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AN ANALYSIS ON THE STUDENTS' CHALLENGES FACED IN WRITING PROCEDURE TEXTS AT BUDI MURNI 1

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ABSTRACT

Writing is a crucial skill in language acquisition that significantly contributes to English language learning. Many students in Indonesia, particularly at the secondary school level, encounter challenges in composing procedure texts. This study seeks to examine the obstacles encountered by eleventh grade students in composing procedure texts and to identify the factors that contribute to these difficulties. This study employed a descriptive qualitative methodology utilizing documentation techniques for data collection. The research sample comprised 21 students from grade XI IPS at SMA Budi Murni 1. The data were examined utilizing a rubric-based analytical scale established by Brown (2007). The findings indicated that 19% of students fell into the *very good* category, 23.80% into the *good* category, 33.33% into the *moderate* category, and 23.80% into the *bad* category. It was determined that 28.5% of students exhibited deficiencies in language features, which emerged as the most challenging element in composing procedural texts. Subsequent analysis revealed that the primary factors contributing to students' challenges encompassed an insufficient comprehension of generic structures, a restricted vocabulary, and a deficient grasp of the social functions and linguistic characteristics of procedural texts.

Kata Kunci: *Writing Skills, Text Procedure, Generic Structure, Social Function.*

ABSTRAK

Menulis adalah keterampilan penting dalam penguasaan bahasa yang berkontribusi secara signifikan terhadap pembelajaran bahasa Inggris. Banyak siswa di Indonesia, terutama di tingkat sekolah menengah, menghadapi tantangan dalam menyusun teks prosedur. Penelitian ini bertujuan untuk meneliti hambatan yang dihadapi oleh siswa kelas sebelas dalam menulis teks prosedur dan untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesulitan tersebut. Penelitian ini menggunakan metodologi kualitatif deskriptif dengan menggunakan teknik dokumentasi untuk pengumpulan data. Sampel penelitian terdiri dari 21 siswa dari kelas XI IPS di SMA Budi Murni 1. Data diperiksa dengan menggunakan skala analitik berbasis rubrik yang dibuat oleh Brown (2007). Hasil penelitian menunjukkan bahwa 19% siswa termasuk dalam kategori sangat baik, 23,80% termasuk dalam kategori baik, 33,33% termasuk dalam kategori cukup dan 23,80% termasuk dalam kategori buruk. Ditemukan bahwa 28,5% siswa menunjukkan kekurangan dalam fitur bahasa, yang muncul sebagai elemen yang paling menantang dalam menyusun teks prosedural. Analisis selanjutnya mengungkapkan bahwa faktor utama yang berkontribusi terhadap tantangan siswa mencakup pemahaman yang kurang memadai tentang struktur umum, kosakata yang terbatas, dan pemahaman yang kurang memadai tentang fungsi sosial dan karakteristik linguistik teks procedural.

Keywords: *Keterampilan Menulis, Teks Prosedur, Struktur Umum, Fungsi Sosial*

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1. INTRODUCTION

Writing is one of the four essential skills, along with listening, speaking, and reading. Writing and reading skills are associated with written content, while listening and speaking skills pertain to verbal communication. Liu and Edwards (2018) assert that writing is an inherent process with specific objectives at each stage. Writing is crucial for English language acquisition as it enables written communication among individuals from various locations. Writing functions as a medium for expressing personal interpretations and highlights the impact of individual perspective on one's comprehension of a particular subject (Hyland, 2019). Writing is a form of communication that allows students to express their emotions and thoughts in writing, organize their knowledge and viewpoints to persuade others, and convey meaning through skilled writing. Writing encompasses components such as vocabulary, purpose, grammar, and orthography, particularly in the context of procedural text. When studying procedural text, one must acquire knowledge of its generic structure, social function, and lexicogrammatical features. Writing functions as a purposeful means of social communication that evaluates literacy (Emak & Ismail, 2021).

In writing, a text exists. Text denotes the original language of a written or printed work, in contrast to paraphrasing, translation, editing, or condensation. Text is the product of writing.

As stated by Watcharapunyawong and Usaha (2013), text is classified into two categories: literary text and factual content. The principal forms within the literary genre encompass narrative, poetry, and drama. The principal texts in the factual text category encompass recounts, responses, explanations, discussions, reports, expositions, and procedures.

