



## ANALISIS KESULITAN SISWA KELAS SEPULUH DALAM MENULIS TEKS PROSEDUR

### AN ANALYSIS OF TENTH GRADE STUDENTS' DIFFICULTIES IN WRITING PROCEDURE TEXT

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#### ARTICLE INFO

##### Article History:

Received May 10, 2024

Revised June 10, 2024

Accepted July 05, 2024

Available Online July 15, 2024

##### Kata Kunci:

Analisis, Kesulitan, Menulis, Teks Prosedur.

##### Keywords:

Analysis, Difficulties, Procedure Text Writing.

#### ABSTRAK

Menulis adalah aspek penting dalam belajar bahasa. Prosesnya bisa jadi sedikit rumit, terutama bagi penutur asli. Berdasarkan latar belakang tersebut, tujuan dari penelitian ini adalah untuk mengetahui kesulitan yang dihadapi oleh siswa kelas sepuluh dalam menulis teks prosedur dan untuk mengetahui faktor penyebab siswa kelas sepuluh mengalami kesulitan dalam menulis teks prosedur. Metode ini adalah penelitian kualitatif. Subjek penelitian ini adalah 27 siswa kelas sepuluh. Teknik pengumpulan data yang digunakan adalah tes tulis dan wawancara. Hasil penelitian menunjukkan bahwa 5 siswa tidak fokus pada topik, 12 siswa mengalami kesulitan dalam pemilihan kata, 10 siswa kesulitan dengan penggunaan konjungsi, 3 siswa kesulitan dengan penggunaan kalimat imperative, 7 siswa kesulitan dengan struktur kalimat, dan 6 siswa kesulitan dengan penggunaan tanda baca. Faktor yang menyebabkan kesulitan siswa dalam menulis teks prosedur adalah kurangnya pengetahuan, rasa percaya diri, menerjemahkan bahasa Indonesia ke dalam bahasa Inggris.

#### ABSTRACT

Writing is an important aspect of language learning. The process can be somewhat complicated, particularly for non-native speakers. Based on this background, the purpose of this study is to find out the difficulties faced by tenth grade students in writing procedure text and to find out the factors that cause tenth grade students to have difficulty in writing procedure text. This method is a qualitative research. The subject of this study were 27 tenth grade students. The results showed that 5 students did not focus on the topic, 12 students had difficulty in word selection, 10 students had difficulty with the use of conjugations, 3 students had difficulty with the use of imperative sentences, 7 students had difficulty with sentence structure, and 6 students had difficulty with the use of punctuation. The factors that cause students' difficulties in writing procedure text are lack of knowledge, self-confidence, translating Indonesia into English.

#### INTRODUCTION

Controlling over a number of other factors, including vocabulary, mechanics, and content, is also required. Writing is an intentional form of social communication that gauges literacy (Emak & Ismail, 2021). Due to the fact that the activities range from the conversion into words that make use of the cogent organization and competency structure Individuals who have trouble in writing may has trouble with one or more aspects of the writing process, such as capitalization, punctuation, conventions, proper grammar, spelling, and some of the basic skills of writing (*How To Teach English-Jeremy Harmer.Pdf*, n.d.). The researchers will concentrate on writing abilities among these four capabilities, since one of

the abilities that must be well acquired in English is writing proficiency is required as part of the curriculum.

According to Indonesia curricula 2004 (Eka Yoandita, 2019) recount, narrative, procedural, news item, and descriptive are examples of text kinds that should be learned by tenth grade English students. In this study, the text type will be Procedure Text.

Procedure text is one of a text genres that students' study before writing. Procedure texts come in two varieties. One text describes how to build something, whereas the other describes what to do or how to use a thing. Four factors need to be taken into account when writing a procedure texts, these factors are vocabulary, mechanics, generic structure, and linguistic traits

The general structure of a procedure text consists of steps, ingredients/materials, and goal/aim. The usage of imperative sentences, action verbs, temporal conjunctions, and the simple present tense are among the linguistic characteristics of procedure texts. The proper terms to employ when drafting procedural texts are known as vocabulary. Punctuation, capitalization, and spelling make up mechanics.

