



Writing Skills of Procedural Texts of Grade VII Students of Madani State Middle School, Pekanbaru: Descriptive Statistical Analysis

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ABSTRACT

Procedural texts are included in the narrative-factual text group, which has a core structure of orientation, materials and tools, processes, and conclusions. The dominant linguistic aspect in procedural texts is the paragraph unit per text structure. This study aims to describe the procedural text writing ability of seventh-grade students at SMP Negeri Madani Pekanbaru. The study employed a quantitative approach using a descriptive method. The research was conducted from August 2025 to March 2026, involving 50 students as the population, and all of them were selected as the sample through total sampling technique. The research instrument was a performance test in writing procedural texts. The test construction procedure consisted of determining basic competencies, formulating test indicators, designing the test blueprint, constructing test items, and preparing scoring rubrics. The assessment indicators included text structure, language features, and writing mechanics. Data were collected through students' writing products and analyzed using descriptive and inferential statistics with IBM SPSS Statistics version 20. The results showed that the students' procedural text writing ability obtained an average score of 75.28, categorized as sufficient. The text structure aspect obtained an average score of 75.97 (good), language features 78.00 (good), and writing mechanics 61.50 (poor). Thus, students' procedural text writing ability was categorized as sufficient, with the highest achievement in language features and the lowest in writing mechanics.

Keywords: writing skills, procedural texts, descriptive statistical

Keterampilan Menulis Teks Prosedur Siswa Kelas VII SMP Negeri Madani Pekanbaru: Analisis Statistik Deskriptif

ABSTRAK

Teks prosedur termasuk dalam kelompok teks naratif-faktual yang memiliki struktur inti orientasi, bahan dan alat, proses, penutup. Aspek kebahasaan dominan dalam teks prosedur adalah satuan paragraf per struktur teks. Penelitian ini bertujuan mendeskripsikan kemampuan menulis teks prosedur siswa kelas VII SMP Negeri Madani Pekanbaru. Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif. Penelitian dilaksanakan pada Agustus 2025 sampai Maret 2026 dengan populasi seluruh siswa kelas VII yang berjumlah 50 siswa dan seluruh populasi dijadikan sampel. Instrumen penelitian berupa tes unjuk kerja menulis teks prosedur. Prosedur penyusunan tes dilakukan melalui penetapan kompetensi dasar, penyusunan indikator tes, penyusunan kisi-kisi tes, penyusunan butir tes, dan penyusunan rubrik penskoran. Indikator penilaian mencakup struktur teks, kaidah kebahasaan, dan mekanik tulisan. Data dikumpulkan melalui hasil tulisan siswa dan dianalisis menggunakan aplikasi IBM SPSS Statistics versi 20 yang terbatas pada statistik deskriptif. Hasil penelitian menunjukkan bahwa kemampuan menulis teks prosedur siswa memperoleh nilai rata-rata 75,28 berkategori cukup. Pada aspek struktur teks diperoleh nilai rata-rata 75,97 berkategori baik, aspek kaidah kebahasaan 78,00 berkategori baik, dan aspek mekanik tulisan 61,50 berkategori kurang. Dengan demikian, kemampuan menulis teks prosedur siswa tergolong cukup dengan kecenderungan tertinggi pada aspek kaidah kebahasaan dan terendah pada aspek mekanik tulisan.

Kata kunci: kemampuan menulis, teks prosedur, statistik deskriptif

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INTRODUCTION

Language skills are one of the basic competencies that students must master in learning Indonesian. Language skills encompass four main aspects: listening, speaking, reading, and writing. These four skills are interrelated and mutually supportive in the communication process. Among these four skills, writing is considered complex because it requires the ability to think, organize ideas, and express them in a systematic written form. Writing is not only a means of communication but also a medium for developing students' intellect and creativity.

According to Tarigan (2008), writing is a productive and expressive activity used to communicate indirectly with readers. Writing allows one to express ideas, thoughts, experiences, and information in a structured manner. In the context of Indonesian language learning, writing skills are an important indicator in assessing students' ability to understand and produce texts. One form of writing skill taught at the junior high school (SMP) level is writing procedural texts. Procedural texts are texts that contain steps or stages for carrying out an activity or making something systematically. Procedural texts play an important role in everyday life because they help someone understand the procedures for carrying out an activity correctly and sequentially. Therefore, the ability to write procedural texts is a competency that students need to master.