A procedural text delineates the steps required to execute or create a particular item. The procedural text instructs readers to perform a task by adhering to a series of steps. As a result, readers may discover it easier to either experiment with or follow a recipe. The purpose of this procedural manual is to guide the reader on the proper sequence of actions to undertake. The method is categorized into several sections, including generic structure and prospective language.

Procedural texts are common factual genres that elucidate how to perform a task. Students encounter procedural texts in diverse educational contexts, including academic activities, scientific endeavors, technological applications, and domestic settings. Procedural texts are intended to deliver sequential information or instructions that allow individuals to execute activities safely, efficiently, and appropriately. As per Knapp (2005), procedural instructions, including recipes and directions, concentrate on guiding an individual in performing a task, comprising stages such as objective, materials, and sequential steps.

Procedures are formulated according to established criteria. Under certain conditions, students acquiring English as a foreign language encounter challenges in composing English texts. As stated by Knapp (2005), the acquisition of writing skills involves a series of intricate and demanding processes that require various explicit instructional methods across multiple learning stages. Moreover, Schleppegrell and Go (2007) indicate that writing poses challenges for English-language learners due to their frequent difficulties in articulating their intended messages. English language learners necessitate guidance and illustrations for formulating clauses and sentences that express these intricate meanings. Procedural texts feature imperative phrases, action verbs,

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temporal conjunctions, and the simple present tense as linguistic attributes. The suitable terminology used in procedural writing is referred to as lexicon. Mechanics includes punctuation, capitalization, and orthography. The writing skills taught to eleventh-grade high school students under the Merdeka Belajar curriculum encompass the creation of procedural texts, diverse sentence structures, explanatory texts, text organization, presentations, non-fiction enrichment, short stories, proposals, and scientific articles. A procedure text is a genre that specifies and clarifies a method for constructing or executing a task, organized in sequential steps, accompanied by comprehensive details for each step. Observations at Budi Murni High School reveal that students persistently encounter difficulties, especially in composing procedural texts, resulting in inadequate academic performance. When directed by the teacher to create that particular writing style, most students were unable to proficiently generate intricate procedural texts.

The teacher's absence of motivation led to a decrease in student enthusiasm for learning to create procedural texts. Moreover, lectures predominantly influenced the educational framework. Students solely focused on the instructor's lecture regarding linguistic theory. This results in reduced student engagement in learning activities. This activity resulted in reduced student engagement in learning activities, leading to heightened boredom and apathy towards education. The inadequate utilization of models by educators in teaching led to reduced student engagement and creativity. We must convert educational settings into environments that promote information exchange and active investigation to improve comprehension.

A group of researchers conducted a study on the composition of procedural texts. Initially, Hidayah (2021a) performed an analytical investigation. The study indicates that ninth-grade students at SMPN 5 Tanjungpinang encountered difficulties in composing procedural texts due to issues related to their social function, textual structure, linguistic attributes, and subject matter.

According to Marbes and Idayani (2022), ninth-grade students at SMPN 1 Rambah Hilir exhibited proficient writing skills in procedural text. The average score of 78.82 in procedural text corroborated the findings, classifying it as good. This document outlines the writing proficiency of ninth-grade students at SMPN 1 Rambah Hilir in composing procedural texts. Sari (2016) conducted a study on procedural texts for tenth-grade students at SMK 10 Muhammadiyah Kisaran and found that the students' writing proficiency, especially in composing recount texts, was inadequate. Their average score of 59.0 constitutes evidence. The researchers aim to conduct a study on procedural texts at the advanced high school level, building upon previous research. This study differentiates itself by focusing on the challenges faced by students in writing procedural documents. Research studies have examined this subject. Students require an engaging assessment that enhances their writing comprehension in practical contexts, particularly to elevate their proficiency in procedural texts.

Writing procedural texts assists students in developing organized thinking, as these texts require a coherent and logical sequence of processes. By composing procedural texts, students improve their capacity to understand and follow instructions accurately, as they must anticipate how the reader will execute the procedures. Numerous situations require the creation of procedural documents, such as work guides, technical instructions, or user manuals. Developing the ability to write procedural texts better prepares students for scenarios such as this. This study

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seeks to improve students' competence in writing procedural texts in alignment with the given instructions through conducted assessments.

