

## STUDENTS' DIFFICULTIES IN WRITING PROCEDURE TEXT

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### **ABSTRACT**

This research aimed to discover students' difficulties in writing procedure text. qualitative descriptive design was used. The subject of this research was 7 students in ninth grade at SMP Negeri Poso Pesisir. The instrument of this research was documents of the result of the students' writing that given by the English teacher. Based on the data analysis, the data showed that the students have difficulties in writing procedure text, especially in term on of generic stucture: Goal, material/ingredients, step. And in language features: the use of adverbial of sequence/temporal conjunction, use of imperative sentence, use of adverbials, use of action verb, and use of present tense. Based on the difficulties the teachers are expected to be facilitator for students in learning writing procedure text and for students they expected to have motivation in learning especially in writing generic structure and language features.

***Keywords: Difficulties; Writing; Procedure text***

## INTRODUCTION

Writing is a process of transferring ideas, feeling, and thought from the writer to the reader. The writer should be able to make the reader understand what he/she means through his/her sentences. Nation (2009), states that writing is an activity that can usefully be prepared for work in the other skills of listening, speaking and reading. This preparation can make possible for words that have been used receptively to come into productive use. Writing is the process of conveying ideas and thoughts using symbols such as letters, punctuation, and others into a written form that can be read and understood.

Writing is also considered as the indicator toward the student success in learning English. Since writing is productive skill, it also helps the students to develop their ability in expressing what they feel and think. According to Bryne (1997), there are three major categories which make writing difficult namely linguistics (language use and vocabulary), psychology (content aspect), and cognitive difficulty (organization and mechanics). Furthermore, in this current research, the researcher will focus on students' difficulties in writing procedure text on generic structure and language features. The students' difficulties in writing generic structure of procedure text are in writing goals, materials/ingredients, and steps of procedure text. Language features of procedure text are use of adverbial of sequence/temporal conjunction, use of imperative sentence, use of adverbials, use of action verb, and use of present tense.

Writing can be seen as two different views. Brown (2001) and Harmer (2007) stated that writing can be as product of writing and the process of writing. When writing as a product, it focuses on the end of writing such as essay, the report, the story, or what the product should look like. It means that the writing should have these elements, there are; meet certain standard of determined English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would be familiar. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself.

Oshima & Hogue (2006), making a good piece of writing is a complex process. It requires the ability to write grammatically sentences and organize them logically into paragraphs or essay. McCarthy (2000) and Harmer (2007) point out that there are two important aspects in writing, in order to make writing to be successful, there are coherence and cohesive.

Coherence is the feeling that the elements of texts are bound together in which the reader can follow the sequence of ideas or points. While cohesive is the surface links between the clauses and sentences of a text. It is a more technical matter since it deals with the various linguistic ways of connecting ideas across phrases and sentences, such as using pronoun and connector.

In other to make clear what the procedure text is, it is good if we know firstly what the text is. According to Anderson (1998) argues that "Texts are pieces of spoken or

written language created for a particular purpose". It means when we write or speak, we create texts. Moreover, Richard (2010) states that "Text is a segment of spoken or written language". It has some characteristics: it is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context". It is concluded that text spoken or written communication has a function or purpose. Then, word "Procedure" guides the readers to operate something or to reach certain objective. Procedure text is a text that provides sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways. Anderson & Kathy (1998) explain that a procedure is a piece of text that tells the reader or listener how to do something. The procedure text shows how the processing is accomplished and how something is done. So, procedure text is a text that contains steps to do something in the right way. The purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal.

According to Brown (2004), there are three genres of writing, academic writing, job-related writing and personal writing. According to Oshima and Hogue (1991), academic writing is the kind of writing that required do in college or university; for example, papers, general subject reports, essays, compositions, journals, short answer test responses, technical report such as lab report, thesis, desertation.

Second, job-related writing is one of the writing which provides partical information, fact and persuade the reader, for instance messages, emails, letters, memos, reports, schedules, labels, advertisments, announcements, and mannuals. Third, personal writing is to write based on personal opinions, personal feelings rather than facts or evidence; for instance, letters, emails, greeting cards, invitations, messages, notes, calender entries, shopping lists, reminder, financial, documents, form, questioneres, medical reports, immigration documents, diaries, personal journal and reaction. For this study, the researcher uses academic writing as a type of writing to be identified or investigated.