In teaching procedural texts, students are required to understand the text's structure, including objectives, tools and materials, steps, and conclusion. Furthermore, students must be able to use appropriate linguistic rules, such as the use of imperative sentences, active verbs, temporal conjunctions, and technical terms. Equally important, students must pay attention to writing mechanics, including spelling, capitalization, punctuation, and neatness.

According to Nurgiyantoro (2020), assessment of writing skills must encompass aspects of content, organization or structure, language use, and writing mechanics. These four

aspects are fundamental in determining the quality of a piece of writing. Therefore, assessment of procedural texts emphasizes not only the final product but also the completeness of the structure and the accuracy of language use.

However, in school learning practices, writing procedural texts remains a challenge for some students. Based on initial observations at Madani Public Middle School in Pekanbaru, it was found that many students still experience difficulty in systematically composing procedural texts. Some students were unable to clearly formulate objectives, were incomplete in listing tools and materials, and lacked coherence in writing steps. Furthermore, they frequently encountered inappropriate linguistic conventions, such as inappropriate verb tenses and limited temporal conjunctions.

Another issue identified was weak writing mechanics. Some students still made errors in capitalization, punctuation, and spelling according to Indonesian spelling rules. However, writing mechanics are a crucial element in ensuring the readability and clarity of a text. If these mechanical aspects are neglected, the intended message can be less effective.

This phenomenon indicates that students' procedural text writing skills still require further in-depth study. This study is important to determine students' abilities in detail based on established assessment aspects. By understanding students' specific abilities, teachers can determine more appropriate learning strategies to improve their writing skills.

How are the procedural text writing skills of seventh-grade students at Madani State Middle School? That is the single research problem formulation in this language education study.

In line with the problem formulation, this article also includes a single research objective. The objective is to describe the procedural text writing skills of seventh-grade students at Madani State Middle School.

This research is expected to provide theoretical and practical benefits. Theoretically,



this research can enrich the study of writing skills, particularly procedural text writing, in Indonesian language learning. Practically, the results of this study are expected to serve as evaluation material for teachers in improving teaching strategies for procedural text writing, as well as provide considerations for students in improving their writing skills.

Theoretically, this research is based on the concept of procedural texts proposed by several experts. According to Keraf (2007), a procedural text is a text that explains the stages in completing an activity in a sequential manner. Meanwhile, according to Nurgiyantoro (2020), writing quality can be measured through aspects of content, organization, language, and mechanics. These theories serve as the primary foundation for this research.

Relevant research supporting this study includes Razak's (2023) research, which showed that students' writing skills are influenced by their understanding of text structure and linguistic rules. Furthermore, research by Sabarullah and Agustina (2024) showed that students' writing abilities are still influenced by weaknesses in writing mechanics. Another study by Reyaan and Wutwensa (2024) also confirmed that the structure of procedural texts has a significant influence on students' success in producing good writing.

METHOD

This research employed a quantitative approach with descriptive methods. The quantitative approach was used because the research data consisted of student writing skills test scores, which were analyzed numerically. According to Sugiyono (2019), (Razak (2017), Abubakar (2021), quantitative research is a research method used to examine a specific population or sample with the aim of testing a predetermined hypothesis through statistical data analysis. The descriptive method was chosen because this study aimed to systematically, factually, and accurately describe the procedural

text writing skills of seventh-grade students at SMP Negeri Madani Pekanbaru.

This research procedure was implemented through several stages. The first stage was the preparation stage, in which the researcher compiled a research proposal, determined the research instruments, and prepared a rubric for assessing procedural text writing skills. At this stage, the researcher also determined the aspects to be assessed: content, text structure, linguistic rules, and writing mechanics.

The second stage was the implementation stage. In this stage, the researcher gave students a performance test in the form of a procedural text writing assignment based on a predetermined theme. Students were asked to write a procedural text, paying attention to the text's structure, which includes objectives, tools and materials, steps, and a conclusion.

The third stage was the data collection stage. Students' writings were collected and assessed using a pre-developed analytical rubric. Assessment was conducted systematically based on predetermined indicators.

The fourth stage was data analysis. At this stage, students' test scores were processed using descriptive and inferential statistics to obtain an overall picture of students' abilities.

The final stage was drawing conclusions, which involved summarizing the research findings based on the analyzed data.

