

Students' Difficulties On Writing Procedure Text at The Tenth Grade of SMK Swasta Persiapan Pematang Siantar

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Abstrak

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan kesulitan siswa dalam menulis teks prosedur di kelas sepuluh SMK Swasta Persiapan Pematang Siantar. Penelitian ini menggunakan teori dari Heaton (1988) yang menyatakan bahwa pemberian skor rubrik untuk menulis teks prosedur terdiri dari struktur generik seperti tujuan, bahan, peralatan, langkah, dan fitur bahasa seperti kata kerja tindakan dan konjungsi temporal. Metode penelitian ini dirancang sebagai penelitian deskriptif kualitatif. Peneliti memilih seluruh siswa kelas X sebagai subjek penelitian ini, yang berjumlah 118 siswa. Instrumen yang digunakan dalam mengumpulkan data adalah tes menulis. Prosedur yang diterapkan dalam menganalisis data adalah membaca, mengidentifikasi, menilai dan mendeskripsikan. Temuan menunjukkan bahwa mayoritas siswa kelas sepuluh menghadapi beberapa kesulitan dalam menulis teks prosedur. Dapat disimpulkan bahwa terdapat kesulitan paling dominan yang dihadapi siswa kelas X dalam menulis teks prosedur, yaitu pada bagian struktur generik yang berjumlah 52 siswa, dan pada bagian ciri kebahasaan yang berjumlah 66 siswa. Untuk beberapa kesulitannya antara lain: pada bagian struktur generik, termasuk tujuan, seperti siswa tidak dapat menuliskan tujuan dengan benar pada teks prosedur. Bahan dan perlengkapan seperti siswa tidak mencantumkan kuantitas masing-masing bahan dan perlengkapan dalam teks prosedur. Langkah-langkah seperti ini terdapat beberapa langkah yang dijelaskan siswa kurang detail dan kurang runtut. Sedangkan pada bagian fitur kebahasaan, termasuk kata kerja tindakan seperti siswa memasukkan kata kerja tindakan yang sama secara berulang-ulang dalam beberapa langkah. Konjungsi temporal seperti siswa tidak menggunakan berbagai konjungsi temporal secara konsisten ketika mengurutkan setiap langkah dalam teks prosedur.

Kata kunci: *Keterampilan Menulis, Kesulitan Siswa, Teks Prosedur*

Abstract

This research aims to investigate and describe the students' difficulties on writing procedure text at the tenth grade of SMK Swasta Persiapan Pematang Siantar. This research used the theory from Heaton (1988) which states that rubric scoring for writing procedure text consist of generic structures such as goals, materials, equipment, steps, and language features such as action verbs and temporal conjunctions. This research method is designed as descriptive qualitative research. The researcher chose all tenth grade students as subjects in this research, which consisted of 118 students. The instrument used in collecting data is a writing test. The procedures applied in analyzing data are reading, identifying, scoring and describing. The findings show that the majority of tenth grade students face some difficulties in writing procedure text. It can be concluded that there are the most dominant difficulties faced by tenth grade students in writing procedure text, namely in the generic structure section with a total of 52 students, and in the language features section with a total of 66 students. For some difficulties, they are: in the generic structure section, including goals, such as students not being able to write goals correctly in the procedure text. Materials and

equipment such as students did not include the quantity of each material and equipment in the procedure text. Steps such as there were several steps explained by students in less detail and less coherently. While in the language features section, including action verbs such as students include the same action verbs repeatedly in several steps. Temporal conjunctions such as students did not use various temporal conjunctions consistently when ordering each step in procedure text..

Keywords : *Writing Skill, Students' Difficulties, Procedure Text.*

INTRODUCTION

Language is a tool to convey information. Language cannot be separated from information because both are related to each other. Language is usually used by many people in daily activities, such as sharing information, messages, ideas and feelings with other people. All daily activities carried out by many people are using language because language has an important role in people's lives. If there is no language, then daily activities will not run smoothly. Because without language, people cannot convey information and ideas either directly or in written form. In addition, the use of language can establish good relations with other people in the environment, increase new knowledge, and thinking ability. Thinking ability is strongly supported by language, which is a tool for forming new knowledge. There are many languages spoken by people in this world. The language used by many people is usually known as English (Febriyanto & Yanto, 2019).

