

STUDENTS' DIFFICULTIES IN WRITING PROCEDURAL TEXT AT THE ELEVENTH GRADE STUDENTS OF SMA N 1 O'O'U

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Abstract

This research aimed to analyze the students' difficulties in writing procedural text. This research is designed in qualitative research with descriptive approach. The data of this research are students' worksheets about writing procedural text and interview result. The procedures used during analyzing the data were reading/memoing, describing, classifying. Based on the data analysis, it was found that there were difficulties faced by eleventh grade students of SMA N 1 O'O'U. First, in writing generic structures of procedural text which lie on writing material or ingredients, step and tips. The second, in writing language features of procedural text which lies on writing noun phrase pattern and using temporal conjunction. The factors caused students difficulties in writing procedural text are the lack of vocabulary, motivation and student's lack of grammar understanding. It is suggested to the English teacher to teach students intensively on generic structure and language features of procedural text, the students to learn more about generic structure and language features of procedural text. Also readers to use this research as a guidance in conducting the relevant research to sharpen and enlarge their knowledge about students difficulties in writing procedural text.

Key Words: *Difficulties; writing; procedural text*

Abstrak

Penelitian ini bertujuan untuk menganalisis kesulitan siswa dalam menulis teks procedural. Penelitian ini dirancang dengan menggunakan penelitian kualitatif dengan pendekatan deskriptif. Data penelitian ini berupa lembar kerja siswa tentang menulis teks prosedur dan hasil wawancara. Prosedur yang digunakan dalam menganalisis data adalah membaca/memoing, mendeskripsikan, mengklarifikasikan. Berdasarkan analisis data diketahui bahwa terdapat kesulitan yang dimiliki oleh siswa kelas XI SMA N 1 O'o'u. pertama, dalam menulis struktur generik teks prosedur yang terletak pada bahan atau peralatan, langkah-langkah dan kiat-kiatnya. Kedua, dalam menulis ciri kebahasaan teks prosedur terletak pada penulisan pola frasa nomina dan penggunaan konjungsi temporal. Faktor-faktor yang menyebabkan kesulitan siswa dalam menulis teks prosedur ini adalah kurangnya kosakata, motivasi dan siswa yang kurang memahami tata bahasa Inggris. Disarankan kepada guru bahasa Inggris untuk mengajar siswa secara intensif tentang struktur generik dan fitur kebahasaan teks prosedur, peneliti juga mengharapkan siswa untuk mempelajari lebih lanjut tentang struktur generik dan fitur kebahasaan teks prosedur. Disarankan juga kepada pembaca untuk menggunakan penelitian ini sebagai pedoman dalam melakukan penelitian yang relevan untuk mempertajam dan memperluas pengetahuan tentang kesulitan siswa dalam menulis teks prosedur.

Kata Kunci: *Kesulitan; menulis; teks prosedur*

A. Introduction

Learning is an activity of students-teacher process interaction and knowledge exchange. Through learning, students can also acquire new understanding, knowledge, behaviors, skills, values preferences. Learning English is important in today's learning process, as English is spoken around the world.

Today, English is an important language to learn. It is important because it has a meaningful place in communication. It also helps people acquire more knowledge and skills in all areas, especially those related to technology, education and religion. Today, most people in the world speak English. English became the first foreign language and played an important role in the development of Indonesia. Indonesia has demanded English in regular school to university. In addition, the learners are expected to be good at English.

One of the skills that should be mastered by the students is writing. Writing is important because students can organize their idea, write them down on paper, and then reorganize and modify it. Writing skill makes the learners easier to construct the good text.

According to Wilson and Glazier (2011:206) it is important to learn to write well. One of the most important things to do in training. Confidence is the key. The writing section helps you build confidence, whether you are expressing your ideas or summarizing and responding to someone else's ideas.

One of the writing skills or types of writing is procedural text. Procedural text is a text that describes how something is done in series of action. Procedural texts are a common type of factual text that students often encounter with literacy, the entire

curriculum, and throughout their lives. The purpose of procedural text is to provide a series of concise, continuous steps or instruction that tell the reader how to do something while allowing the reader to successfully achieve the results.

