

An Analysis of Students' Problems in Writing Procedure Text at The Tenth Grade Students of SMA Negeri 1 Sepang

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Abstract: Writing is one of the basic English language abilities that should be mastered by English Learners. However, many Indonesian students, especially at the High School level, face difficulties in writing. Evidently, in the context of this study was conducted to find out students' abilities and to explore the main problems faced by students in writing procedure texts. The method of this research was descriptive qualitative research. The sample of this research was 29 students of class X IPA2 at SMA Negeri 1 Sepang. Form of writing procedure text was used as the instrument to collect the data and a documentation technique was applied to collect the data. Afterward, the data were analyzed with a rubric analytical scale by brown (2007). The result showed that 13,8% of students were in a very good level, 17.2% of students in a good level, 17.2% of students in a fair level, and 51.6% of students were in a poor level. Therefore, 24.1% of students are classified in the poor level of language features category which means, language features are the most difficult area faced by the tenth-grade students of SMA Negeri 1 Sepang with the number frequency 24.1% students in a poor level.

Keywords: students' problems, writing, procedure text

INTRODUCTION

Language has an important role in our everyday life in which teaches people how to communicate in a good way by using correct words. Furthermore, language does not simply act as a communication tool, but it also serves a function to help the speaker adapt to environment and work. Talking about language, English has an important role in Indonesian society. It is used as a communication for business, politics, tourism, and one of the most important is for education. It is relevant that English aimed to achieve the goal of communication using the language in order to improve relations between countries, intensify the quality of education in Indonesia, become a socio-cultural relation, and a evolve tourism in Indonesia.

In English, students must learn some skills in English such as listening, speaking, reading, and writing. However, this research is focused on writing skills. Writing is an action or process of producing and recording words in a form that can be read and understood (Yulitriana, et al. 2022). It is not easy if the students do not know the way of writing, if the students want to create an article, the students have to know the correct writing and how to the

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way to write effectively. Through writing, we can communicate through feelings and activity of thinking. Writing is a productive skill that demands the students' ability to express ideas, messages, feelings, and imagination and use appropriate language. It means that writing involves producing language rather than receiving it. Writing also triggers the learners into active learners rather than passive receivers of information. Students are required to write efficiently by producing good sentences and even good text.

One of the basic competencies in English syllabus for teaching English writing at Senior High Schools in Indonesia is that the students are supposed to have the ability to express their ideas in writing procedure text. They are given the learning material through the presentation of procedure text in order to get things done. Therefore, the relevant activities should be put into practice in the classroom so that the students can put down their ideas into sentences, paragraphs, essays, and procedure texts.

Procedure text is a place where the text gives us interactions to do something (Afandi, 2020), how something is accomplished through a sequence of actions or steps (Ameliah, Syam, Anugrawati, Sangkala, & Abdul, 2019), or how something is achieved through a sequence of actions or steps (Widayanti, Rustyana, & Haryudin, 2019) & (A'isah, 2019). Writing a procedure text is one of the writing competencies that the students have to produce or perform (Jupri, 2018). Therefore, the students have to write about their procedure text based on their experience in daily activities. It can be concluded that procedure text describes how something is done through a sequence of actions or steps which gives some clues or how to do something through a series of actions. It also gives step by step to perform an activity. The purpose of this text is to instruct how to do something or to make something in particular structures such as goals, materials, methods, and conclusions. Moreover, procedure text is important because always used in daily lives, for instance the procedure of using electronic tool, how to make noodles, how to operate computer, etc.

Therefore, the students' knowledge increases about procedure text. Procedure text uses simple present tense and often use imperative sentences like put the rice in the rice cooker and also uses temporal conjunctions like first, then, after that, next and finally. Sometimes the students find their difficulties when generating ideas from their imagination. This consequently, they copied all of the materials from the internet. They may not arrange their procedure text in good form. Besides that, Senior High School learners have to lack in grammar patterns and also vocabulary. Some of them did not feel interested when starting to create the procedure text, they didn't pay all their attention to learning the topic. These situations might happen because the teaching technique/ media/ or method were not interesting for them. They were less motivating themselves in writing English.

Based on the problems that were found by the researcher. It could be asserted that the students had a bit of ability for writing the lacking awareness of motivation in themselves to learn very less. This research takes place at the Tenth Grade Students of SMA Negeri 1 Sepang to investigate further students' problems related to students' abilities in the procedure text which the place incidentally is in a rural area. Because, in urban areas, there are still many students who face various difficulties in writing procedure texts as the researchers mentioned above. Possibly, some of the difficulty factors above are also experienced by

students in rural areas which can be more complex. Some problems that can be investigated in writing aspects like social function, generic structure, and language features in the relation to students' problems in the writing procedure text.

