heaton Grid and Categories

Fluency	5	Flowing style-very easy to understand– both complex and simple sentences very effective
	4	Quite flowing style-mostly easy to understand- a few complex sentences very effective
	3	Style reasonably smooth-not too hard to understand mostly (but all simple sentences- fairly effective)
	2	Jerky style-an effort needs to understand and enjoy- complex sentences confusing- mostly simple sentences or compound sentences
	1	Very jerky- hard to understand- cannot enjoy reading – almost all simple sentences- complex sentences- excessive use of “and”
Grammar	5	Mastery of grammar taught on course- only 1 or 2 minor mistakes
	4	A few minor mistakes only (preposition, articles, etc)
	3	Only 1 or major mistakes but a few minor ones
	2	Major mistakes that lead to difficult in understanding- lack of mastery of sentences construction
	1	Numerous serious mistakes- no mastery of sentences construction- almost unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new words acquired- fairly appropriate synonyms, circumlocution
	3	Attempts to use words acquired- fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonyms, circumlocution, etc on a few occasions.
	2	Restricted vocabulary- use of synonyms (but not always appropriate) imprecise and vague- affects meaning
	1	Very restricted inappropriate use of synonyms seriously hinders communications
Content	5	All sentences support the topic- highly organized- clear progression of ideas well linked- like educated native Speaker
	4	Ideas well organized- links could occasionally be clearer but communication not impaired
	3	Some lack of organization- re-reading required for classification of ideas
	2	Little or no attempts at connectivity-thought reader can deduce some organization- individual ideas may be clear but very difficult to deduce connection between them

	1	Lack of organization so severe that communication is seriously impaired
Spelling	5	No errors
	4	1 or 2 minor only (e.g. le or el)
	3	Several errors- do not interfere significantly with communication- not too hard to understand
	2	Several errors- some interfere with communication- some words very hard to understand
	1	Numerous errors- hard to recognize several words communication made very difficult

(Heaton, 1975: 109-111)



Appendix 9

The List of the Testee Students

No	Code	Name of the Students	No	Code	Name of the Students
1	R-01	Adhim Age Besari	34	R-34	Namli Habi Huraira
2	R-02	Alif Adlan Zulizar	35	R-35	Riza Ramdhani Djamie
3	R-03	Anrikhan Noor Firdaus	36	R-36	Rizky Noor Ichwan
4	R-04	Arif Setyobudi	37	R-37	Salahudin Al Ayubi
5	R-05	Azam Hidayat	38	R-38	Setyo Budi Premiaji
6	R-06	Bony Pujianto	39	R-39	Taufik Hersanto
7	R-07	Dimas Aditya W P	40	R-40	Wimanda Febrian P
8	R-08	Donny Irawan	41	R-41	Yogi Nur Prabawa
9	R-09	Fajar Adi Nugroho	42	R-42	Anggie Annisa P
10	R-10	George M F Roynaldo	43	R-43	Annisa Avicenna A
11	R-11	Ichlasul Amali	44	R-44	Annisaa Ike Rosmila
12	R-12	M. Miftachurrohman	45	R-45	Beka Istatho'ah
13	R-13	Muchammad Faris	46	R-46	Cendekia Megarizqi
14	R-14	Muhammad Fairuz L	47	R-47	Desha Dihasta K P
15	R-15	Muh Zamakhsary A	48	R-48	Dwiana Ardianti
16	R-16	Nunung Sigit Prasetyo	49	R-49	Fanny Tantia Barry
17	R-17	Renaz Adi Nugroho	50	R-50	Fiorentina Sagita P
18	R-18	Reyhan Pradnya P	51	R-51	Gina Dwi Prameswari
19	R-19	Rizqi Setya Anggara	52	R-52	Hartika Dewi
20	R-20	Saleh Afianas	53	R-53	Hutami Nuke Ardani
21	R-21	Agyana Nindhita Budi	54	R-54	Iin Prihatin
22	R-22	Andy Nur Prasetio	55	R-55	Indhira Pratiwi
23	R-23	Ardo Widiawan	56	R-56	Matina Nur Sabila
24	R-24	Arthana Cakti W	57	R-57	Muthia Syifa Fauzia
25	R-25	Bondan Aria Chandra	58	R-58	Nurul Mutya Utami
26	R-26	Burhanuddin Hakim	59	R-59	Prima Diana Wijayanti
27	R-27	Dian Wahyu Novianto	60	R-60	Rembulan Nabhila S P
28	R-28	Erlangga Ervansyah	61	R-61	Rizki Andari
29	R-29	Fajar Akbar Ramadhan	62	R-62	Rizki Widya Nur
30	R-30	Farhad Amin	63	R-63	Sheila Amelinda Putri
31	R-31	Galih Widiyanto	64	R-64	Utamingrum Pratiti
32	R-32	M. Wicaksono Kulus	65	R-65	Wiwit Feronika
33	R-33	Muhammad Gibran DN	66	R-66	Yurika Kusumawardani