Based on the syllabus in 2013's curriculum in Indonesia, there are four basic competencies that should be mastered in teaching and learning English, namely listening reading, speaking and writing. Writing is one of the problems encountered in the Eleventh grade SMA N 1 O'o'u. The types of writing that the students have difficulty is procedural text. As one of the learning subjects, students are supposed to know, how and what the procedural text is. Students are also expected to be able to write procedural text correctly.

Besides that, based on the preliminary study that was done by the researcher, the researcher found that the Eleventh grade students of SMA N 1 O'o'u have difficulty in writing procedural text. After asking the permission from the headmaster of the school, the researcher did the preliminary study. The researcher did the interview toward the eleventh grade students and also the English teacher. Based on the result from the unstructured interview that the researcher did with the teacher and also toward Eleventh Grade students SMA N 1 O'o'u, the researcher found that they have difficulties in writing procedural text. The difficulties lie not only in generating and organizing ideas but also in translating these ideas into readable text and also the difficulties in writing language features and generic structure of procedural text. There are some factors causing the difficulties in writing procedural text, such as lack of vocabulary, motivation and students' lack of grammar understanding.

In fact, the students of Eleventh Grade SMA N 1 O'o'u are having difficulty to write the procedural text.

Based on the some fact that has been mentioned, it is needed a new investigation, this study will be continued under the title; **"Students' Difficulties in Writing Procedural Text at XI Grade Students of SMA N 1 O'o'u"**.

The objectives of the research :

1. To find out the students difficulties faced by the eleventh grade students of SMA N 1 O'o'u in writing procedural text
2. To find out the factors caused the difficulties in writing procedural text.

According to Hidayah et al (2021:21) stated that students' writing difficulties in procedure text are language features, like vocabulary and grammar which made the students difficult when writing the procedure text.

Suryanto et al (2019:1) stated that the difficulties in writing procedural text can be caused by many factors. It might be internal factors and external factors. Internal factors consist of student's personal interest in learning and external factors consist of the factors from the others element.

B. Research Method

This research was conducted by using Qualitative research to analyze the students' difficulties in writing procedural text. Qualitative research is a process of naturalistic inquiry that seeks and finds depth understanding of social phenomena within their natural setting. According to Gay et al (2012:7) they stated that "Qualitative research is collection, analysis and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insight into a particular phenomenon of interest".

Qualitative research is method of the research used by the researcher. In this method, the researcher will describe and explain the result of the documentation and the interview from students and teacher which has been analyzed by the researcher.

This research used documentary and interview as techniques to collect the data. The documentation was paper that has been written by students. The documentation was the worksheet of students about procedural text that has been written by them. Interview is the technique used by the researcher to get more information about students' difficulties in writing procedural text.

C. Research Finding and Discussion

This research was conducted at eleventh grade students of SMA Negeri 1 O'o'u. It was located at Simandraolo village, O'o'u District, South Nias, North Sumatra. The eleventh grade students of SMA Negeri 1 O'o'u divided in two classes that are social class and science class. The subject of this research was science class which consists of 25 students.

In processing the data in this research, researcher analyzed the students' worksheets about writing procedural text. Then researcher marked the containing difficulties to identify the difficulties. The researcher focused on students' difficulties in writing procedural text and then found out the causes of difficulty. After founding the students' difficulties, researcher interviewed students to get causes of their difficulties.

Based on the result of data analysis, there are difficulties faced by the eleventh grade students of SMA N 1 O'o'u. First, researcher found that students had difficulties in writing generic structures of

procedural text which is lie on writing material or ingredients, step and tips. The second, researcher found that students had difficulties in writing language features of procedural text which is lie on writing noun phrase pattern and using temporal conjunction. The last one, the researcher found that there are some factors caused the students difficulties in writing procedural text. They are vocabulary, motivation and lack of grammar.