English is a foreign language that is learned by Indonesians. English is studied especially in Indonesian education. It is studied as a foreign language because it has been proclaimed by the Ministry of Education, National Culture, and regulated in Law Number 20 of 2003 concerning the National Education System which currently uses the 2013 Curriculum (Fitri et al., 2022). The role of English in the 2013 curriculum is very important because it has many functions, including: providing feedback on global challenges, and as a foreign language that must be mastered by students. Learning English as a foreign language provides four basic skills for students, including: speaking, listening, reading, and writing. The four skills are a unit based on the ability to think, support each other and cannot be separated. One of the goals of learning English is being able to master writing skill (Fidriani et al., 2021).

Writing is one of the English skills that must be well acquired by students. Because through writing, it can improve students' use of language. It is an important aspect that has a positive impact on writing. Additionally, writing is a support tool as it can assist students in learning a new language. This belongs to the type of productive language skills which produce broad arrangements of words, sentences, and paragraph to express ideas, thoughts, information, and feelings. Writing also has a fairly important role, especially in students' life. Students do a lot of work in everyday life. Most of the work completed by students in everyday life is definitely related to writing activities that produce words, such as completing assignments, homework, midterm exams, and final semester exams (Khasawneh & Al-Rub, 2020). It can be said that writing really supports the activities carried out by students.

Writing is an effective way to convey feelings, ideas, thoughts, and information. It is written using precise and clear words. Writing is a very useful, important, and interesting job to learn for students. This exercise is often useful as preparation for other activities such as sharing ideas, feelings and thoughts with other participants (Fitriani & Zaiturrahmi, 2022). Writing skills are also very important to learn because can encourage students success. One example is writing can be used to apply for jobs, because some jobs definitely require writing skills. Furthermore, writing is very necessary in students' careers and personal lives because other people will be able to easily judge a person's thinking ability from something written and the way it is written. It means that writing becomes a benchmark for others to provide judgments or interpretations. The primary goals of writing is to express ideas and information to readers in written form.

Writing is a difficult skill to master and do for students. This activity is not an easy thing to do because it goes through several processes and takes a long time, requires a lot of vocabulary and extensive knowledge. As a result, students can produce language and easily convey these thoughts in written form (Imelda, Cahyono, and Astuti, 2019:326). Knowledge and vocabulary greatly influences good writing. Without these two things, it will be difficult to find and convey ideas in written form. Besides that, writing requires various aspects that students must pay attention to and understand, including: content, vocabulary, use of proper grammar, syntax, mechanics, and organizing opinions into coherent sentences and connect with each other (Imran, 2022).

SMK Swasta Persiapan Pematang Siantar is one of the private schools located in the city of Pematang Siantar. This vocational high school provides various majors, including: visual communication design, electric power agency engineering, audio video engineering, mechanical engineering, automotive light vehicle engineering, motorcycle engineering and business, computer and network engineering. As a formal institution, this school presents English subjects using the 2013 curriculum. English subjects contain many types of texts. Based on the Indonesian 2013 Curriculum, there are many types of text that must be learn and master by students, especially at the tenth grade in English subjects, including: recount text, narrative text, descriptive text, procedure text, and news items. Each type of text contains different social functions and generic structures. Anaktototy, Que, and Lewier, (2020) & Zulpaini, Hartati, and Ankdriani, (2020:17) emphasize that students must have a good understanding of how to compose a text by carrying out instructions and teachers are needed to design implementation of learning plans. The goal is to be followed by students so as to gain mastery of learning. One of the main subjects matter that students need to understand is procedure text (Wardana et al., 2022).

Procedure text is part of the activities carried out in everyday life. Every daily activity generally requires a procedure, so that it can be completed properly. Procedure text is a piece of text that explains the steps in making something. Procedure text provides information to other people regarding how to make or complete something. This text explains how other people make or complete something in a certain sequence of steps or the way something is completed from a series of processes. Furthermore, procedure text is one of the writing skills that must be master and produce by students. Rahmawati & Sulistyaningsih, (2020:22) explain that students must first recognize generic structures in procedure text, including: (1). Goal: it is included in the title of the text, and can be in the form of introductory paragraphs, (2). Materials and equipments: in this section, students must show the materials and equipment needed in making or doing something, which can be included in lists and paragraphs, (3). Steps: in this section, students must show how something is done or completed through a series of processes. The purpose of procedure text is to guide other people regarding the steps in making or doing something (Meinawati et al., 2021).