Students should learn strategies for invention and discovery, and teachers should help students generate content and discover purpose. It is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the reader's needs. It means that writing is complex process as well. The writing components which are evaluated in the students writing product are adapted from Testing ESL Composition developed by Jacobs, Zingraf, Wormuth, Hartfiel, & Hughey (1981), there are four main components of writing. They are organization, grammar, vocabulary, and mechanics.

There are many kinds of the text that should be studied and taught in Junior High School level. One of them is procedure text. Procedure text is the process which is needed to be undertaken to achieve a successful outcome. It means, we need to know the steps to get the target when operate, prepare, or make something. Therefore, in process, there must be some errors competed in difficulties by the students. Procedure text is not an easy thing, especially for

junior high school level because in writing procedure text there are several things that need to be considered, such as generic structure and language features. The researcher focused on generic structure of procedure text. Generic structure of procedure text are goal, a list of the materials, and a sequence of the steps. Language features of procedure text are use of adverbial of sequence/temporal conjunction, use of imperative sentence, use of adverbials, use of action verb, and use of present tense.

According to Rass in Husna (2013), writing is a difficult skill for native speakers and non-native speakers because writer must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies, and mechanics such as spelling, punctuation, and capitalization. Content refers to substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The next is organization; organization refers to the logical organization of the content (coherence), while vocabulary refers to the use of the correct grammatical form and syntactical pattern. It is identified from the construction of well-formed sentence. Supported by Brown (2004), he adds the types of writing difficulties are contents, organization, language, vocabulary, and mechanics. It means that mechanics is one of the difficulties in writing. Mechanics is the use of the graphic convention of the language, capitalization, spelling, paragraphing, and punctuation.

## **METHOD**

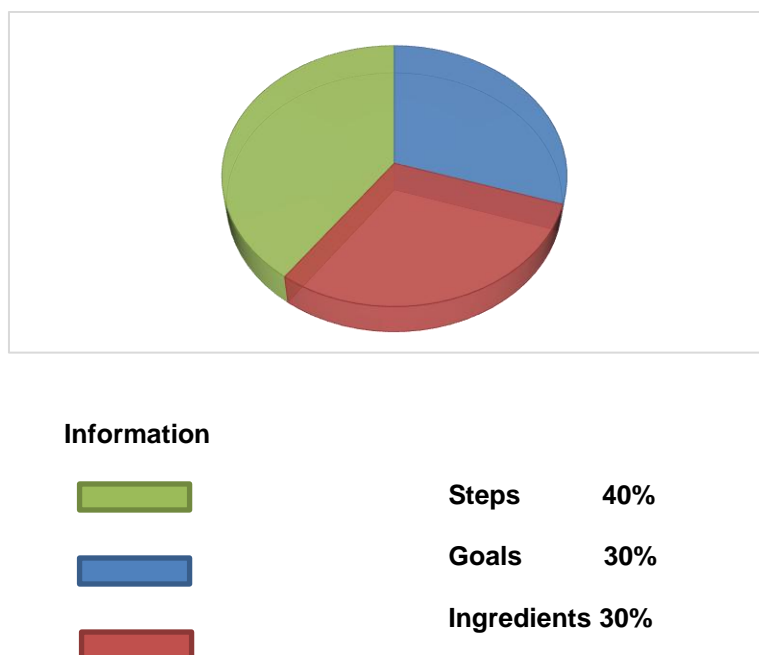
This research used descriptive qualitative research methods. This type of research is descriptive research, which describes the actual condition of the object under study based on the actual situation during the direct research period. The Subject of this research was the ninth-grade students of SMP Negeri 2 Poso Pesisir. It consisted of two class which is XI A and XI B. There are 40 students, for each class the researcher took four and three students of XI A and XI B. All the students have worksheet from the teacher. This research used purposive sampling to choose the sample. The researcher used a document from test results that have been previously given by the teacher to students. The documents were the main instrument in collecting data to analyse students' difficulties in writing procedure text. To find the difficulties in writing procedure text the researcher used technique of data analysis based on Milles and Huberman (1994) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

## **RESULTS AND DISCUSSION**

In this chapter, analyzing students' difficulties the researcher used documents instruments. The researcher presents the result of their investigation related to students' difficulties in writing procedure text and focus on generic structure and language features. The documents that the researcher gained from the English teacher were 40 documents, yet the researcher only used seven of them. The result of the research can be looked as follow:

1. The Students' Difficulties in writing generic structure

Based on the result of the students' writing of procedure text, the researcher found that seven students are difficult to write the goal, materials/ingredients, and steps of the procedure text.