Table 4.1
Students' difficulties in writing procedural text

No	Students	Generic Structures									Language Features								
		I/M			S			Tp			N.P			T.C					
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
1	S1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2	S2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3	S3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Source: Researcher, 2022

Note :I/M=Ingredients/Material, S=Steps, Tp=Tips, N.P= Noun phrase pattern, T.C=Temporal Conjunction.

1. Students' Difficulties in Writing Procedural Text

Based on collected data, the researcher found that most of students had similar difficulties and causes in writing procedural text. Accordance with data obtained, researcher found that there are some students' difficulties in writing procedural text based on students' worksheets :

1) In Writing generic structures of Procedural text

There are generic structures of procedural text. The generic structures of procedural text is important to make the text that written is clearly for reader. In K 13 English Book (2014:8-11), The generic structures of procedure text are Title (It is the goal or outcome of the activity), Material or ingredient (The material to doing something), step (It is the step by step description of how to complete the task) and tips (It is the final comment) In writing this generic structures of procedural text, most of eleventh grade students of SMA N 1 O'o'u have some difficulties. The difficulties lies on:

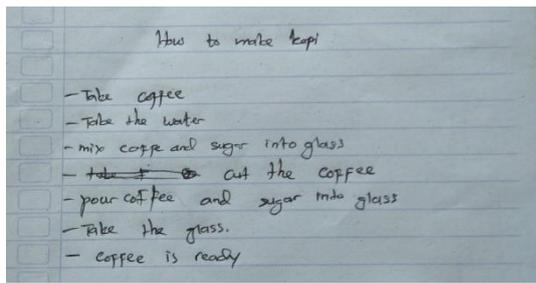
a. Title

In K 13 English Book (2014:9), title is the goal or outcome of the activity. In writing the procedural text, title helps the reader to know what the text is about. Based on the data collected, the researcher found that most of eleventh grade students of SMA N 1 O'o'u did not have difficulties in writing this title in procedural text. All of them were able to write the title of the procedural text.

b. Material or ingredients

Material is the tool that used in making something. In K 13 English Book (2014:9), ingredients or materials is the list and amount of the things and material required. Based on the collected data, the researcher found that most of eleventh grade students of SMA N 1 O'o'u have difficulty in writing this material in procedural text.

Example : (Student 1assignment)

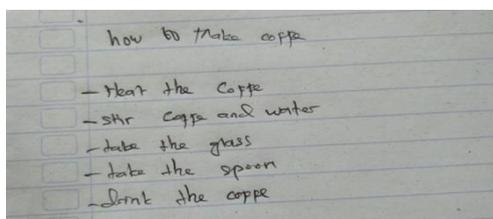


It can be seen from this worksheet, they did not write the kind of things and tool used in process of making something and doing something. There are no list of things and material required. They are directly come to the activity without tell the tools that used, while in procedural text the writers are supposed to tell the reader about the tools or material required and used in the process of complete task before starting the step.

c. Step (It is the step by step description of how to complete the task)

Step is the following rule or action to do or make something. In K 13 English Book (2014:9), Steps is the step-by-step description of how to complete the task. Accordance of the data obtained, the researcher found that most of eleventh grade students of SMA N 1 O'o'u have the difficulty in writing this step of procedural text.

Example : (Student 2 assignment)



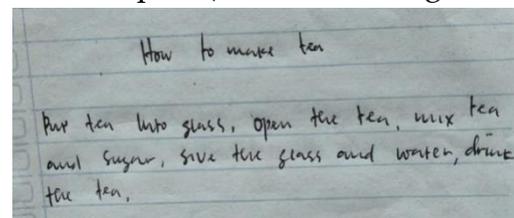
The difficulty can be seen from this worksheet. They write the process of making task randomly. In their procedural text, their step of complete task is not clearly for the readers because they

mentioned it without any consistence. There is no indication about sequence and what the first thing and the next in process of doing or making task. In other word, they did not write time order in their procedural text.

d. Tips

Tips are the final comment of complete tasks. In K 13 English Book (2014:9), tips is the final comment about the task. Based on the obtained data, the researcher found that most of eleventh grade students of SMA N 1 O'o'u have difficulty in this part.