The researcher also read several journals related to procedure text. First, Immanuel Zai (2023) entitled "Students' Difficulties in Writing Procedural Text at the Eleventh Grade Students of SMA N 1 O'O'U". The findings show that students experience difficulties in writing procedure text, including: generic structure, especially in goals and steps, and language features, especially in noun phrases, and temporal conjunctions. These difficulties are caused by a lack of interest in learning, lack of vocabulary, and lack of gramma (Fauziyah et al., 2022). Second, Heti Hidayah, Gatot Subroto, and Muhammad Candra (2021) entitled "Students' Writing Difficulties in Procedure Text: An Analysis Study". The findings indicate that students face difficulties in writing procedure text, including: language features, especially in vocabulary and grammar. These difficulties are caused by a lack of knowledge, lack of practice, and educational background. Third, Nova Alfadillah Rukmana, Hasan Khalawi, and Dwi Rahayu (2022) entitled "The Analysis of Students Writing in Procedure Text Found at the Tenth Grade Students of SMA Negeri Tulakan in Academic Year 2021/2022". The findings show that students from X IPS 2 face several difficulties in writing procedure text, such as: low mastery of content, organization, language use, vocabulary, and mechanics. These difficulties are caused by several factors, including: the

media used in the learning process, the teacher's explanations, and the students' ability to write procedure text.

The phenomena above show that there were still many students who experience some difficulties in writing, especially on procedure text. Therefore, this research will analyze the tenth grade students because almost all students from this class face difficulties in writing. This research is entitled " Students' Difficulties on Writing Procedure Text at the Tenth Grade of SMK Swasta Persiapan Pematang Siantar (Dalle, 2019).

METHOD

This research is designed as descriptive qualitative research. Qualitative research is a scientific research which the purposes to explore a phenomenon by focusing the way in-depth communication between researcher and the phenomenon under study (Herdiandiyah, 2010:9). Furthermore, qualitative research is a research method capable of producing descriptive data in written form. It relates to the phenomena being analyzed.

Qualitative methods consist of several types. Each type is used based on needs in research. Creswell (2012:51) reveals that qualitative methods are grouped into five types, including phenomenological research, grounded theory, ethnography, case study, and narrative research. In this research, the type of qualitative method that used by the researcher is case study. A case study is a problem that will be studied, analyzed and understood in depth. This understanding can be obtained from events, activities, and processes. The reason for choosing to use a case study was because the researcher wanted to understand and analyze in depth related to students' difficulties in writing procedure text. These difficulties were described in written form.

Descriptive research is a research method that is applied to describe existing phenomena or facts as accurately as possible. The goal of the descriptive method is to elaborate a detailed explanation and description of the research object (Creswell, 2012:274). Therefore, the researcher must focus on an accurate description of the phenomenon and its characteristics. The researcher uses a descriptive qualitative method because it is suitable to be applied in this research. Furthermore, this method prioritizes to analyze data and the researcher want to describe conditions or phenomena more specifically, transparently, and in depth. It means, data results will be presented in the form of descriptions or words. The researcher will present a description of students' difficulties on writing procedure text at the tenth grade of SMK Swasta Persiapan Pematang Siantar (Lisnora Saragih & Sirait, 2022).

