CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The finding of this research is found out the answer of the research question in the previous chapter. The researcher applied the methodology namely Ex Post Facto. With design Ex Post Facto, the researcher took score from the English subject especially in material of Procedural Text for the eleventh grade of SMK Muhammadiyah Parepare. It can be showed through the score from the material of Procedural Text for the eleventh grade in below:

Table 4.1 The Score of TAV Class

No	Name of Respondent	G	First Test	Second Test
1.	AD	L	82	80
2.	AN	L	80	80
3.	IKS	L	79	80
4.	MYR	L	85	80
5.	MSY	L	80	80

The table above shows the first and the second score of TAV class. In first test there was one student got 79, there were two students got 80 score, there was one student got 82 and 85. In the second test all the student got 80 scores. So, the conclusion is the highest score in the first test of TAV class is 85 and the lowest score is 79. Then the highest and the lowest score in the second test of TAV class are same. The scores are 80.

Table 4.2 The Score of TKJ Class

No.	Name of Respondent	G	First Test	Second Test
1.	ASM	P	85	80
2.	FTR	P	85	80
3.	NRN	P	85	80
4.	RN	L	88	80
5.	SP	P	85	80

The table above shows the first and the second score of TKJ class. In the first test there were four students got 85 and there was one student got 88. In the second test all the student got 80 scores. So, the conclusion is the highest score in the first test of TKJ class is 88 and the lowest score is 85. Then the highest and the lowest score in the second test of TKJ class are same. The scores are 80.

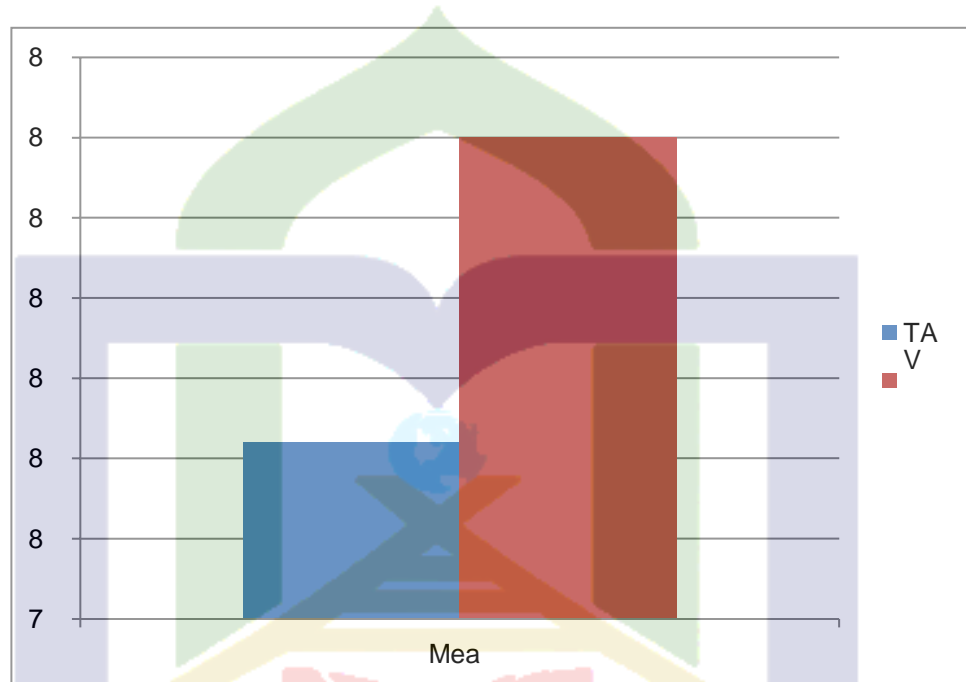1. **The Students Writing Skill through Procedural Text at SMK Muhammadiyah Parepare.**
a. The students writing skill through procedural text at SMK Muhammadiyah Parepare in the first test

