
Junior High School Students' Difficulties in Writing Procedure Text

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Abstract

Writing is the most difficult and cannot be avoided for most students. This study aim to analyze students' difficulties in writing procedure text at junior high school in Tasikmalaya. This study employed a qualitative descriptive design, and data were collected through the questionnaire and interviews. A total of 30 students completed the questionnaire, and three were chosen to be interviewed. So, the data were analyzed through data reduction, data display, and concluding drawing. The findings indicate that organization of procedure text, vocabulary and language use contribute to students' difficulties in writing of procedure text. Student indicate that they were lack of knowledge about the generic structure, vocabulary and grammar.

Keywords: Writing difficulties, Procedure text

INTRODUCTION

English is the first foreign language that all Indonesian students must learn formally, beginning in junior high school and continuing through university (Zein et al., 2020). Furthermore, there are four aspects of language skills to consider in learning English: listening, speaking, reading, and writing. According to Alaye (2019) listening, speaking, reading, and writing are all interconnected skills that cannot be separated from one another. Writing is the most challenging of the four language skills taught, and it cannot be avoided by the majority of students.

Students must understand a range of texts in writing, one of which is the writing procedure text. Learning procedure text is one of the topics covered in writing skills. It is significant because procedure text is frequently utilized in daily life, such as the procedure for using an electronic too (Widayanti et al., 2019). According to the writers' observation in August 2023, the score of writing procedure texts for class IX is still lower than the scores of writing other texts. According to English teachers, students' difficulties in writing procedure texts are low mastery of content, organization, language use, vocabulary, affixing punctuation, and determining imperative verbs. The purpose of the study is to find out junior high school students' difficulties in writing procedure text.

Writing is a service activity that allows students to cement their understanding of vocabulary and other grammatical structures (Shen et al., 2002). Writing is more than just putting words into sentences, phrases into paragraphs, and paragraphs into a text, it also requires grammatical and lexical understanding to ensure that readers comprehend.

Writing is the most difficult and cannot be avoided for most students. Based on Pratiwi (2016) students struggle with writing English due to a lack of vocabulary, grammar, written activities, and concepts. Students who struggle with writing might be impacted by a variety of variables, both internal and external. The study discovered that the students' difficulties in writing procedure texts were the result of a low mastery of organization, language use, and vocabulary.

Procedure text is text that instructs readers on how to do something. Its goal is to provide directions or information for doing or making anything. Procedure texts have a social function to explain how something is done sequentially. They can be found in simple activities that are often done in life, for example, how to turn on a computer. The generic structure of a procedure text consists of steps, ingredients or materials, and goal or aim. The usage of imperative sentences, action verbs, temporal conjunctions, and simple present tense are language features of procedure texts.

Moreover, several previous studies align with the focus of this research. Jupri's (2019) research focused on increasing students' ability to write procedure texts by using recipe videos. The study found that this method helped junior high school students enhance their written English communication. In Dewi et al. (2023) aimed to identify students' abilities and the difficulties they face in writing procedure texts. The findings revealed that 51.6% of students at Sepang 1 Public High School were not proficient in writing process texts. In addition, Batara et al. (2023) aimed to improve students' ability in writing procedural texts through demonstrations. This study used a pre-experimental design with pre-test and post-test in one group. The results showed that demonstrations were effective in improving the writing skills of grade 2 students at SMK 1 Makassar.

METHOD

This study employed a qualitative approach, more specifically descriptive qualitative. A descriptive qualitative strategy for research focuses on characterizing a certain object or phenomenon, resulting in descriptive data in the form of written or spoken words from people or observed behavior (Merriam Tisdell, 2023). Therefore, the purpose of this research is to find out

junior high school students' difficulties in writing procedure text.

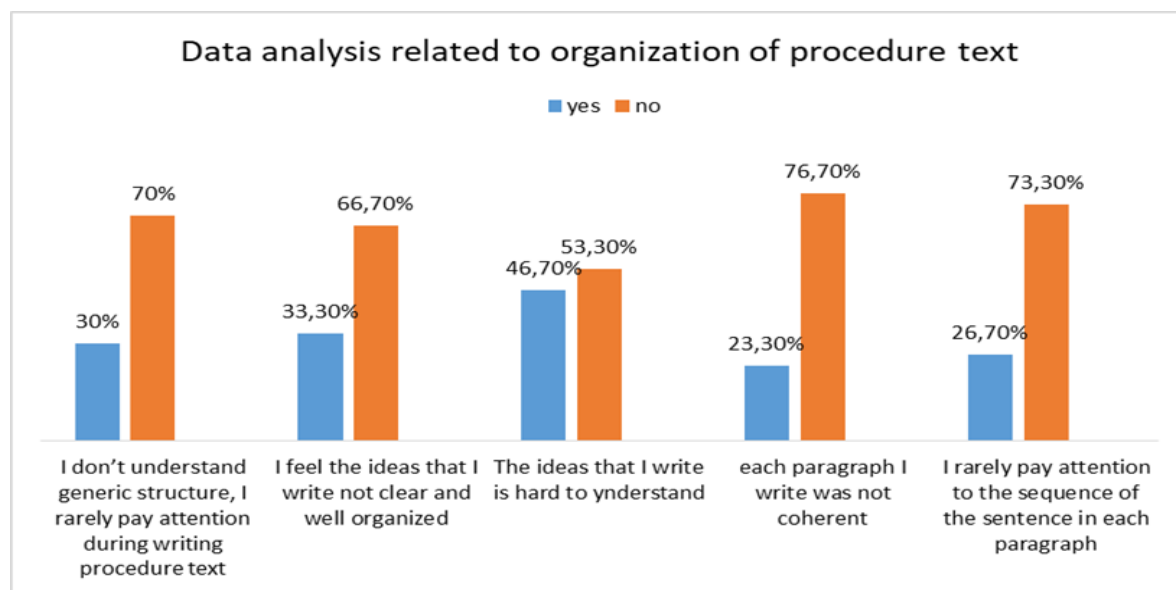
The participants were 9th-grade students at SMP Negeri 5 Tasikmalaya who have previously studied procedure texts. Participants consisted of 30 students, and three were selected to fill out the interview. The researcher used purposive sampling techniques to investigate. According to Creswell et al. (2007), purposive sampling in qualitative research involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. and the interview was adapted from Alisha et.al (2019).