Appendix 10

The Result Analysis of Generic Structures

Text Number	Generic Structures			Text Number	Generic Structures		
	Goal	Material	Steps		Goal	Material	Steps
1	√	√	√	34	√	√	√
2	√	√	√	35	√	√	√
3	√	√	√	36	√	√	√
4	√	√	√	37	√	√	√
5	√	√	√	38	√	√	√
6	√	√	√	39	√	√	√
7	√	√	√	40	√	√	√
8	√	√	√	41	√	X	√
9	√	√	√	42	√	√	√
10	√	√	√	43	√	√	√
11	√	√	√	44	√	√	√
12	√	√	√	45	√	√	√
13	√	√	√	46	√	X	√
14	√	√	√	47	√	√	√
15	√	√	√	48	√	√	√
16	√	√	√	49	√	√	√
17	√	√	√	50	√	√	√
18	√	√	√	51	√	√	√
19	√	√	√	52	√	√	√
20	X	√	√	53	√	√	√
21	X	√	√	54	√	√	√
22	√	√	√	55	√	√	√
23	√	√	√	56	√	X	√
24	√	√	√	57	√	√	√
25	√	√	√	58	√	X	√
26	√	√	√	59	√	√	√
27	√	√	√	60	√	√	√
28	√	√	√	61	√	√	√
29	√	√	√	62	√	√	√
30	X	√	√	63	√	√	√
31	√	√	√	64	√	X	√
32	√	X	√	65	√	√	√
33	√	√	√	66	√	√	√

Appendix 11

The Result Analysis of Lexicogrammatical Features

Text's Number	Lexicogrammatical Features			
	Focus on generalized human agent.	Use of simple present, often imperative.	Use mainly of temporal conjunction or numbering.	Use mainly action verbs or material process.
1	not mentioned	use of incorrect verb, e.g. finished	first, then, after that, and numbering	prepare, pour, cut, switch on
2	you	use both simple present and imperative	first, then, finally, and numbering	prepare, put, pour, add, switch on
3	you	use both simple present and imperative	numbering	put, cut, turn on, enjoy, drink
4	not mentioned	use both simple present and imperative	first, and then, finally, and numbering	put, cut, mix, let
5	you, we	use both simple present and imperative	first, then, finally and numbering	put, cut, mix, drink, serve
6	not mentioned	use both simple present and imperative	first, then, next, finally and numbering	pour, cut, mix, turn on, serve, let,
7	you, we	use both simple present and imperative	first, then, finally	put, cut, mix, drink, serve
8	we	use both simple present and imperative	finally and numbering	put, cut, turn, take, let, serve
9	you, we	use simple present and imperative, excessive use of "would"	first, after that, and then, now	need, pour, cut, put, turn on, serve
10	you, we	present tense, mostly imperative	first, then, now,	need, pour, cut, put, drink, try
11	not mentioned	use present tense and imperative	first, then, next, finally	pour, stir, add, let, serve
12	you	use both simple present and imperative	first, then, finally	pour, stir, serve
13	not mentioned	use incorrect verb	first, then	pour, cut, switch