Table 4.3 The First Test of TKJ and TAV Class

Class	Mean	SD (Standard Deviation)
TKJ	85.60	1.342
TAV	81.20	2.387

From the table above shows that the mean score from the TKJ class is 85.60 and the mean score from TAV class is 81.20. Then the standard deviation from the TKJ class is 1.342 while the standard deviation from TAV class is 2.387. So, the

conclusion is mean of TKJ class in the first test is higher than TAV class (85.60 > 81.20). Then, the standard deviation of TKJ class in the first test is lowest than TAV class (1.342 < 2.387). So, there is differentiating mean and standard deviation in the first test of TKJ and TAV classes.
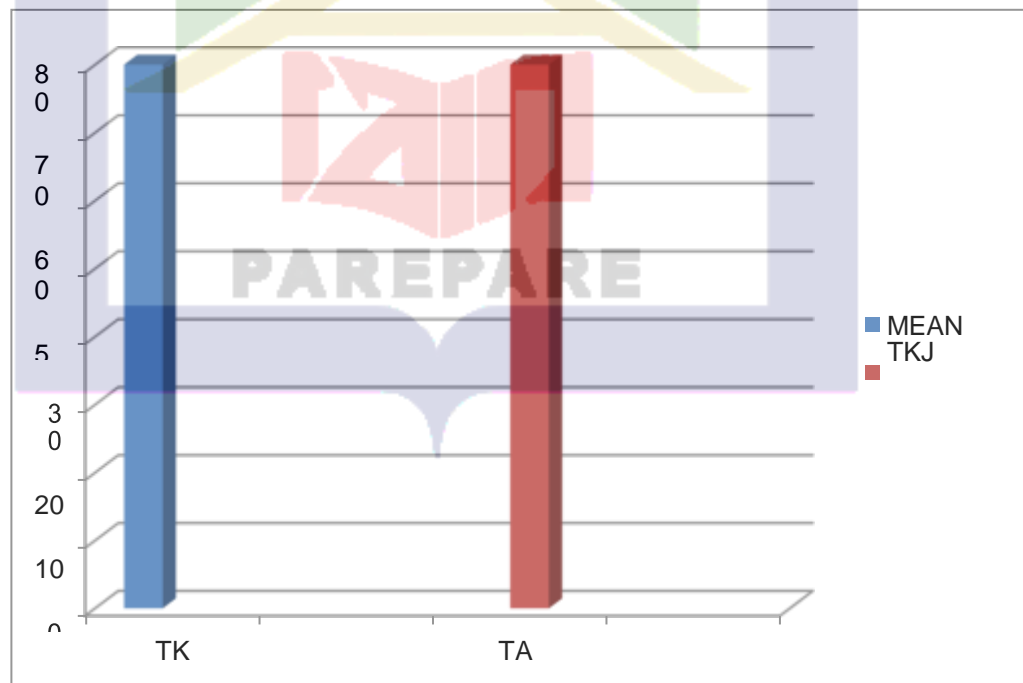

So, the conclusion from the graphic above as we can see, the blue color is TAV class and then the red color is TKJ class. The graphic above shows the difference mean and standard deviation from TKJ and TAV classes in the first test. It shows TKJ class is highest mean than TAV class and the standard deviation in the first test vice versa. So, there is differentiating mean of TKJ and TAV classes.

b. The students writing skill through procedural text based the class in the second
   test.

Table 4.4 The Second Test of TKJ and TAV Class

Class	Mean	Std. Deviation
TAV	80.00	.000[a]
TKJ	80.00	.000[a]

From the table above shows that the mean score from the TKJ class is 80.00
and the mean score from TAV class is 80.00. Then the standard deviation from the
TKJ class is .000 while the standard deviation from TAV class is .000. So, the
conclusion is mean of TKJ class is same with TAV class and the standard deviation
in the second test of TKJ And TAV classes are same as well. So, there is no
differentiating mean and standard deviation from TAV and TKJ classes in the second
test.