The data was gathered through questionnaires and interviews. The questionnaire used to gather information regarding the teaching and learning process. The researcher used close-ended questions to reveal the students' difficulties in writing procedure text. The questionnaires was adapted from Alisha et.al (2019). And the researcher employed semi-structured interviews, which consisted of a set of questions designed to elicit the necessary information. The interview was adapted from Alisha et.al (2019).

The researcher conducted data analysis in accordance with Miles and Huberman's research techniques. According to Miles & Huberman (2014), data can be analyzed using an interactive analysis model. The interactive model analysis was carried out repeatedly at the stages of data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

Bar chart 1 Data analysis related to organization of procedure text



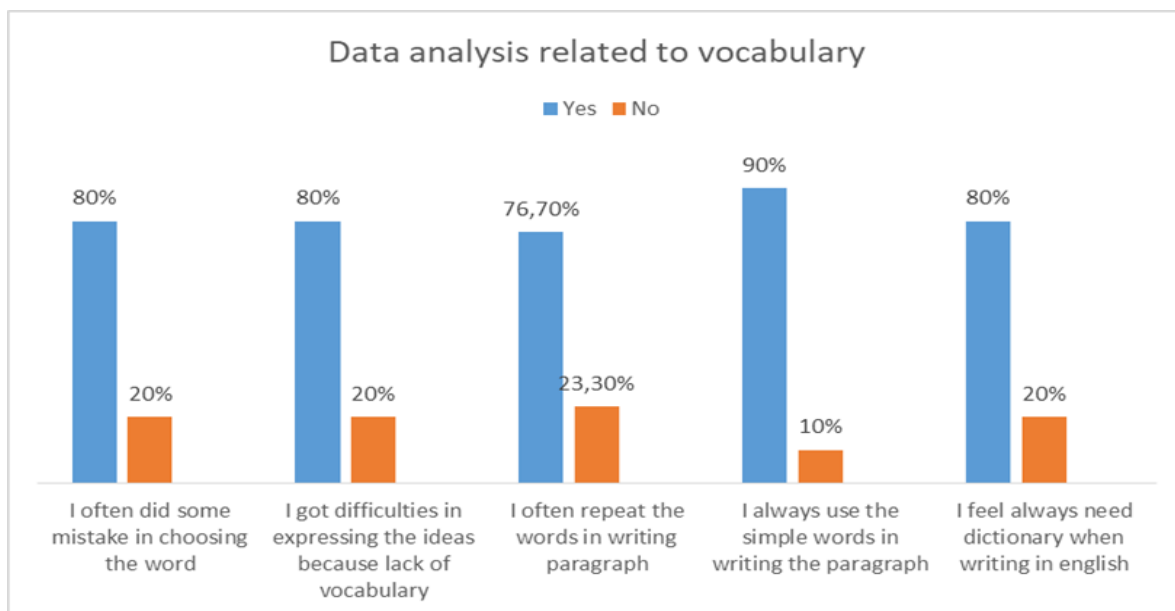
According to bar chart 1, based on the analysis related to the organization, 30% of respondents feel they do not fully understand the generic structure. 33.3% feel that their ideas are unclear and not well organized. 46.7% of respondents find their ideas difficult to understand. Only a small portion of the participants (23.3%) felt that each paragraph written was incoherent, and 26.7% of participants did not pay attention to the arrangement of sentences in each paragraph. Only 30% of participants had difficulty organizing their texts, and most respondents faced issues with ideas that were hard to understand. They have the some opinions as follows.