This research was carried out at SMK Swasta Persiapan Pematang Siantar. This school is located at JL. Pane, No. 66, Tomuan, Kebun Sayur, Kec. Siantar Tim., Pematang Siantar City, North Sumatra 21133. The researcher chose this location because most students experienced difficulties in writing, there were no previous researchers who analyzed students' difficulties in writing procedure texts, and the distance from the boarding house to the research location was not too far so as to avoid lateness and save costs. This research was conducted for a week, starting from September 5, 2023 to September 12, 2023

The subject of this research is the tenth grade students of SMK Swasta Persiapan Pematang Siantar. Which consists of 118 students in 10 classes. Class X-TITL consists of 6 students, class X-TAV consists of 5 students, class X-TP consists of 9 students, class X-DKV consists of 7 students, class X-TKJ consists of 23 students, class X-TSM¹ consists of 20 students, class X-TSM² consists of 12 students, class X-TSM³ consists of 15 students, class X-TKR¹ consists of 10 students, and class X-TKR² consists of 11 students. Vocational high school students of SMK Swasta Persiapan Pematang Siantar have seven majors, including: electric power agency engineering, audio video engineering, mechanical engineering, automotive light vehicle engineering, motorcycle engineering and business, visual communication design, computer and network engineering (Ismayanti & Kholiq, 2020).

The reason for choosing tenth grade students because based on practical field experience (PPL) carried out from October 17, 2022 to February 22, 2023 of SMK Swasta Persiapan Pematang Siantar. It was found that almost all students from several classes experienced various difficulties in writing skill.

The object of this research is students' writing about procedure text in making food and drinks, especially in generic structure (such as goals, materials, equipment, steps), and language features (such as action verbs and temporal conjunctions) of SMK Swasta Persiapan Pematang Siantar. The researcher gave a writing test to the tenth grade students. Then, the researcher analyzed the goals, materials, equipment, steps, action verbs, and temporal conjunctions found in the students' answer sheets.

Instrument of the research are tools used to collect, measure, and analyze data related to the object of research. Research instrument are tools used by researchers in collecting data, so that the process will be easier to complete, and the results will be better, meaning that it will more precisely, complete, systematic, and easier to process (Arikunto, 2010:203). The instrument that used by the researcher in collecting data is writing test. Writing test was made by the researcher. This type of writing test is included in the essay test (Lestari et al., 2018).

Data collection is a process carried out by the researcher in collecting data. The data relates to the object being analyzed. The purpose of data collection is to get valid data, so that the research results will not be doubted. Kabir (2016:98) defines data collection as a systematic process of collecting information from relevant sources, which aims to answer research question and achieve research objective. In conducting this research, the researcher used the instrument to collect data, namely essay test.

RESULT AND DISCUSSION

The data of this research are students' writing on procedure text in making food and drinks. It was obtained by giving a writing test to the tenth grade students of SMK Swasta Persiapan Pematang Siantar (Rizkiana & Pulungan, 2020). There were 118 tenth grade students, consisting of 10 classes, including: TITL, TAV, TP, TKJ, DKV, TKR¹, TKR², TSM¹, TSM², and TSM³. In the writing test, students were assigned to write a procedure text by choosing one of the topics provided. Then, the researcher analyzed the students' writing results on procedure text. It was focused on writing generic structure (such as goals, materials, equipment, steps), and language features (such as action verbs and temporal conjunctions). Based on each students' writing results, the researcher found that majority of tenth grade students faced some difficulties in writing procedure text. The following are representative of students' writing on procedure text:

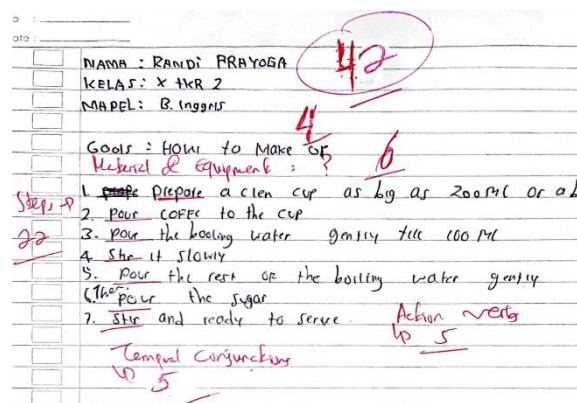


Figure 1. Subject 1

Subject 1 showed that the student faced difficulties in writing procedure text. So it can be said that the procedure text was still inaccurate and incomplete. It can be proven through errors in writing goals, materials, equipment, steps, action verbs, and temporal conjunctions. The difficulties in detail include the following:

Generic Structure of Procedure Text Goals

It can be seen from the student writing results above. The researcher found that there were several difficulties faced by student in writing procedure text, including: in the goals section. The student was unable to write goals clearly. For example, it was found in the sentence: "how to make or". The sentence should be changed become "How to make a cup of coffee". So that writing goals can be said to be correct and related to the materials, equipment and steps explained in the procedure text.

