



Students' Writing Difficulties in Procedure Text: An Analysis Study

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Abstract

The function of writing skills is the most effective way to show someone's English proficiency, including the ability and difficulties. The objective of this research was to know the factors and to the dominant factor of students' writing difficulties in procedure text. The instruments of this research were interview and writing test as the support data. Therefore, the researcher conducted a descriptive qualitative study analysis. The technique in analysed the data of the interview was a descriptive analysis technique (percentage) and descriptive analysis technique without percentage to analyse the writing test. The researcher asked some aspects of students' writing difficulties in writing procedure text based on the syllabus of class 9 K13 namely social function, structure text, language features, and topic. For the writing test, the students were asked to write a procedure text. So that the students had difficulties in social function, structure text, language features, and topic. This research showed the dominant factor students' writing difficulties in procedure text was language features, like vocabulary and grammar which made the students difficult when writing the procedure text. Thus, the students still faced difficulties in writing skills like procedure text and the students have to improve their ability in writing skills.

Keywords: Difficulty, Writing, Procedure Text.

I INTRODUCTION

Writing is a part of English students have to master beside of speaking, listening, and reading, Subroto (2015). Sometimes, most of the students consider English as a difficult subject to learn and get bored in writing activity as they must spend many times to express their ideas into writing product. In writing skills, several types of texts or genres should be taught in junior high school such as; descriptive text, recount text, procedure text, narrative text and report text. Each type has a different purpose and generic structure. According to Walter (2015), procedure text is the process which is needed to be undertaken to achieve a successful outcome. It means, we need to know the steps to get the target when operate, prepare, or make something. So, in this research, the researcher chose procedure text as one of the genres.

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Many factors of students' writing difficulties such as grammar, vocabulary, sentence structure, cohesion, and others. According to Graham & Harris in Glynn et al (2006), there are three factors about writing difficulties; lack of proficiency, lack of knowledge, and lack of effective strategies. As we know, everyone is different in the process of learning English, especially in writing skills. Rabab'ah (2005) clarified that students couldn't give voice to their thoughts because lack the adequate stock of vocabulary. Without mastering vocabulary, the students feel to write about their thoughts. According to Farooq, et al (2012) grammar is the most difficult part for L2 writers. The students get difficulties to write sentences by using correct structure. In short, the cause of the difficulties in writing is different to each other.

First, another opinion which emphasized an analysis study about writing difficulties written by Xiao & Chen (2015), the findings indicate that the difficulties that engineering students have in English Academic Writing lie in three aspects, i.e. content, structure, and language. It was also found that lack of language knowledge is the severest problem for engineering students to undertake writing tasks, with the content presentation being the second difficult and structure planning the last. Second, an analysis study written by Badi (2015), the main factor of difficulties is the lack of previous experience and knowledge about the conventions of academic writing and the expectations of the institution they are studying at.

Third, An analysis study written by Rahmat et al (2017), the findings revealed students found writing to be difficult for several reasons. Fourth, An analysis study written by Farooq et al (2012), Results of the study indicated that students were facing a lot of difficulties in writing English language due to lack of vocabulary, poor spelling, L1 interference and a poor understanding of grammatical structure.

Last, An analysis study written by Boonyarattanasoontorn (2017), the results revealed that the students had writing problems at a high level, and they rated grammar as the most problematic. So, in this research, the researcher was interested to know the factors and the dominant factor of students' writing difficulties in procedure text.

II METHOD

This research used the descriptive qualitative method. According to Aditya (2009), descriptive qualitative is research that carried out with the main aim to gives a description of a condition objectively. In this research, the researcher used the interview and writing tests as a research instrument. The source of the data in this research is students of ninth-grade students. This research has research permission in January 2020. According to Suharsimi (2010), the population is all of the object research. There were 165 students from six classes. The sample is 27 students. Sevilla, et al (2006) the sample is the small group that is observed. This research used cluster random sampling. Gay (1996) say cluster random sampling is a technique in which samples group, not individuals, was randomly selected, and all members of selected groups have similar characteristics because the population was homogenous. So, after the researcher selected all class with a piece of paper that had been mixed, class 9.4 that consists of 27 students be selected became sample members.