#### A. Students' difficulties in making goals

Based on the data, the researcher find that there are three students (S1, S4, S2) that have difficulties in constructing goal. The student 1 can be seen, he only write "vegetables", it refers to general topics and do not show the main purpose of the writing. The student 4 he do not write the goals neither in general topic nor specific topic. Lastly, the student 2 the writing shows the students "vegetables coconut dressing" which does not have meaning. The students have to write the goals in correct form such as "How to make .... ". Based on the phenomenon, it indicated that students have difficulties in writing goals because the students contribute seen are lack of vocabulary, lack of knowledge, forgot to write and unable to manage the time during their work (limited times).

#### B. The Students' Difficulties in making materials/ingredients

Based on the data, the researcher found that there are three students (S1, S8, S10) have difficulties in constructing materials/ingredients in procedure text. For the student 1, the researcher find out that there is no materials/ ingredients section in students' writing the student only write the step of the procedure in which can be indicated the student do not have capability in construct the materials/ingredients of the procedure text, it can be caused of lack of vocabulary. The student the writing show the student also do not write on the materials/ingredients section, the student do not write the main idea or the vocabulary that appropriate with the section but student only write the title "Ingredients", it can be indicated

the student have lack of vocabulary. The student 10, the writing shows the student not completely write the ingredients. It only several things that the student write, it can be indicated the student forgot or have lack of vocabulary about the English name of the ingredients thing. Based on the explanation above, the researcher conclude the students have difficulties in writing materials/ingredients of procedure text.

#### C. The students' difficulties in making steps

Based on the data, the researcher find out there four students (S2, S9, S10, S3) have difficulties in constructing steps of procedure text. The student 2, the writing shows the students only write two component of generic structure, such as goals and ingredients. The students do not explain about the steps. It can be interpreted that the student is not capable to construct the steps. The lack of knowledge could be the reason of the student incapability in writing steps of procedure text. Then, student 9, based on the student writing, it can be seen the student do not completely write the steps in term of imperative sentence and systematically. It can be indicated the students still faced lack of knowledge in constructing steps of procedure text. Then, student 10 the writing shows, the student unable to write and giving instruction. The student is giving the instruction in general and unclearly. It can be interpreted the student have lack of grammar, lack of vocabulary and probably have limited times. Last, namely student 3. From the writing, the researcher find the student do not write on the steps section, the worksheet is empty. Based on the explanation above the researcher concludes that the students have difficulties in constructing steps in procedure text.

### 2. The students' difficulties in Language Features

The explanation about the students' errors written by the students are presented as follows:

#### A. The students' difficulties in the use of adverbial of sequence/temporal conjunction

Regarding to the data, the researcher also find out students' difficulties in language features, from all the students writing can be seen that no one students write temporal conjunction on their text. The writing of student 4, the students only write 'step one' which means it does not the correct form of adverbial of sequence/temporal conjunction such as 'first, second, etc.'. It can be indicated that the students have difficulties in using adverbial of sequence/temporal conjunction. It can be caused of the students have lack of knowledge of the use of adverbial of sequence/temporal conjunction and lack of vocabulary.

#### B. The students' difficulties in the use of imperative sentence

Based on the data, the researcher also find out that the students also faced difficulties in using imperative sentence in writing procedure text. From the students 1, 4, 8 and 10 writing can be seen that dominant students have written the imperative sentence but not completely

in correct form and still unstructured in order the command. The student 2 and 9 do not write the imperative sentence on their text It can be indicated that the students still faced problem in the use of imperative sentence in writing procedure text, it can be caused because of lack of knowledge of the use of imperative sentences and lack of time.