Materials and Equipment

The researcher found that the student faced a difficulty in writing down materials and equipment of procedure text. It can be seen from the student writing results above. The student did not write down the materials and equipment in the procedure text. The student should write down the materials and equipment completely, and the quantity of each item. Because materials and equipment are one of the most important parts in building a procedure text. The procedure text will not be said to be correct if it does not include materials, equipment and the quantity.

Steps

The researcher found that the student had difficulty when writing the steps in the procedure text. It can be seen from the student writing results above. The student wrote each step on a new line, the steps were written quite logically, but there were some steps that were found to be less coherent and less detailed. Some examples can be seen in the sentences: "Prepare a clean cup as big as 200ml or a bit", "pour coffee to the cup", and "pour the sugar". This sentence indicates that the student immediately prepare a cup, and did not explain all the materials and equipment that needed to be prepared. Then student did not write down the quantities of coffee powder, sugar, and spoon. The sentence should be changed to: "Prepare a clean cup as big as 200ml, hot water as much as 100ml, coffee as much as 2 tablespoons, sugar as much as 1 tablespoon, and 1 spoon.

Language Features of Procedure Text.

Action Verbs

The researcher found that the student had difficulty when writing action verbs of the procedure text. It can be seen from the student writing results above. The student wrote the same action verb repeatedly. For example, it can be found in the word: "pour". The student should used various action verbs consistently, like adding the words: "put", "add", etc.

Temporal Conjunctions

The researcher found that the student faced a difficulty in writing temporal conjunctions of procedure text. It can be seen from the student writing results above. The student only included partial temporal conjunctions when ordering each step. For example, it can be found in the words: "first", "second", and "third". The student should include various temporal conjunctions consistently, like the words: first, second, third, next, after that, finally, and so on.

Table 1. Students' Score

No	Names of Students	Score	No	Names of Students	Score
1	AAD	67	60	IWN	82
2	ACS	61	61	JKM	59
3	ADS	72	62	JMM	66
4	AER	71	63	JST	64
5	AFN	61	64	JYT	75
6	AHM	45	65	JWK	76

No	Names of Students	Score	No	Names of Students	Score
7	AJS	61	66	KNS	66
8	AKM	71	67	MAN	62
9	ANT	67	68	MBS	48
10	AOP	61	69	MCN	43
11	APS	62	70	MHG	65
12	ARS	25	71	MIS	56
13	AST	63	72	MJN	51
14	AUM	76	73	MKS	62
15	AWP	65	74	MMT	56
16	BMN	82	75	MNS	66
17	BPA	59	76	MOP	51
18	BRC	55	77	MPT	64
19	BSP	67	78	MSG	56
20	BTL	66	79	MTN	43
21	CJL	66	80	MUA	66
22	CKW	72	81	MVZ	61
23	CNN	82	82	MBS	48
24	CSJ	66	83	NB	65
25	CSP	71	84	NDM	45
26	DAM	43	85	NMP	61
27	DCB	74	86	PMY	75
28	DKW	43	87	PSA	66
29	DMS	66	88	RAN	63
30	DNT	66	89	RBT	66
31	DOJ	61	90	RCP	43
32	DPN	71	91	RDS	66
33	DSS	56	92	REM	72
34	EFS	56	93	RFH	67
35	EOW	62	94	RJL	63
36	FAL	66	95	RPN	42
37	FHN	66	96	RSN	53
38	FJM	54	97	RUS	56
39	FLB	56	98	RWY	67
40	FMH	62	99	SAS	56
41	FPH	62	100	SBM	56
42	FSS	67	101	SCL	72
43	FTP	66	102	SJT	49
44	FUH	56	103	SMF	62
45	FWW	57	104	STS	49
46	FZP	60	105	SUN	61
47	GBK	56	106	SYC	62
48	GMS	67	107	TBP	51
49	GPN	55	108	TDL	66
50	GSJ	51	109	TMN	61
51	GTM	48	110	TSA	63
52	HMA	43	111	VSR	67
53	HPG	77	112	WWD	56
54	HRA	77	113	YCM	61
55	IBM	62	114	YMS	43
56	IFG	56	115	YPL	54