“Generic struktur itu menurut saya susah dipahami apalagi jika harus membuat teks prosedur yang baik dan benar.” Interviewee 1

“saya belum memahami langkah langkah menulis teks prosedur dan apa saja yang ada didalamnya, termasuk tentang generik struktur karena kurangnya pemahaman saya cara menulis teks prosedur teks.” Interviewee 2

“saya tahu apa itu generik struktur dalam teks prosedur namun merasa kesulitan jika harus menulis teks prosedur.” Interviewee 3

Bar chart 2 Data analysis related to vocabulary



Based on bar chart 2 of the data analysis related to vocabulary, it shows that a lack of vocabulary is one of the biggest difficulties in the process of writing procedure texts. 80% of the participants made mistakes in choosing words and experienced difficulties in expressing ideas because of a limited vocabulary. 76.7% of respondents often repeat words in paragraphs. The majority of respondents, 90%, feel that they always use simple words when writing paragraphs. A significant portion of respondents, 80%, also need to open their dictionaries when writing in

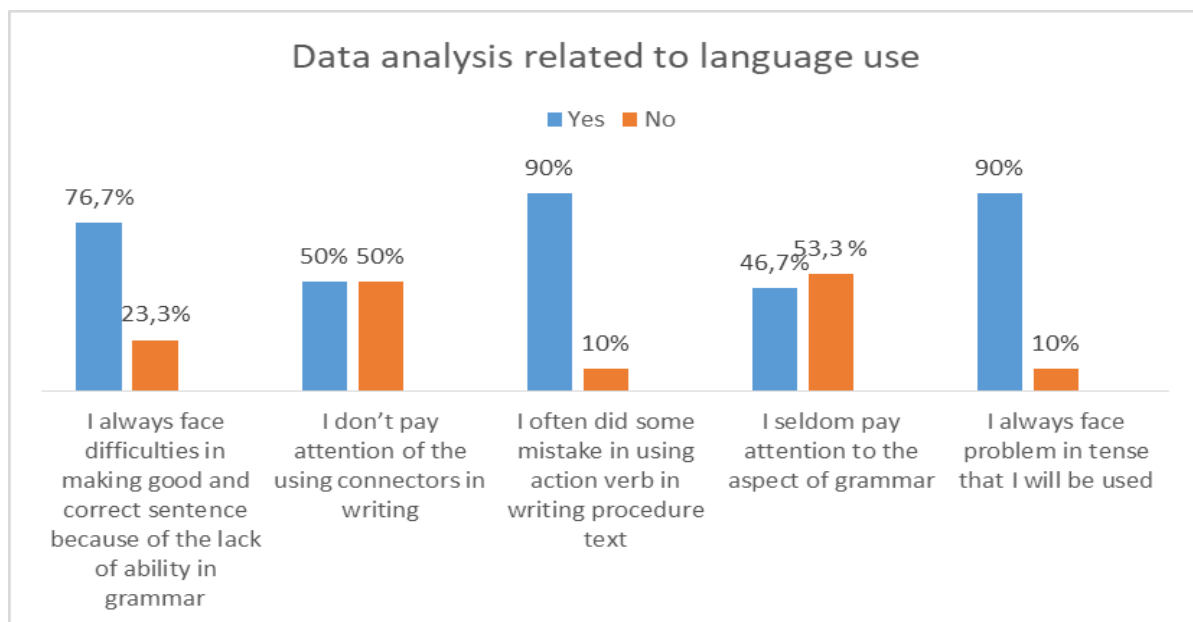
English. This explanation will be strengthened by students' responses in the interview.

"Kami sangat membutuhkan dan bergantung pada kamus dalam menulis bahasa inggris termasuk dalam menulis teks prosedur, karena kurangnya kosa kata yang kami miliki." Interviewee 1,2 and 3.

Meanwhile, a student added that they use Google Translate when learning about procedure texts.

"saya suka menggunakan google translate ketika belajar bahasa inggris termasuk ketika menulis teks prosedur." Interviewee 3

Bar chart 3 Data analysis related to language use



Bar chart 3 explains that based on the analysis of data related to language use, the majority of respondents (76.7%) feel that they always encounter difficulties in constructing correct and well-formed sentences due to a lack of proficiency in grammar. Half of the participants, or 50%, did not pay attention to the use of connectors when writing. Almost all of the participants, or 90%, often made mistakes in using action verbs in writing procedure texts. 46.7% of the participants rarely paid attention to grammatical aspects, and 90% of the participants consistently faced issues with the tenses that should be used. Students' responses during the interview will help support this explanation.

"Kami belum memahami grammar, termasuk tenses dan cara penggunaannya sehingga kami tidak bisa menulis teks prosedur dengan baik dan benar." Interviewee 1,2 and 3.

CONCLUSION

This research aimed to analyze junior high school students' difficulties in writing procedure texts. According to the findings of this study, the majority of students experience difficulties in writing procedure texts. The factors influencing students' difficulties in writing procedure texts include organization, vocabulary, and language use. The findings of this study provide a deeper understanding of students' difficulties in writing procedure text and its implications for finding and overcoming difficulties in writing procedure texts.

Regarding the factors related to organization, students indicated that they lack knowledge of paragraph order, generic structure, and disorganized writing at 32%. Additionally, concerning vocabulary, students feel that they lack vocabulary knowledge and need a dictionary when writing procedure texts in English at 81,34%. Furthermore, in terms of language use, students find the use of grammar difficult to understand at 70,68%.

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