So, the conclusion from the graphic above as we can see, the blue color is TKJ class and the red color is TAV class. The graphic above shows the mean of TKJ and TAV classes. There is no differentiating of TKJ and TAV classes in the second test because the mean of TKJ and TAV class in the second test is same, it is 80.

In addition, the table above was the result of students writing skill examination in the two tests. It was the accumulation of class performing. The researcher presents the clear result by explanation below:

1) The test consisted of writing skill, which evaluate about students writing skill in material procedural text. The evaluation was given by asked the students to write the procedural text about "*Food Recipe*".

2) The score took from the teacher who had applied and taught about the procedural text in the class. It can be concluded that the students already get the material of procedural text and the result of the learning process already done.

3) The class taken as a sample was class TKJ which consist of 12 students but the students who have the value only 5 students. Then the next class is TAV which consist of 12 students but the students who have the score only 5 students as well.

4) All the class already taught by Miss Fatma Fattah S.Pd as English teacher in the SMK Muhammadiyah Parepare.

5) The data was taken on 16 June 2021.

After getting the data from the teacher as the procedural of Ex Post Facto research, which researcher didn't conduct an experiment action, the students score list is the only instrument of this research.

2. **The Students Writing Skill through Procedural Text Based on Class and Gender at SMK Muhammadiyah Parepare.**

a. The students writing skill through procedural text based on the class in the first test.

Table 4.5 The First Test of TKJ and TAV based on the Class

Class	Mean	SD (Standard Deviation)
TKJ	85.60	1.342
TAV	81.20	2.387

Based on the table above shows that the mean score from TKJ class is 85.60 and the mean score from TAV class is 81.00. While the standard deviation from TKJ class is 1.342 and then the standard deviation from the TAV class is 2.387.

b. The students writing skill through procedural text based on the class in the second test.

Table 4.6 The Second Test of TKJ and TAV based on the Class

Class	Mean	Std. Deviation
TAV	80.00	.000[a]
TKJ	80.00	.000[a]

Based on the table above shows that the mean score from TKJ class is 80.00 and the mean score from TAV class is 80.00. While the standard deviation from TKJ class is .000 and then the standard deviation from the TAV class is 0.00

c. The students writing skill through procedural text based on the gender in the first test.

Table 4.7 The First Test of TKJ and TAV based on Gender

Gender	Mean Score	SD (Standard Deviation)
Male	82.33	3.502
Female	85.00	.000

Based on the table above shows that the mean score from male is 82.33 and the mean score from female is 85.00. While the standard deviation from male is 3.502 and then the standard deviation from the female is .000.

d. The students writing skill through procedural text based on the gender in the second test.

Table 4.8 The Second Test of TKJ and TAV based on Gender

Gender	Mean	Std. Deviation
Male	80.00	.000[a]
Female	80.00	.000[a]

Based on the table above shows that the mean score from male is 80.00 and the mean score from female is 80.00. While the standard deviation from male is .000 and then the standard deviation from the female is .000.

e. Normality Test

Table 4.9 Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Procedure Text	.306	10	.009	.868	10	.094

Based on the normality test, the data obtained with normal distribution (Shapiro-Wilk= 0.868; $p > 0.05$) therefore parametric t-test analysis could be used.

f. The accumulation of the differences of writing skill though procedural text based on the class.

Table 4.10 Independent Samples Test Based on the Class
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Procedural Text	Equal Variances Assumed	1.830	.213	-3.593	8	.007	-4.400	1.225	-7.224	-1.576
	Equal Variances Not Assumed			-3.593	6.297	.011	-4.400	1.225	-7.363	-1.437

Based on the data above shows homogeny (F= 1.830; p>0.05). Therefore the researcher used the t-test that use the equal variances assumed. The table of t-test shows that there is the differences of writing skill thought procedural text between TKJ class and the TAV class (t= -3.593; p<0.05). The writing skill of TKJ class (mean=85.60; SD=1.342) is higher than the students writing skill of TAV class (mean=81.20; SD= 2.387).

g. The accumulation of the differences of writing skill though procedural text based on the gender.