METHOD

The research used descriptive qualitative research to describe the students' abilities and problems in writing procedure text at the tenth grade of SMA NEGERI 1 SEPANG systematically in a form of an explanation of words supported by data in the table. In conducting this study, the researcher decided for it to take place in the tenth-grade students X IPA2 of SMA NEGERI 1 SEPANG in the Academic Year 2022/2023 consisting of 29 students, 14 boys, and 15 girls.

Furthermore, documentation was used to collect data on students' writing abilities and problems. The documentation was chosen because the researcher analyzed the data in the form of a document, and the researcher has taken several steps. First, give an explanation of the procedure text directly to X IPA2 students. Second, assign the students to make their own procedure text based on what they wanted to write. Third, examine procedure texts written by students of class X IPA2 SMA NEGERI 1 SEPANG. After collecting the data, the researcher applied the rubric scoring scale Brown (2007) to analyze the students' writing scores to get to know about their ability in writing. Then, Present the point for each aspect of the procedure text written by each student based on the scores assessed with the content analysis adapted from Brown (2007). After that, calculate the frequency and percentage of very good category, good category, fair category, and poor category. Last, Interpret the data. The aspect with the highest frequency for poor category was the main difficulty for students in writing procedure text.

RESULTS

The results of this study were obtained to address the objectives as follows.

1. Students' Ability Levels of Procedure Text Writing

In order to investigate the levels of students' ability in writing recount text, the researcher used the rubric analytical scale adapted from Brown (2007) which are social function, generic structure, and language features.

Table 1. The Students' Score in Writing Procedure Text

Sample	Social Function	Generic Structure	Language Features	Score	Level of Writing Ability
AR	3	10	7	50	Poor
APMA	3	10	3,5	41,25	Poor
ANP	4,5	20	14	96,25	Very Good
AI	3	10	7	50	Poor
BRC	3	10	3,5	41,25	Poor

CDF	4,5	15	10,5	75	Good
CY	4,5	10	10,5	62,5	Fair
DTP	4,5	20	14	96,25	Very Good
D	3	15	10,5	71,25	Good
EN	4,5	15	14	83,75	Very Good
H	3	10	10,5	58,75	Fair
K	3	10	7	50	Poor
KCM	4,5	15	10,5	75	Good
L	4,5	20	10,5	87,5	Very Good
M	3	10	7	50	Poor
MGJ	3	10	7	50	Poor
N	4,5	10	7	53,75	Poor
NS	4,5	15	10,5	75	Good
PUA	3	15	10,5	71,25	Good
RA	1,5	5	3,5	25	Poor
RAS	1,5	10	3,5	37,5	Poor
RF	3	10	7	50	Poor
S	1,5	5	3,5	25	Poor
SG	3	15	7	62,5	Fair
SA	4,5	10	10,5	62,5	Fair
TR	1,5	5	3,5	25	Poor
V	4,5	10	10,5	62,5	Fair
WP	1,5	5	3,5	25	Poor
Y	4,5	10	7	53,75	Poor
Mean			$\Sigma = \frac{1671 \times 100}{29} = 57.62$		Fair

Based on the table above, the data showed students (ANP) and (DTP) were getting the highest scores with the number of scores 96.25. Meanwhile, students (RA), (S), (TR) and (WP) were getting the lowest score with scores 25. Then, the mean of students' scores in writing procedure texts was 57.62.

Table 2. Number of Frequency Students' Score

Score	Category	Frequency	Percentage
80-100	Very Good	4	13,8%
66-79	Good	5	17.2%

56-65	Fair	5	17.2%
0-55	Poor	15	51,7%

Based on the table above, the percentage data of students' scores were divided into five categories. 13,8% of students were in a very good level, 17.2% of students in good level, 17.2% of students in fair level, 51,7% of students were in poor level. Related to the result of students' ability, the researcher concludes that most students were in a fair level.

2. The Main Students' Problems of Writing Procedure Text

To describe the main problems faced by students in writing procedure text, the researcher used Rubric Analytical Scale from Brown (2007) which divided texts into three: social function, generic structure, and language features. These three aspects are divided into four categories of assessment, namely very good, good, fair, and poor. the result of students' problems is presented by students' points obtained in each aspect of procedure text writing in the following table.