Example : (Students 3 assignment)



The procedural text written by students above, there is no any suggestion or tip to have the task completely success or perfect. They did not mention any tips or suggestions. They are just directly stopped in the result of making or completing the task.

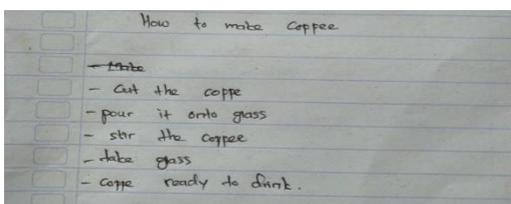
2) In writing language features of procedural text

There are language features of procedural text. The language features of procedural text is important to make the text that wrote is clearly for reader. In K 13 English Book (2014:9), the language features of procedure text are using noun phrase pattern, using adverbs, using action verb and using the temporal conjunction pattern. In writing this language features, most of eleventh grade students of SMA N 1 O'o'u have some difficulties. The difficulties lies on:

a. Noun phrase pattern

In writing noun phrase pattern as a language features of procedural text, most of eleventh grade students of SMA N 1 O'o'u have difficulty in writing this part. Noun phrase pattern is a group of two or more words headed by a noun that includes modifiers. From the data collection, most of students have difficulty in writing noun phrase pattern in their procedural text.

Example : (students 4 assignment)



The difficulty can be seen in this worksheet which is there is no any material or tools in their procedural text while this noun phrase pattern usually used to write or describe the tool used in procedural text.

b. Using adverbs

In K 13 English Book (2014:10), Adverbs are words that modify verbs, adjectives and other adverbs. In writing procedural text, adverbs is used to describe when, where and how the process of task. Based on the collected data, researcher found that most of eleventh grade students of SMA N 1 O'o'u were able to write this adverbs in procedural text. They could mention where to put and how in their procedural text which is indicated that they did not have any difficulties in this part.

c. Using action verbs

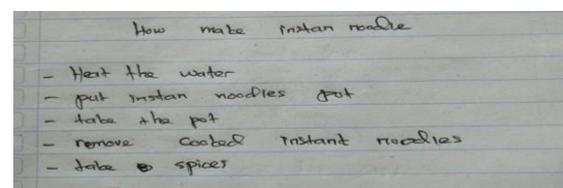
In K 13 English Book (2014:10), action verbs are used to give instructions to represent the process involved in completing the task. Based

on the collected data, researcher found that most of eleventh grade students of SMA N 1 O'o'u were able to write this action verbs in procedural text. They write the instruction to complete the task in their procedural text. It is indicated that they did not have any difficulties in this part.

d. Using temporal conjunction pattern

Conjunction pattern is important used in procedural text. Because it will tells the step by step in times and decide what the things are done first. In K 13 English Book (2014:11), temporal conjunctions are used to ensure that processes are placed in correct order. Meanwhile, based on the data obtained, the researcher found that, most of eleventh grade students of SMA N 1 O'o'u have difficulty in using this temporal conjunction pattern.

Example : (Student 5 assignment)



In this paper, there is no indication to tell what the first and second in the activity in their worksheets. They are just directly write the process without mention what first and second and also did not tell/mention how to do it correctly based on the structure correctly. There is no correct order in process of complete task which is indicated that they have difficulties in this part.

Based on the fact above, it can be concluded that most of eleventh grade students of SMA N 1 O'o'u have difficulties in writing procedural text. They difficulties are lie on two things.

The first difficulty is in writing generic structure of procedural text and the second difficulty is in writing language features of procedural text.

2. Factor Causes Students' Difficulties in Writing Procedural Text

Based on the result of the interview, there are some factors cause the students difficulties in writing procedural text. These factors are :

1. Vocabulary

Vocabulary is important in the process of learning English. It also has effect in writing procedural text. Based on the data obtained and the result of the interview, the researcher found that most of eleventh grade students of SMA N 1 O'o'u have difficulties in writing procedural text are caused by they are weak of vocabulary. The result of their interview showed that they could not write the language features and generic structures of procedural text because they did not know about the word that used and they also had weakness of mastering English word.