C. The students' difficulties in the use of adverbials

The researcher also finds that the students faced difficulties of using adverbials in procedure text. It can be seen on the students writing, majority the students do not put the adverb of time on their writing. Only student 1, 8 and 9 write adverb of time on their text, such as 'wait for 10 minutes'. Whereas the adverb of time is needed on the sentences as detail information of the procedure that the students write in procedure text form. Based on it can be indicated that the students faced problem in the use of adverbials, lack of vocabulary and knowledge could be the reason that caused it happen.

D. The students' difficulties in the use of action verb

Regarding to the explanation above, the researcher also find out the students have known about action verb. It can be seen through their writing, majority students write 'put, add, pour, and stir' that contains of action verb. Only student 2 do not use action verb on the writing. It can be indicated that the students have lack of knowledge and vocabulary in writing procedure text.

E. The students' difficulties in the use of present tense in writing procedure text

Based on the students' writing, the researcher find out that the students have difficulties in constructing sentences in present tense in writing procedure text. Dominant students have ungrammatical sentences on their writing and also unappropriated tenses that they use on their procedure text. It can be indicated that the students have lack of knowledge of using present tense on writing procedure text.

## DISCUSSION

In this part, the researcher discusses the result of analysis of the students' difficulties in writing procedure text at SMP Negeri 2 Poso Pesisir in IX grade after collecting the documents most of the students are seventh students are difficult to create a good procedure text. They have difficulties in writing generic structure and language features. In writing generic structures have difficulties consists of goals, materials/ingredients, and steps. The students have difficulties in writing goals of procedure text, it can be indicated the students have lack vocabulary about the English name of type of food and could be limited time while working their text, it can be seen on their writing, and the students mostly write the goal in general topics.

The students have difficulties in writing materials/ingredients and steps of procedure text. The indication of those phenomenon are first, the students have lack of vocabulary that caused the limitation of word choice that can be used in writing material/ingredients and steps of procedure text. Second, the students have lack of knowledge in constructing material/ingredients and steps of procedure text. the misunderstood of constructing the idea can be caused the students confuse, avoid or uncomplete their writing in write the materials/ingredients and steps of procedure text. According to Brown (2004), aspects of writing difficulties or problem, such as contents, organization, language, vocabulary, and mechanics. Regarding to the previous study of Hidayah, et al ( 2021) proves that students' difficulties in writing generic sturctre of

procedure text caused of lack vocabulary, understanding and grammar which make the students difficult when writing procedure text, to conclude the researcher imply that the students have diffictlies in writing generic stucture of procedure text and can be caused of lack of knowledge, lack of vocabuary and lack of time management on working the procedure text.

In writing language features the researcher found that the students still have difficulties such as first, adverbial of sequence/temporal conjunction, adverbial, action verb, and present tense. The indication of those phenomenon are first, adverbial of sequence/temporal conjunction, dominant students don't write It can be caused of the students have lack of knowledge of the use of adverbial of sequence/temporal conjunction and lack of vocabulary. Second, imperative sentence can be seen that dominant students have written the imperative sentence but not completely in correct form and still unstructure in order the command. It can be indicated that the students still faced problem in the use of imperative sentence in writing procedure text, it can be caused because of lack of knowledge of the use of imperative sentences and lack of time. Third, use of adverbials the students faced difficulties of using adverbials in procedure text. It can be seen on the students writing, majority the students do not put the adverb of time on their writing. Based on it can be indicated that the students faced problem in the use of adverbials, lack of vocabulary and knowledge could be the reason that caused it happen. Four, use of action verb the researcher also find out the students have known about action verb. It can be seen through their writing. It can be indicated that the students have lack of knowledge and vocabulary in writing procedure text. Last, use of present tense Based on the students' writing, the researcher find out that teh students have difficulties in constructing sentences in present tense in writing procedure text. Dominant students have ungrammatical sentences on their writing and also inappropriate tenses that they use on their procedure text. In summary, the difficulties include mechanical, grammar, style of writing and expression Moreover, Broughton (2005) describe the categorized the difficulties of writing is Problems of accuracy of English grammar and lexis.

## CONCLUSION

The analysis of findings on the previous chapter enables the researcher to draw some conclusion. The researcher conclude that the students' have difficulties in writing procedure text. The students' difficulties in writing generic structure of procedure text are in writing goals, materials/ingredients, and steps of procedure text. Language features of procedure text are use



of adverbial of sequence/temporal conjunction, use of imperative sentence, use of adverbials, use of action verb, and use of present tense.

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