No	Names of Students	Score	No	Names of Students	Score
57	INT	61	116	ZBD	75
58	ISN	85	117	ZPM	61
59	IUM	63	118	ZSS	66

Table above showed that the tenth grade students contained 118 students. The majority of tenth grade students faced difficulties in writing procedure text. These difficulties were obtained from the results of students' writing. Then the students' writing results were assessed based on indicators for writing procedure text. It consists of generic structures such as goals, materials, equipment, steps, and language features such as action verbs, and temporal conjunctions. As a result, more tenth grade students got low scores. It can be seen from the student scores above.

Findings

The most dominant difficulties were found from 10 representatives of students' writing on procedure text, including:

Students made a typo when writing goals. It means that writing goals in procedure text was still said to be incorrect, even descriptions were provided. Because the goals written down did not match to the steps explained. One example can be found in subject 2. It talked about how to wear a cup of coffee. It clearly shows that the goals were written inaccurately, and the goals were not related to the steps explained in the procedure text. The criteria for writing the goals correctly, namely: description and precise goals were provided in the procedure text (Jalaluddin, 2019).

Students included list of all materials and equipment when writing a procedure text. On the other hand, the quantity for each material and equipment was not included in the procedure text. It means that the writing of materials and equipment in the procedure text was still incomplete. One example can be found in subject 8. It talked about how to make a cup of sweet tea. The materials and equipment listed include: "tea bag", "sugar", "hot water", "glass", and "spoon". It clearly shows that the materials and equipment were written incompletely because didn't include the quantity of each item (Ariyanti & Fitriana, 2017). The criteria for writing materials and equipment correctly, namely: materials and equipment were written completely. Lastly, the quantity of each item was listed (Magnifico et al., 2019).

Each step was written on a new line, and the steps were ordered logically in the procedure text. On the other hand, several steps were found to be less coherent and the steps explained in the procedure text were less detailed. So it can be said that the information explained in the procedure text was still not accurate. One example can be found in subject 7. It talked about how to make fried rice. The steps explained include: "chili blender", "peel the onion", "heat the skillet", "turn on the stove", "add the onion to the skillet", "put in the rice", "pour the soy sauce into the rice". It clearly shows that several steps were less coherent and less detailed. The student first did not explain all the materials and equipment needed, and did not determine the quantity of each material and equipment. Then, the student did not use oil when heating the skillet. Lastly, the student did not explain that the rice needs to be stirred, so that the soy sauce and spices were mixed together. The criteria for writing the correct steps were: each step was written on a new line, ordering the steps logically, coherently and in detail (Sari, 2018).

The use of action verbs were included in each step. But students include the same action verbs in several steps repeatedly. So it can be said that the vocabulary used by students were limited (Sholikhin, 2021). One example can be found in subject 9. It talked about how to make orange juice. Action verb that was often included, such as: "pour". It clearly shows that various action verbs were not included in each step consistently. The criteria for writing action verbs correctly namely: various action verbs were included in each

step consistently, like adding the words: "pour", "add", "stir", and so on (Oktarina et al., 2022).

Students only used little temporal conjunction when ordering the steps on a new line. Most steps did not use various temporal conjunctions. So it makes the procedure text less complete and accurate. One example can be found in subject 7. It talked about how to make fried rice. The temporal conjunction used was "first". It clearly shows that various temporal conjunctions were not used consistently. The student did not use temporal conjunctions in some steps. The criteria for writing temporal conjunctions correctly namely: various temporal conjunctions were used in each step consistently, like adding the words: "first", "second", "third", "then", "next", "after that", and "finally".