Students in the tenth grade frequently had some difficulties when learning to write. They were unable to express their views in writing, particularly in procedure texts as they lacked a solid understanding of proper writing techniques. In the researcher's discussion with the English teacher in that school, he stated that writing is the most challenging aspect of kids learning English, and the researcher discovered this in the field by herself, because the researcher was given the opportunity to teach the students in that school.

Based on the study's background, the issue statements were established as follows: what are the difficulties faced by tenth grade students in writing procedure text, and what are the factors of causing the students' difficulties in writing procedure text.

## **METHOD**

### **Research Design**

The researcher decided on using qualitative research in this study. According to (Sutton & Austin, 2015) Qualitative research assists researchers gain access to research participants' thoughts and feelings, helping them to better comprehend the meaning that people assign to their experiences. According to (Palmer & Bolderston, 2006) qualitative research is an interpretive strategy used to get understanding into the precise meanings and behaviors seen in a given social phenomena. This is in accordance with the focus of this study, because researcher only seeks to gain information of the phenomena of tenth grade students' difficulties in writing procedure text.

### **Data Collection Method**

Data collection is how researchers discover the best way to collect data. According to (Palmer & Bolderston, 2006) three methods are available: semi- structured, unstructured, and structured interviews. Unstructured and semi-structured interviews can provide more detailed information on a subject than structured interviews. To understand the difficulties of students a test and an interview were administered to the researcher.

### **Data Analysis Technique**

After collecting all the researcher analyzed the data obtained from the tests and interviews. The researcher analyzed the data. used qualitative (Miles & Huberman, 1994) states in this model there are three components there are reduction, data display, conclusions drawing, or verification.

## **RESULTS AND DISCUSSION**

### **1. Result of Writing Test**

**Table 1. Results of Procedure Texts Represented in Students' Worksheets**

No.	Name	Spelling	Vocabulary/Word Choice	Grammar		Sentence Structure
				Connecting word/Conjunction	Imperative sentence	
1.	AFA	√	√	√	-	-
2.	ATH	-	√	√	-	-
3.	ARR	-	-	√	-	-
4.	ADAW	-	√	-	-	-
5.	ACN	-	-	-	-	-
6.	CIA	-	√	√	-	-
7.	CIAP	-	-	√	-	-
8.	DWA	-	√	-	-	-
9.	EST	-	√	-	-	-
10.	EEAP	-	√	√	-	-
11.	FDA	-	-	-	√	-
12.	FAM	-	√	√	-	-
13.	FEA	-	√	√	-	-
14.	FU	-	√	-	-	√
15.	HF	-	-	-	-	-
16.	KA	-	√	-	√	-
17.	KTW	-	-	-	-	√
18.	LDNA	-	-	-	-	√
19.	MM	-	-	-	-	-
20.	MAM	√	-	-	-	√
21.	MA	√	-	-	-	√
22.	NR	-	-	-	-	-

			Vocabulary/Word Choice	Grammar		
No.	Name	Spelling				
				Connecting word/Conjunction	Imperative sentence	Sentence Structure
23.	NJ	√	-	-	√	-
24.	NNS	√	-	√	-	-
25.	PP	-	√	-	-	√
26.	RAP	-	-	-	-	-
27.	RDI	-	-	√	-	√
<b>Total</b>		5	12	10	3	7

From the result of writing test above the researcher found the students' difficulties in four aspects; the first content was spelling, 5 of students did not focus on the topic. The second aspect was vocabulary; 12 of the students found difficulties in word choice; the third aspect was grammar; 10 of the students were confused with the use of conjunctions of connecting words; 3 of the students were confused with the use of imperative sentences; 7 of the students were confused with sentence structure; and the final aspect was punctuation; 6 of the students were confused with the use of punctuation.