The research design used in this study was a quantitative descriptive design. This design was used to describe students' abilities in writing procedural texts without providing any specific treatment. The main focus of this study was to describe students' ability levels based on the results of the writing skills test.

According to Nazir (2014), descriptive research aims to create systematic, factual, and accurate descriptions of the facts and relationships between the phenomena being studied. Therefore, this design is suitable for describing students' procedural text writing skills.

This research was conducted at SMP Negeri Madani Pekanbaru. The research location was chosen based on the consideration that the school was relevant to the focus of the study, namely the writing skills of seventh-grade students in procedural texts. The research was conducted in the odd semester of the 2025/2026 academic year. Data collection began after all research instruments were deemed suitable for use.

The population in this study was all 50 seventh-grade students in SMP Negeri Madani Pekanbaru. According to Arikunto (2019), if the population size is less than 100, the entire population can be used as a research sample. Based on this opinion, the sampling technique used in this study was saturated sampling, meaning the entire population was used as a research sample. Therefore, the sample size for this study was 50 students.

The procedure for developing the procedural text writing test consisted of five stages. All stages are described below.

First, the indicators for the procedural text writing skills test were developed based on procedural text writing theory. The text indicators were: objectives, materials and tools, process, and conclusion. The linguistic indicators were paragraph coherence per text structure and spelling. Second, determine the theme. This article uses themes such as education, electronics, health, mathematics education, science, and a free theme.

Fourth, determine the number of procedural texts students must write. This article uses only one text.

Fifth, compile a test outline for procedural text writing skills as a guideline for instrument development. The outline is presented in a table. Sixth, compile test items in the form of a procedural text writing skills test based on a specific theme.

Each test sheet was corrected to obtain a raw data score. Corrections were based on the scoring rubric as outlined in the table below.

Indikator and Description	Score
Objectives	
Objectives are presented very clearly	4
Objectives are presented clearly	3
Objectives are presented unclearly	2
Objectives are presented very unclearly	1
Tools	
Tools are written very completely	4
Tools are written completely	3
Tools are written incompletely	2
Tools are written very incompletely	1
Materials	
Materials are written very completely	4
Materials are written completely	3
Materials are written incompletely	2
Materials are written very incompletely	1
Process	
Process is presented very clearly	4
Process is presented clearly	3
Process is presented unclearly	2
Process is presented very unclearly	1
Paragraph Cohesion	
Each paragraph is very cohesive	4
Each paragraph is cohesive	3
Each paragraph is not cohesive	2
Each paragraph is not very cohesive	1
Spelling Errors	
Spelling errors < 10	4
Spelling errors 10-19	3
Spelling errors 20-29	2
Spelling errors > 29	1
Maximum Score	24
Minimum Score	6



Data on procedural text writing skills were analyzed using descriptive statistical procedures. This procedure was used without prerequisite tests such as normality and homogeneity tests. Meanwhile, from a methodological perspective, the selection of descriptive statistical procedures did not require sampling requirements.

RESULTS

The data on procedural text writing skills are presented in a single frequency distribution table. The table includes columns for raw score, frequency, percentage, and value. The final section of the table presents descriptive statistics, including the mean 18,06 (75,25 percent), standard deviation 2,217, minimum score 14, maximum score 22.

Table 2
 Single Frequency Distribution of Procedural Text Writing Skills Data

X	Frequency	Percent	Value
14	3	6,00	
15	6	12,00	
16	2	4,00	
17	4	8,00	
18	20	40,00	
19	2	4,00	
20	4	8,00	
21	5	10,00	
22	4	8,00	
Total	50	100	
N			50
Mean			18,06
Percent			75,25
Median			18,00
Mode			18
Std. Deviation			2,217
Variance			4,915
Range			8
Minimum			14
Maximum			22
Sum			903

DISCUSSION

The results of the study showed that the overall procedural text writing ability of seventh-grade students at Madani State Junior High School in Pekanbaru was in the adequate category, with an average score of 75.28. This result indicates that students have basic skills in writing procedural texts, but there are still several aspects that need improvement, particularly in the conclusion and writing mechanics. Procedural text writing ability in this study was analyzed based on four main aspects: content, text structure, linguistic rules, and writing mechanics.