Table 4.11 Independent Samples Test Based on the Gender
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Procedural Text	Equal Variances Assumed	9.852	.014	-1.492	8	.174	-2.667	1.787	-6.788	-1.455
	Equal Variances Not Assumed			-1.865	5.000	.121	-2.667	1.430	-6.342	-1.009

Based on the data above shows homogeny (F= 9.852; p<0.05). Therefore the researcher used the t-test that use the equal variances assumed. The table of t-test shows that there is the differences of writing skill thought procedural text between gender (female and male), (t= -1.865; p>0.05). Although there is no the differences of writing skill through procedural text between female and male. Female (mean= 85.00; SD= .000) is higher than male (mean= 82.33; SD= 3.502).

h. The differences of the first test and the second test in the TAV class

Table 4.12 Paired Samples Test in First and second test of TAV class

		Mean	N	Std. Deviation
Pair 1	Second	80.00	5	.000
	First	81.20	5	2.387

Paired Samples Test

		Paired Differences								Sig. (2 tailed)
					95% Confidence Internal of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df		
Pair 1 Second - First		-1.200	2.387	1.068	-4.164	1.764	-1.124	4		.324

Based on the paired samples t-test shows that there is no the differences of writing skill through procedural text in the first test and the second test (t= -1.124; p>0.05) shows that there is no the increasing between the first test and the second test.

i. The differences of the first test and the second test in the TKJ class

Table 4.13 Paired Samples Test in First and second test of TKJ class

		Mean	N	Std. Deviation
Pair 1	Second	80.00	5	.000
	First	85.60	5	1.342

Paired Samples Test

	Paired Differences							Sig. (2 tailed)
				95% Confidence Internal of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Second – First	-5.600	1.342	.600	-7.266	-3.934	-9.333	4	.001

Based on the paired samples t-test shows that there is the differences of writing skill through procedural text in the first test and the second test (t= -9.333; p<0.05) shows that there is no the increasing between the first test and the second test.

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data of students' performing at writing skill which taught by the teacher in English subject at school. In order to collect the data, the researchers took the document from the teacher and analyze it to find out the description of students ability in writing skill.

Based on the description of the data through students score as document that has been explained by researcher in previous section has found out the students writing skill and also the differentiate writing skill based on the class and gender.

1. The Students Writing Skill through Procedural Text at SMK Muhammadiyah Parepare.

Based on the result of data which the researcher took from the teacher at SMK Muhammadiyah Parepare there two classes. The first is TAV (Teknik Elektro Audio-Video) consist 5 students' who have the scores and the second is TKJ (Teknik Komputer dan Jaringan) consist 5 students' who have the scores. In TAV class consist all of male students' and in TKJ class consist four female students' and one male student. In the first test of TAV class there is one student got 85 and 82 scores, there is one student got 79 score and there are two students got 80 score. In the second test of TAV class all the student got 80 scores. In the first test of TKJ class there is one student got 88 score and there are four student got 85 scores. In the second test of TKJ class all the student got 80 scores as well. As seen by the score from TKJ and TAV classes, it shows the two classes got over 80, which is more than KKM (75) which means that the quality of the students' are good, the maximum score definitely by the school will be 75.

The teacher gave the student practice about the topic *food recipe* to find out how far the students' understand about the material procedural text especially in writing skill. According Eka Febriani Procedural Text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedural text includes cooking recipe, direction to find a place, rule game, manual instructions of a tool, and science experiment.[42] Then, the teacher gave time to the student to do that practice. After the students have done it, the students have to collect to their teacher.

In the first test of TKJ class shows the mean score is 85.60; standard deviation is 1.342 and in the first test of TAV class shows the mean score is 81.20; standard deviation is 2.387. So there is differentiating from TKJ and TAV class based on the

---

[42] EkaFebriani, "*Improving Studnets' Skill in Writing Procedure Texts by Using Picture Series for The seventh Grade Students of SMPN 3 Mertoyudan in the Academy*", (Yogyakarta State University: 2014). p. 38.

first test. In the second test of TKJ and TAV classes show the mean score is same 80.00; while standard deviation is same as well 00.00. So, there is no differentiating from TKJ and TAV class based on the second test.