Table 3. Points of Social Function, Generic Structure, and Language Features in Students' Procedure Texts

Sample	Social Function		Generic Structure		Language Features	
	Points	Category	Points	Category	Points	Category
AR	3	Fair	10	Fair	7	Fair
APMA	3	Fair	10	Fair	3,5	Poor
ANP	4,5	Good	20	Very Good	14	Very good
AI	3	Fair	10	Fair	7	Fair
BRC	3	Fair	10	Fair	3,5	Poor
CDF	4,5	Good	15	Good	10,5	Good
CY	4,5	Good	10	Fair	10,5	Good
DTP	4,5	Good	20	Very Good	14	Very good
D	3	Fair	15	Good	10,5	Good
EN	4,5	Good	15	Good	14	Very good
H	3	Fair	10	Fair	10,5	Good
K	3	Fair	10	Fair	7	Fair
KCM	4,5	Good	15	Good	10,5	Good
L	4,5	Good	20	Very Good	10,5	Good
M	3	Fair	10	Fair	7	Fair
MGJ	3	Fair	10	Fair	7	Fair
N	4,5	Good	10	Fair	7	Fair

NS	4,5	Good	15	Good	10,5	Good
PUA	3	Fair	15	Good	10,5	Good
RA	1,5	Poor	5	Poor	3,5	Poor
RAS	1,5	Poor	10	Fair	3,5	Poor
RF	3	Fair	10	Fair	7	Fair
S	1,5	Poor	5	Poor	3,5	Poor
SG	3	Fair	15	Good	7	Fair
SA	4,5	Good	10	Fair	10,5	Good
TR	1,5	Poor	5	Poor	3,5	Poor
V	4,5	Good	10	Fair	10,5	Good
WP	1,5	Poor	5	Poor	3,5	Poor
Y	4,5	Good	10	Fair	7	Fair

Table 4. The Scale of Point Range for the Four Assessment Categories

Assessment Category	Range of Points
Very good	13-16
Good	9-12
Fair	5-8
Poor	1-4

(Adapted from Brown, 2007)

Table 5. Number of Frequency Students' Problems

Social Function		Generic Structure		Language Features	
Very Good	-	Very Good	10,3 %	Very Good	10,3%
Good	41,3 %	Good	24,1%	Good	34,4%
Fair	41,3 %	Fair	51,7%	Fair	31%
Poor	17,2 %	Poor	13,8%	Poor	24,1%
	100%		100%		100%

Based on the tables above, it can be seen that the students made problems in different percentages of each aspect. Most of students encountered difficulties in language features. It has the highest percentage of poor category, namely 24.1%. It showed that the students have problem in using personal pronouns, nouns, adjective, simple present tense, action verb, adverb of manner, and adverbial of sequence. Following the language features, the data above showed that social function fall into the second factor because there was 17.2% of poor category. That percentage of students is considered to have serious problems in social function. Students still made errors in content it can be seen that the students made problems

in different percentages of each aspect. Lastly, the lowest percentage of poor is in generic structure and the data above showed there were 13.8% of students in this category.

The main problem faced by students in writing procedure text is language features because this aspect is at the highest percentage of the poor category 24.1% compared to the two other factors.

DISCUSSION

Based on the result of data analysis on the document of procedure text writing, the ability levels of writing procedure text are divided into four levels. There are very good, good, fair, and poor. Among those four levels, the highest level is fair.

The percentage data of students' scores showed that 13,8% of students were in the very good level, 17.2% of students in good level, 17.2% of students in fair level, 51,6% of students in poor level. In other words, the majority of students are at a fair level in writing procedure text.

In addition, the researcher found students' abilities of each aspect. The first category showed the social function at there are no students in a very good level, 12 students in a good level, 12 students in a fair level, and 5 students in a poor level. The second category is generic structure that showed 3 students in very good level, 7 students in good level, 15 students in fair level and 4 students in poor level. The last category is language features that showed 3 students in very good level, 10 students in good level, 9 students in fair level and 7 students in poor level. Therefore, this present research result is similar to the previous studies by Tari Kurnia Putri, Saunir Saun (2019), and Heti Hidayah; Gatot Subroto; Muhammad Candra (2021). These previous studies found that the incorrect use of language features is also the main problems encountered that make student fail in writing procedure text. The similarities that can be seen are, by looking to the generic structure and language feature of the text students have not understood how to write them. Students do not fully understand how to choose words and use the correct structure text in writing procedure text.

CONCLUSION

The objectives of this research are to find out the students' abilities and problems in writing procedure text at the tenth-grade students of SMA NEGERI 1 SEPANG. There are three categories that were evaluated namely social function, generic structure, and language features.

Based on the result of this study, it can be concluded that the students at SMA NEGERI 1 SEPANG were low in writing procedure text. The students' scores were showed that 51,6% of students in the poor category. It means that student scores were less satisfactory because they still have had errors in their writing. At the same time, 24.1% of students were classified in the poor level of language features category which means, language features are the most difficult area faced by tenth-grade students of SMA NEGERI 1 SEPANG with the number frequency 24.1% of students in poor level.

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