		e.g. ate		on
14	you	use incorrect verb e.g. mixed	first, then, next, finally	pour, chop, put, turn on, serve
15	you	use both simple present and imperative	first, then, next, finally	check, cut, pour, turn on, make, mix, turn off, serve
16	not mentioned	use both simple present and imperative	first, then, next, finally	pour, cut, turn on, let, mix, serve
17	you	use both simple present and imperative	first, then, after that	prepare, pour, cut, mix, switch on, try
18	you	use both simple present and imperative	after and numbering	pour, cut, take, mix, enjoy, add
19	you	use present tense and imperative, excessive use of “would”	first, now, and numbering	pour, cut, put, turn on, make, mix, serve
20	you	use both simple present and imperative	first, then, in the last, and numbering	pour, cut, stir, drink
21	not mentioned	Use in correct verb in 1 st and 4 th step, e.g. “mixed” and “adds”	first, then, next, finally	cut, mix, blend, serve, add
22	not mentioned	use both simple present and imperative	first, finally, and numbering	pour, cut, turn on, let, serve
23	not mentioned	all imperative	then, next, finally, and numbering	pour, cut, mix, blend, put
24	you	use incorrect verb e.g. blended	first, then, finally	prepare, pour, cut, mix, blend, stop, get
25	not mentioned	use in correct verb, e.g. “until all of it mixed”	then, next, finally, and numbering	pour, cut, mix, blend, put
26	not mentioned	use simple present and imperative	first, next, and then, after that., finally	pour, slice, turn, serve
27	you	Use simple present and imperative	first, finally and numbering	prepare, pour, cut, put, blend, get, drink

28	not mentioned	use incorrect verb in 6 th step, e.g. mixed	first, then, after that, next, finally	pour, cut, put, turn on, serve
29	you	use both simple present and imperative	first, then, next, finally	pour, slice, turn on, select, drink
30	you	use simple present and imperative, incorrect verb, e.g. "you can enjoyed..."	first, second, next, then, after that, finally	put, add, cut, blend
31	not mentioned	use both simple present and imperative	first, then, next, finally	pour, cut, turn on, serve
32	not mentioned	use both simple present and imperative	numbering	take, put, add, cut, use
33	you	use incorrect verb e.g. "must mixed"	first, then, after that, next, finally	prepare, pour, use, cut, add, serve
34	you	use both simple present and imperative	first, then, and numbering	prepare, put, cut, stir, serve
35	not mentioned	no verb in step 1 and 5	first, then, and then	pour, cut
36	you	use both simple present and imperative	numbering	cut, put, set, prepare, pour,
37	you	use both simple present and imperative	first, then, next, finally	pour, cut, put, let, serve
38	you	use both simple present and imperative	first, then, after that, finally	pour, cut, take, turn on, put, enjoy
39	not mentioned	mostly imperative	numbering, finally	compare, cut, turn on, pour
40	you	Use present tense and imperative	first, then, and numbering	pour, cut, choose, want
41	not mentioned	mostly imperative	first, then, next, finally	take, cut, pour, serve
42	you	use both simple present and imperative	first, then, next, finally	prepare, cut, put, switch on, pour, drink