Writers must really pay attention to word choice in writing. Word choice is something that writers truly to consider when writing. This implies that students' must focus on the language or terms they will utilize in their writing. Since every word in their writing might have a distinct meaning. Most of people are familiar with eight district five terms. Among them are verb, noun, adjective, adverb, pronoun, preposition, determiner, and conjugation. Almost all of the students' utilize their extensive vocabulary and knowledge of speech components when composing the procedure text for this study. Students' difficulty in translating Indonesian into English is a common problem faced by students, especially in the process of teaching English. To overcome this difficulty, teachers can provide more intensive guidance, increase students' vocabulary quickly and gradually, and provide explanations about text types, text structures, and differences in English and Indonesian structures.

It can be concluded that choosing a procedure text type provides students with an understanding of how to organize the steps in a procedure and the different types of procedure texts that must be chosen when compiling them. Be it in the form of instructions or recipes.

**Table 2. Students' Individual interview results**

Statements	FAM	NJ	DWA	AFA	FAM	FU	RAP
What are your challenges when writing procedure text?	√	√	√	√	√	√	√
Do you think procedure text is difficult?	√	√	√	√	√	√	√
Why do you feel that procedure text is difficult?	-	-	-	√	-	-	-
Do you have a problem collecting the information when writing procedure text?	√	-	-	-	-	-	-
What or which parts are difficult?	√	√	√	√	√	-	√

From the result of the interview above, the researcher stated that student struggled to understand language rules when creating procedural guides, which might make it difficult to determine to correct meaning, and word choice.

The most difficult aspect student in writing procedure text is obtaining information and following the instructions. The most difficult components for student while writing procedure guides are gathering information and following directions. This is because student often struggle to identify concepts that lead to competency successes in inquiry and are unsure where to begin writing. Thus, student require more efficient assistance in developing better text- writing skill.

## CONCLUSION

Based on the study's findings, students of tenth grade have difficulty producing process texts. According to the findings, there were aspects they regarded challenging, as well as several causes for the students' difficulties in producing procedural texts:

### 1. Tenth Grade's Difficulties in Writing Procedure Text

The researcher identified the students' challenges in four areas. The first was spelling, and five of the pupils did not focus on the topic. The second aspect was vocabulary, with 12 students having difficulty with word choice. The third aspect was grammar, with 10 students being confused with the use of conjunctions of connecting words, 3 students being confused with the use of imperative sentences, 7 students being confused with sentence structure, and 6 students being confused with the use of punctuation.

### 2. Factors of Causing the Students' Difficulties in Writing Procedure Text

The factors of causing students' difficulties in writing procedure text are concerned with lack of knowledge, self - confidence, translating Indonesian into English. That is based on result of data analysis of interview.

Students often struggle with lack of knowledge, self - confidence, and translating Indonesian into English when writing procedure text. For instance, students must be self-motivated in order to participate in the writing process. Writing can become unclear and doubtful due to lack of confidence. Additionally, it could be challenging for students to write texts that are cohesive and impactful if they are unfamiliar with the topic matter of the writing process.

The quality and accessibility of the resources can have an impact on how well students learn and write. For instance, providing students with access to engaging and pertinent books can aid in the development of their writing abilities. Likewise, elements of writing, including grammar, vocabulary, and mechanics, can also have an impact on students writing proficiency.

## SUGGESTION

Based on the study's findings, the researcher proposes the following suggestions for students, for English Teacher, and future researchers:

### 1. For the students

These students will find these suggestions to be very helpful. Particularly for students in the tenth grade. Students should be taught more creative writing techniques, particularly with regard to the rule of procedure text. Have a small discussion with a friend or teacher to discuss difficulties in using grammar in writing skills. When learning, pay extra attention to the teacher, and ask questions if you don't understand something.

### 2. For the teacher

The English teachers will find these suggestions helpful, particularly the English teacher. The teachers can use any method to improve students' difficulties in writing procedure text. It is recommended that English teachers apply new techniques and pay more attention to students learning in writing procedure text. In addition, before the students write the text, the teachers should determine which vocabulary is relevant to the text and teach it to them. It will make text creation for students simple.

### 3. For the next researcher

Future researcher will gain from this researcher as well. It could serve as a previous study or source reference for a future researcher looking into why students have difficulty with procedural text.

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