Discussion

This research was conducted to investigate and describe the students' difficulties on writing procedure text at the tenth grade of SMK Swasta Persiapan Pematang Siantar. First of all, the researcher gave a writing test to all tenth grade students. It consists of 118 students in 10 classes, namely: TITL, TAV, TP, TKJ, DKV, TKR¹, TKR², TSM¹, TSM², and TSM³. There were five topic choices provided in the writing test, including: how to make a cup of sweet tea, how to make a cup of coffee, how to make orange juice, how to make fried rice, and how to make fried noodles. Then, students were assigned to write a procedure text by choosing one topic. The difficulties were obtained from the results of students' writing. It was focused on writing generic structure (such as goals, materials, equipment, steps), and language features (such as action verbs and temporal conjunctions). The researcher found that majority of the tenth grade students faced some difficulties on writing procedure text. There are the most dominant difficulties faced by tenth grade students in writing procedure text, namely in the generic structure section with a total of 52 students, and in the language features section with a total of 66 students. For some difficulties, they are: in the generic structure section, including goals, such as students not being able to write goals correctly in the procedure text. Materials and equipment such as students did not include the quantity of each material and equipment in the procedure text. Steps such as there were several steps explained by students in less detail and less coherently. While in the language features section, including action verbs such as students include the same action verbs repeatedly in several steps. Temporal conjunctions such as students did not use various temporal conjunctions consistently when ordering each step in procedure text (Alfaki, 2015).

Students' difficulties in writing procedure text have been found in this research. This research was related to previous theories by Lubis & Hasibuan (2020:168) and Hidayah, Subroto, and Chandra (2021:21). Similarities and differences were found between this research and previous theories. The similarity was analyzing students' difficulties in writing procedure text. In addition, both theories have the same way of thinking. They stated that procedure text is a type of text that explains something to be done or completed and followed by a process. While the differences can be found in the research findings. The research findings found by Lubis & Hasibuan (2020) were that the eleventh grade students faced difficulties in writing procedure text. The difficulties include: in the language features section, namely: vocabulary and syntax. For examples such as students lack of vocabulary when writing the materials and steps, and were unable to connect one sentence to another. On the other hand, the research findings found by Hidayah, Subroto, and Chandra (2021) were that the ninth grade students experienced difficulties when writing procedure text. The difficulties include: in the language features section, namely: vocabulary, and grammar (simple present tense and sentence constructions). For examples such as students cannot apply the simple present tense correctly in procedure text, cannot arrange sentence structures correctly, and students did not have a wide vocabulary related to writing procedure text (Irsa, 2019).

This research was also relevant to previous researchers by Immanuel Zai (2023), and Niswatur Rif'ah (2021). Similarities and differences were found between this research and previous researchers. The similarity was analyzing students' difficulties in writing procedure text, and using descriptive qualitative research. While the differences can be found in the

research findings. The research findings found by Immanuel Zai (2023) were that the eleventh grade students faced difficulties in constructing procedure text. The difficulties include: in the generic structure section, namely materials and steps. For examples such as students were unable to list the materials needed when making something, and unable to explain the steps clearly from beginning to end. In the language features section, namely noun phrase such as students were unable to mention various noun phrases when explaining materials and equipment. On the other hand, the research findings found by Niswatur Rif'ah (2021) were that the eleventh grade students faced difficulties in developing procedure text. The difficulties include: in the generic structure section, namely goals, materials and steps. For examples such as students were unable to write down goals, didn't include the materials, and students applied limited punctuations, and connective sequences when explaining steps in procedure text. These difficulties occurred due to the students' lack of vocabulary and grammar. As a result, the researcher revealed that many students experienced difficulties when writing procedure text. It was based on the findings of this research, previous theories and researchers.

CONCLUSION

Based on the findings of the data analysis in the previous chapter, the researcher can conclude that majority of the tenth grade students faced some difficulties in writing procedure text. It was obtained from 118 students' writing result which had been analyzed by the researcher. There are the most dominant difficulties faced by tenth grade students in writing procedure text, namely in the generic structure section with a total of 52 students, and in the language features section with a total of 66 students. For some difficulties, they are: in the generic structure section, including goals, such as students not being able to write goals correctly in the procedure text. Materials and equipment such as students did not include the quantity of each material and equipment in the procedure text. Steps such as there were several steps explained by students in less detail and less coherently. While in the language features section, including action verbs such as students include the same action verbs repeatedly in several steps. Temporal conjunctions such as students did not use various temporal conjunctions consistently when ordering each step in procedure text.

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