43	you	use incorrect verb, e.g. finished	after, finally, and numbering	put, cut, close, switch on, enjoy
44	not mentioned	use both simple present and imperative	first, then, next, finally	pour, cut, add, switch on, serve
45	not mentioned	all imperative	numbering	pour, slice, put
46	you	use both simple present and imperative	then, finally, and numbering	prepare, pour, slice, put, mix, let, serve
47	not mentioned	use both simple present and imperative	first, then, next, after, finally	pour, cut, put, switch on, switch off, serve
48	not mentioned	use simple present and imperative	numbering	pour, cut, blend
49	not mentioned	use both simple present and imperative	finally, numbering	put, slice, blend, pour, serve
50	not mentioned	use incorrect verb in the first step e.g. "pour and mixed..."	first, finally, and numbering	pour, cut, put, switch on, enjoy, use
51	you	use both simple present and imperative	first, after, and numbering	cut, pour, drink, switch on
52	not mentioned	use incorrect verb for imperative e.g. "cuts fruits"	first, then, next, finally	pour, cut,
53	you	use both simple present and imperative	first, then, next, finally	cut, pour, put, mix, turn on, serve
54	you	use incorrect verb e.g. "cuts all fruits" and "...then mixed in the blender"	first, then, next, finally	prepare, pour, cut, blend, put, mix, switch on, give, serve
55	you	use both simple present and imperative	first, then, next, finally and numbering	pour, cut, turn on, mix, put, turn of
56	you	use simple present and imperative	first, then, finally	pour, cut, turn on, add, serve
57	not mentioned	mostly imperative but there isn't verb in the last step	first, then, next and numbering	put, slice, turn on, serve

58	not mentioned	use incorrect verb, e.g. “cuts” and “shattered”	first, after, last, and numbering	pour, turn on, cut
59	not mentioned	mostly imperative	first, then, finally and numbering	pour, slice, put, turn on, serve, add
60	not mentioned	simple present and imperative	first, finally and numbering	pour, cut, put, turn on, serve
61	we	use both simple present and imperative	first, then, next, finally	pour, cut, put, finish, take
62	not mentioned	use present tense and imperative, no verb in last step	first, then, finally, and numbering	prepare, slice, pour, let, serve, mix
63	not mentioned	use both simple present and imperative	first, then, finally and numbering	put, cut, turn on, let, pour, serve
64	not mentioned	use both simple present and imperative	numbering	mix, press, put
65	you	use both simple present and imperative	first, then, next, finally	pour, cut, put, enjoy, close, switch on, serve
66	not mentioned	use both present and imperative, use incorrect verb, e.g. “blender”	first, then, finally	cut, mix, pour

Appendix 12

Table of Critical Value of "r" Product Moment

N (1)	Interval	Kepercayaan	N (1)	Interval	Kepercayaan	N (1)	Interval	Kepercayaan
	95% (2)	99% (3)		95% (2)	99% (3)		95% (2)	99% (3)
3	0,997	0,999	26	0,388	0,490	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
6	0,811	0,917	29	0,367	0,470	70	0,235	0,306
7	0,754	0,874	30	0,361	0,463	75	0,227	0,296
8	0,707	0,874	31	0,355	0,456	80	0,220	0,286
9	0,666	0,798	32	0,349	0,449	85	0,213	0,278
10	0,632	0,765	33	0,344	0,442	90	0,207	0,270
11	0,602	0,735	34	0,339	0,436	95	0,202	0,263
12	0,576	0,708	35	0,334	0,430	100	0,195	0,456
13	0,553	0,684	36	0,329	0,424	125	0,176	0,230
14	0,532	0,661	37	0,325	0,418	150	0,159	0,210
15	0,514	0,641	38	0,320	0,413	175	0,148	0,194
16	0,497	0,623	39	0,316	0,408	200	0,138	0,181
17	0,482	0,606	40	0,312	0,403	300	0,113	0,148
18	0,468	0,590	41	0,308	0,396	400	0,098	0,128
19	0,456	0,575	42	0,304	0,393	500	0,088	0,115
20	0,444	0,561	43	0,301	0,389	600	0,080	0,105
21	0,433	0,549	44	0,297	0,384	700	0,074	0,097
22	0,423	0,537	45	0,294	0,380	800	0,070	0,091
23	0,413	0,526	46	0,291	0,376	900	0,065	0,086
24	0,404	0,515	47	0,288	0,372	1000	0,062	0,081
25	0,396	0,505	48	0,284	0,368			
			49	0,281	0,364			
			50	0,297	0,361			

(Arikunto, 2006: 359)