2. RESEARCH METHOD

The researchers opted for qualitative research in this study. As stated by Sutton and Austin (2015), qualitative research enables researchers to engage with research participant cognitions and emotions, facilitating a deeper understanding of the significance individuals attribute to their experiences. Qualitative research, as stated by Palmer and Bolderston (2006), is an interpretive method employed to gain insight into the specific meanings and behaviours observed in various social phenomena. Ary et al. (1972) believe that qualitative studies constitute a distinct category within education and the social sciences, capable of producing vivid and intricately detailed accounts of human experience. This corresponds with the study's objective, as the researcher seeks exclusively to obtain information about the difficulties encountered by eleventh-grade students in composing procedural writings.

Setting and Participants This study will concentrate on SMA SWASTA BUDI MURNI 1, with a single class designated as the subject of the investigation. Purposive sampling, as defined by Etikan et al. (2016), involves selecting samples based on specific criteria rather than random selection. The participants in this study comprise all 21 students from class XI-1. The number of students was determined through an interview with the homeroom teacher. Based on the teacher's insights regarding the appropriateness of the learning materials for procedural texts in the class, the researcher selected class XI-1 as the participant group.

The instruments for this study are interviews and writing assessments of procedural texts. The writing assessment utilised in this study seeks to evaluate students' competencies and difficulties in

Drafting procedural texts. Students must draft a procedural paper pertaining to the topics of this research. The researchers employ the test findings to analyse students' difficulties in creating procedural documents. The interview seeks to ascertain the issues that hinder their ability to produce textual methods.

Data collection is the method by which researchers determine the most effective means of gathering data. Palmer and Bolderston (2006) describe three methods: semi-structured, unstructured, and structured interviews. Unstructured and semi-structured interviews can yield more extensive information about a subject than structured interviews. An assessment and an interview were administered to elucidate the difficulties encountered by students. The researcher will furnish directions to the students, who will subsequently draft the procedure text based on their comprehension. The students will choose one of three food-related subjects, including fried rice, fried noodles, or pudding, and will have 60 minutes to create a procedural text on their selected topic. The researchers direct the students to get their writing assessments upon completion. Subsequently, the researchers award ratings to the collection to assess the obstacles encountered by the students and the primary causes leading to these challenges, while also categorising them according to lexicogrammatical criteria.

The data analysis method entails identifying the elements of procedural texts, comprising the objective, materials, and procedures. To ensure that data is managed meticulously and that. To substantiate the conclusions, this model requires the selection of optimal data analysis methodologies (Cooper et al., 2019). Establish a framework for data analysis to aid researchers by offering a visual structure for data interaction

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(Maher et al., 2018). Moreover, the researchers employ documentation methodologies. This methodology includes the following activities.

The researchers visit the school and encourage the students to create a procedural text based on the provided titles. The researchers gather data by assessing the pupils' scores in composing procedural papers. After analysing their ratings, researchers create surveys to determine the challenges faced in creating procedural documents. The researcher assembles a data list to categorise the students' responses to the questionnaires based on the nature of their answers.

Following data collection, the researcher utilised the rubric scoring scale developed by Brown (2001) to assess the students' writing scores and determine their writing proficiency. Subsequently, outline the essential elements for each aspect of the procedural text produced by each student, based on the assessments obtained from the content analysis adapted from Brown (2001).

Subsequently, calculate the frequency and percentage for the categories of very good, good, fair, and poor. Ultimately, evaluate the data. The predominant issue among the disadvantaged group was the principal difficulty encountered by students in writing procedural materials.

3. RESULT AND DISCUSSION

The findings of this study were collected to achieve the following goals: Assessing students' proficiency in writing procedure texts. To evaluate this, the researcher applied an analytical rubric developed by Brown (2001), which covers aspects such as social function, generic structure, and language features.