For the title indicator structure aspect, students obtained an average score of 88.00, categorized as very good. This result indicates that most students were able to develop ideas according to the given topic. Students were able to adapt the content of their writing to the purpose of the procedural text, which is to provide instructions or steps for carrying out an activity. High content proficiency indicates that students have understood the context of the assignment and are able to connect everyday experiences to procedural writing. According to Nurgiyantoro (2020), the quality of written content is a key indicator of writing success because the content reflects the writer's understanding of the topic being discussed. Therefore, a high score in the content aspect indicates that students have a good understanding of the procedural text material.

Regarding text structure, the research results showed varying achievement across indicators. The objective indicator received an average score of 18,06, categorized as adequate. This indicates that some students were able to articulate their writing objectives, but others failed to articulate them clearly and specifically. In procedural texts, objectives are the initial section that orients readers to the desired outcome. According to Keraf (2007), objectives in procedural texts must be clearly stated so that readers understand the purpose of the procedure.

The tools and materials indicator received an average score of 75,25, categorized as good. This

result indicates that students were quite capable of listing the tools and materials needed in the procedures they wrote. However, some writings still lacked a complete list of tools and materials. However, the completeness of tools and materials is crucial because they contribute to the success of a procedure. Incompleteness in this section can make it difficult for readers to carry out the described steps.

The steps indicator received an average score of 87.46, categorized as very good. This is one of the highest aspects in the research. High achievement in this indicator indicates that students are able to organize steps in a coherent and systematic manner. The ability to organize steps well indicates that students understand the essence of procedural texts. According to Henry Guntur Tarigan (2008), coherent writing organization is an important element for readers to understand their writing effectively.

In contrast, the closing indicator received an average score of 56.00, categorized as "poor." This result indicates that most students were unable to structure the closing section effectively. Many students ended their writing immediately after completing the steps without providing a conclusion or affirming the final result. However, the closing serves to clarify the results of the procedure. Low achievement in this indicator indicates that students do not fully understand the complete structure of procedural texts.

In terms of language rules, students received an average score of 78.00, categorized as "good." This result indicates that students are quite capable of using language elements that characterize procedural texts, such as imperative sentences, active verbs, and temporal conjunctions. The use of appropriate language rules significantly influences the clarity of instructions in procedural texts. According to Nurgiyantoro (2020), effective language use is a key determinant of successful communication in writing. Therefore, the results of this study indicate that students have achieved sufficient skill in applying the language elements of procedural texts.

In terms of writing mechanics, the average score was 61.50, categorized as "poor." The low achievement in this aspect indicates that students still make many errors in capitalization, punctuation, and spelling. Writing mechanics errors can affect the readability and clarity of the text. According to Arikunto (2019), writing mechanics is a crucial aspect in assessing writing skills because it relates to the accuracy of written form. These results indicate the need for more intensive instruction regarding spelling and punctuation.

These research findings align with research by Razak (2023), which showed that students tend to have better abilities in content and steps than in writing mechanics. Research by Sabarullah and Agustina (2024) also showed that students' weaknesses in writing often lie in writing mechanics and the closing structure. These findings reinforce the findings of this study, which show that mechanics and the closing remain students' primary weaknesses.

From a learning perspective, these research findings suggest that teachers need to pay more attention to teaching the complete structure of procedural texts, particularly the closing section, as well as learning writing mechanics. Repeated writing practice with targeted feedback can help students address these weaknesses. Furthermore, the use of practice-based learning models can improve students' writing skills more effectively. The strength of this study lies in the use of saturated sampling, meaning the entire population was sampled, resulting in a more representative data set of the seventh-grade students at the school. Furthermore, the assessment instrument used an analytical rubric, allowing for more detailed assessment of each aspect.

However, this study has limitations. First, it was conducted at a single school, so the results cannot be broadly generalized. Second, the analysis focused solely on one variable, namely the ability to write procedural texts, without examining other factors that may influence students' writing



abilities, such as learning motivation, writing interest, or teacher instructional strategies.

Based on these findings, it is clear that the seventh-grade students' procedural text writing abilities at SMP Negeri Madani Pekanbaru are quite good, but require improvement in several aspects to optimize their writing abilities.

CONCLUSION

Based on the research results, the writing ability of seventh-grade students at SMP Negeri Madani Pekanbaru is in the sufficient category with an average score of 75.28. The highest score was in linguistic rules (78.00), while the lowest score was in writing mechanics (61.50). This indicates that students' procedural text writing skills still need improvement, particularly in writing mechanics.

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