So, based the result of the researcher has gotten from the students writing skill through Procedural Text in the first test and the second test. The researcher used SPSS application to find out how is the score of the TKJ and TAV students' in the first and the second test. Here, the score of TKJ and TAV class there is no increasing from the first test and the second test because in the first test the students' of TAV and TKJ class got 80 up; while in the second test the students' of TAV and TKJ class got under 80. Actually the teacher gave test to the students' to write about "food recipe" to understand more about the material. Well, the students' have to study hard again about writing skill through procedural text in order that the students' can increase their writing skill through procedural text.

2. The Students Writing Skill through Procedural Text Based on Class and Gender.

Based on the finding it shows the students' writing skill, it can be seen from the result of the data, the researcher used SPSS application. In the first test of TKJ class, the mean score = 85.60; standard deviation is 1.342. While in the first test of TAV class, the mean score=81.20; standard deviation is 2.387. So, in TKJ and TAV classes have differentiated based on the class. Then, the TKJ class is higher than TAV class.

In the second test of TKJ, the mean score same with the TAV class. The mean score of two that classes is 80.00 while standard deviation of TKJ and TAV class are same 0.00. So, in the second test of TKJ and TAV there are no differentiate. Based on the first and the second test in TKJ and TAV classes, the result of the data in the first test is higher than the second test. So, there is no increasing in the first and second test of TKJ and TAV based on class. Like the researcher identify, the result of the data which have been accumulated before, it shows in the first and the second of TKJ

and TAV there is differentiate but there is no increasing because in the first test is higher than the second test.

In the first test TKJ and TAV class based on the gender, the mean score from male is 82.33 and standard deviation is 3.502. Then, the mean score from female is 85.00 and standard deviation is 0.00. So, there is differentiating in the first test of TKJ class based on gender. Based on gender, the result of the researcher we can see in table 4.7, the female score is higher than male score.

In the second test based on the gender, the mean score from female and male are same 80.00 while the standard deviation is same as well 0.00. So, there is differentiate in the first and second test based on the gender but there is no increasing in the first and second test based on gender of TKJ and TAV classes because in the first test is higher than the second test. Based on the normality test, the data obtained with normal distribution (Shapiro-Wilk= 0.868; p> 0.05) therefore parametric t-test analysis could be used.

In the first test, the researcher used the t-test that use the equal variances assumed. The table of t-test shows that there is the differences of writing skill through procedural text between TKJ class and the TAV class (t= -3.593; p<0.05). The writing skill of TKJ class (mean=85.60; SD=1.342) is higher than the students writing skill of TAV class (mean=81.20; SD= 2.387).

Therefore, for the writing skill through procedural text based on gender the researcher used the t-test that use the equal variances assumed. The table of t-test shows that there is the differences of writing skill thought procedural text between gender (female and male), (t= -1.865; p>0.05). Although there is no the differences of writing skill through procedural text between female and male. Female (mean= 85.00; SD= .000) is higher than male (mean= 82.33; SD= 3.502).

In addition, for the paired samples t-test in the TAV class shows that there were no differences of writing skill through procedural text in the first test and the second test (t= -1.124; p>0.05) shows that there was no increasing of writing skill through procedural text between the first test and the second text.

Then, in the paired samples t-test in the TKJ class shows that there was the differences of writing skill through procedural text in the first test and the second test (t= -9.333; p<0.05) shows that there was no the increasing between the first and the second test.

According the teacher's perspective, the students' of TKJ and TAV class are difficult in writing skill because the students only cheat with their friend or the student only write what they see without asked the teacher. Regarding the result of the researcher has gotten, the researcher found out procedural text in writing skill does not efficient to use in learning because there is no increasing from the students' score from the first and the second test. In the first test the students' got over 80 then in the second test the students' got 80 average.