3.1 The Students' Score in Writing Procedure Text

Sample	Social Function	Generic Structure	Language Features	Score	Level of Writing Ability
AA	4,5	10	10,5	62,	Fair
AC	3,5	10	7	51,25	Poor
AD	3,5	10	10,5	60	Fair
AK	4,5	19	10	83,75	Very good
BM	3,5	7	3,5	35	Poor
BS	4,5	10	10	61,25	Fair
CL	3,5	5	3,5	30	Poor
DS	4,5	20	10,5	87,5	Very good
EI	4	15	10	72,5	Good
PC	3,5	15	10,5	72,5	Good
GS	2,5	7	2,5	30	Poor
IS	4,5	15	10,5	75	Good
JS	4	15	10	72,5	Good
KS	4,5	20	10,5	87,5	Very good
MO	3,5	15	7	63,75	Fair
NT	3,5	10	10,5	60	Fair
RJ	2,5	10	5	43,75	Poor
RP	4,5	10	10,5	62,5	Fair
SL	4,5	20	10	86,25	Very good
TS	4	15	10,5	73,75	Good
ZN	3	10	10,5	60	Fair

MEAN $\sum = \dfrac{1331 \times 100}{21} = 63,39$ **(Fair)**

The data presented in the table in The data presented in the table indicates that students (DS) and (KS) achieved the highest results each attaining a score of 87.5. Concurrently, students (C) and (GS) received the lowest marks each attaining a score of 30. The average score of students in writing procedural texts was 63.39.

This study aimed to assess students' ability levels in writing procedure texts using an analytical rubric developed by Brown (2001). The results showed that 19% of students achieved a very good level, 23.80% attained a good level, 33.3% reached a fair level, and 23.80% were classified as poor. Most students had a moderate level of skill. The study also identified challenges faced by students in composing procedural texts. The Analytical Scale rubric categorizes texts into three components: social function, generic structure, and language features. Four assessment levels categorize the three aspects: very good, good, fair, and poor. The main challenges faced by students in writing procedure

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texts are related to language features, with 28.5% in the poor group.

3.2 Number of Frequency Students' Score

Score	Category	Frequency	Percentage
80-100	Very good	4	19%
66-79	Good	5	23,80%
56-65	Fair	7	33,33%
0-55	Poor	5	23,80%

The examination of the procedure text writing document categorizes writing proficiency into four distinct categories: very good, good, fair, and poor. The highest level among the four is fair. The percentage distribution of students' scores indicated that 19% of students achieved a very good level, 23.80% attained a good level, 33.33% reached a fair level, and 23.80% were classified at a poor level. Most students possess a fair level in producing procedural texts.

3. 3 Number of Frequency of Student Challenges

Social function	Generic structure	Language feature
Very good **-**	Very good 19%	Very good -
Good **52,3%**	Good 28,5%	Good 47,6%
Fair **38,1%**	Fair 38%	Fair 23,8%
Poor **9,5%**	Poor 14,2%	Poor 28,5%
100%	100%	100%

The researchers identified students' competencies in each facet, including social function, generic structure, and language feature. The results agree with previous studies that improper utilization of linguistic elements is a primary issue contributing to students' failures in composing procedural texts. Students lack a comprehensive understanding of selecting appropriate vocabulary and employing suitable textual structures in procedural writing

4. CONCLUSION

This research aims to evaluate the writing abilities and difficulties encountered by eleventh-grade students at SMA Budi Murni 1 in the composition of procedural texts. The assessment included three categories: social function, generic structure, and linguistic features. This study concludes that the students at SMA Budi Murni 1 demonstrated inadequacies in generating procedural texts. The students' scores revealed that 52.3% of students were categorized as poor performers.

The students' performance was inadequate owing to recurring errors in their writing. Simultaneously, 28.5% of students were categorized as possessing inadequate language features. This indicates that language features are the most challenging aspect for eleventh-grade students at SMA Budi Murni 1, with 28.5% of students categorized as having a deficient level.

The researchers propose the following recommendations for students and educators based on the study's findings. Students categorized as fair or poor in writing proficiencies should focus on improving their writing skills, specifically in concept organization, vocabulary selection, and understanding of procedural text structure. Employ linguistic characteristics Considering that linguistic features present the most significant challenge, students are urged to participate in daily practice to attain proficiency in tenses (simple present), action verbs, adverbs, and conjunctions.

Educators should focus more on areas where students demonstrate shortcomings, such as linguistic attributes. Incremental practice employing simple examples may enhance students' understanding of this element. Utilize interactive pedagogical techniques with interactive media, such as films or games, to enhance students' understanding of the structural and linguistic features of procedural texts.

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