As student 1 stated : *"Saya piker bahasa Inggris itu sulit karna saya tidak mengerti bahasa Inggris. Contohnya belajar procedural teks. Saya tidak mengerti dan tidak tau bagaimana menyusunnya dalam sebuah kalmiat atau kata bahasa Inggris"*. He added *"Jujur saja ya pak saya memiliki kosakata yang sedikit dalam bahasa Inggris."*

From this statement, it can be seen vocabulary plays the important rule in their mastery of writing procedural text. Because they had limitation English word, then they had difficulty in writing Procedural text.

2. Motivation

Other factor causes the students difficulties in writing procedural text is motivation. Based on the data obtained and the result of the interview, it shows that motivation plays important role in the process of students learning. The result of their interview shows that most of eleventh grade students of SMA N 1 O'o'u have difficulties in writing procedural text are also cause by their motivation. They did not pay attention in the process of teaching so they did not understand and did not know the language features and generic structures of procedural text. The lack of their motivation also made the students always lazy to learn and made them could not follow the process of teaching learning and when they had lack of motivation, the things comes difficulty to them to learn and understand.

As student 2 stated :

"Ini yang membuat saya tidak bias menulisnya. Bahasa Inggris beda penulisan beda pembacaannya. Jadi hal ini yang membuat saya tidak tertarik belajar bahasa Inggris pak."

This statement also supported by other students' statement. As student 3 stated :

"sayatidakbelajardirumahataukembalime ngulasapa yang sudah dipelajari di sekolah karna sayakurang berminat dalam bahasa Inggrisitu".

From these statements above, it can be concluded that the students were lack of motivation in learn English causes their difficulties in writing procedural text.

3. Lack of grammar understanding

Grammar also has a role in difficulties of writing procedural text. Most of students claimed that grammar

is one of difficulties students faced in learning. They claim they had a little bit understanding about grammar but it is not enough to do writing procedural text well. As student 4 stated :

"Sayahanya tau bahwagrammaritumembahastentangkalimat yang ada kata kerjanya".

Student 3 also stated :

"Sayamencobamenulisgeneric structuresdanlanguage featuresnya, tapisayatidak tau bagaimanamenyusunnyadalamkalimatbahasa Inggris yang benar".

Based on the statements above, researcher concluded that the lack of understanding grammar also causes the students difficulties in writing procedural text because they did not know how to construct a good sentence.

Based on the facts and statements above, it can be concluded that most of eleventh grade students of SMA N 1 O'o'u have difficulties in writing procedural text are caused by some factors. These factors are lies on three things. The first is vocabulary, second is motivation and the third one is teacher strategy or method in learning process. These factors made students could not write the generic structure and language features of procedural text.

D. Conclusion and Suggestion

The finding of this research showed that students still got difficulties to understand how to construct a good procedural text because they have difficulties in writing and understand the language features and generic structure of procedural text. The lack of mastery word in English, Students' motivation in learning and the method that teacher

used in learning process are the factors cause the students have difficulties in writing procedural text.

After carrying out the research, the researcher would like to give suggestion related to this result of research. Hopefully, it can be applied easily in teaching learning activity and decrease the difficulties.

1. For the students, it is suggested to learn more about generic structures and language features of procedural text, the students also expected to have more motivation to learn English so that the difficulties in writing procedural text can be decreased.
2. For English teacher, it is suggested to teach students intensively in generic structures and language features of procedural text, the teacher also are expected to use some variations of method to make the class is interesting to the students so the student could follow the learning processes as good as well. Another suggested to the English teacher is to make the students feel comfortable in learning process so that students have motivation in learning.
3. And the last is for the next researcher who are advantaged from the finding of this research, next researcher, who want to conduct a related research to this research would be more advantage, since a very significant reference is provided and offered through the result of this research.

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