Regarding the result of the researcher found out from the score of TKJ and TAV classes in the first and the second test. Based the result the researcher found out, in the first test and the second test of the students' TKJ and TAV have been followed the rules of particular characteristic like using pattern imperative, active verb, connective in step and expressing time. Then, the score of the students' TAV and TKJ can see by their scores and then they have been followed the rules of generic structure as well.

In pertinent ideas, in definition of writing according Nguyen Thanh Huy said writing is a skill, which is not only helpful in writing to English but also useful to improve other considerably. In English learning classroom, the teacher aims at developing four skills of the learners' ability to understand to speak, read and write.[43] So, at SMK Muhammadiyah parepare especially in TKJ and TAV students' the researcher have been found especially in the writing from the students' of TKJ and TAV class are convenient with the characteristics and components in writing.

There is another expert he is Heaton, stated a view that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical

---

[43] Nguyen Thanh Huy, "*Problems Affecting Learning Writing Skillof Grade 11 at Thong Linh High School*", (Vietnam : Journal Vol. 3, No. 2, 2015), p. 1-2.

and rhetorical devices but also of conceptual and judgmental elements.[44] Some students in TKJ and TAV classes need to increase their writing skills. What the students' need to master in writing, first the students' must know the purpose of writing, the function of writing, the characteristics of writing, the components of writing and even the function of writing. Students cannot write directly because writing has several components. So, the students' can study to write through procedural text. Procedural text according Anderson is a text that gives the reader instruction how to do something. It means that text can be meaningful in oral or written that has social purpose to give information how to do something or achieve a goal or solution.[45] Procedural text can be used as material to increase the writing of TKJ and TAV class students because this material can make students more relaxed in learning and even this material can be combined in playing games in class, so the students can easily write and understand the material provided.

Procedural text provides information which is it about how to make something, how to cook something, how to use something, or how to operate something that is important to readers achieve successful outcome according Tuhfah Hayati.[46] Through procedural text, the students' can choose and prepare related words, material and tools before doing or make something, Arrange how to do or make something in a good step, then since procedure text is combine speaking and doing, it can help the student have time to think and choose the best word to vice what they do.[47]

---

[44] Adi Suyanto, "*The Effectiveness of Mind Mapping in Improving Students' Writing Skill Viewed from their IQ*", (SMPN 1 Prambon Kabupaten Nganjuk: Jurnal Vol. 2, No. 2, 2015), p. 103.

[45] Indah Kemala Tawarnate, "*The Use of Teacher-Made Videos to Improve Students' Achievement in Writing Procedure Text*", (Universitas Islam NegeriAr-Raniry Darussalam-Banda Aceh: 2018). p. 15-16.

[46] Tuhfah Hayati, "*The effectiveness of Using Video in Teaching Writing of Procedural Text*", (Universitas Islam Syarif Hidayatullah Jakarta: 2017). p. 10.

[47] Ismail Latif, Nurjannah, "*The Effectiveness of Performing Procedure Text Strengthen the Long-Term Memory Students' Vocabulary of The Third Year Students of Mts DDI Lil Banat*", (Jurnal studi Pendidikan; Vol. VIII No. 16, 2010). p. 7-8.

Actually procedural text can be applied in increasing the writing of TKJ and TAV class students because this material is easy to understand and procedural text have many benefits, not only in class but outside class as well. However, the TKJ and TAV classes did not increasing students' writing through procedural text. There are many possibilities that procedural text cannot increase the writing of TAV and TKJ students due to the lack of feedback between the teachers and students or the students who are indifferent and only say they understand when the teacher asks even though they still do not understand.

Based on the researcher found out, the students' of TKJ and TAV classes learning writing through procedural text did not increase the writing of TKJ and TAV class students. Because the researcher took the first test and the second test of TKJ and TAV classes. In the first test students scored above 80 while in the second test students only got 80. So the students' writing through procedural text did not increase and only decreased although it decreased slightly.