In this research, the researcher interviewed the students to know the factors the dominant factor of students' writing difficulties in procedure text. The researcher gave the students a writing test as the support data. In the analysis the data of interview, the researcher used descriptive analysis technique (percentage). Only just descriptive analysis technique without percentage to analyse the writing test.

III RESULT

The researcher interviewed 27 students and collected 27 data from writing tests about procedure text. For the interview, the students were asked some aspects of students' writing difficulties in writing procedure text based on the syllabus of class 9 K13 namely social function, structure text, language features, and topic. For the writing test, the students were asked to write

a procedure text based on the topic. The researcher aimed to know the students' writing difficulties and to know the dominant factor of students' writing difficulties in procedure text. The total students' interview report in table 1. below;

Table 1. Students gathered from the interview test

No	Question	Answer	Total	Percentage
1	Q1 (Social Function)	Yes	14	52%
	Do you have difficulty in writing procedure text?	No	13	48%
2	Q2 (Social Function)	Yes	9	33%
	Do you have difficulty in understanding function in writing procedure text?	No	18	67%
3	Q3 (Structure Text)	Yes	12	44%
	Do you have difficulty in content when writing text procedure?	No	15	56%
4	Q4 (Structure Text)	Yes	8	30%
	Do you have difficulty in the organization when writing procedure text?	No	19	70%
5	Q5 (Language Features)	Yes	19	70%
	Do you have difficulty in vocabulary when writing procedure text?	No	8	30%
6	Q6 (Language Features)	Yes	16	59%
	Do you have difficulty in language features when writing procedure text?	No	11	41%
7	Q7 (Topic)	Yes	12	44%
	Do you have a problem in collect the information when writing procedure text?	No	15	56%
8	Q8 (Topic)	Yes	9	33%
	Do you have difficulty in the topic when writing procedure text?	No	18	67%

From the above table, it can be seen that the answer to students' interviews in class 9.4 and the score of their answers. For the score of yes answer of the Q1 is 14 students 52%, no answer is 13 students (48%). The score of yes answer of Q2 is 9 students (33%), no answer is 18 students (67%). The score of yes answer of Q3 is 12 students (44%), no answer is 15

students (56%). The score of yes answer of Q4 is 8 students (30%), no answer is 19 students (70%). The score of yes answer of Q5 is 19 students (70%), no answer is 8 students (30%). The score of yes answer of Q6 is 16 students (59%), no answer is 11 students (41%). The score of yes answer of the Q7 is 12 students (44%), no answer is 15 students (56%). The score of yes answer to the Q8 is 9 students (33%), no answer is 18 students (67%). After the researcher gave the interview, she gave the next instrument, which was writing tests as the support data. In the writing test, the students have written procedure text. Based on the writing test of 27 students in class 9.4, the students have difficulties in writing procedure text like have difficulties in social function, structure text, language features, and topic. The students' writing test reports are; S1 (male), only writes the title and list of material or ingredients and made mistake in writing the title. So, he had difficulties from four aspects, that are social function, structure text, language features, and topic.

S2 (female), made mistake in writing the title and had difficulties in writing the procedure. So, she had difficulties from four aspects, that are topic and language features. He made mistake in writing the title and not write the procedure. So, he had difficulties from four aspects, that are social function, structure text, language features, topic. S3 (Male), made mistake in writing the title and not write the procedure. So, he had difficulties from four aspects, that are social function, structure text, language features, and topic. S4 (Female), had difficulties in language features. S5 (Female), had difficulties in language features. S6 (Male), made mistake in writing the title and had difficulties in language features. S7 (Male), had difficulties in language features. S8 (Male), had difficulties in language features. S9 (Female), had difficulties in language features. S10 (Female), had difficulties in language features. S11 (Male), made mistake in writing the title. So, he had difficulties in topic and language features. S12 (Female), had difficulties in write procedure text from four aspects, that are social function, structure text, language features, and topic because she did not write the writing test.

S13 (Male), made mistake in writing the title and had difficulties in language features. S14 (Male), had difficulties in write procedure text from four aspects, that are social function, structure text, language features, and topic because he did not write the writing test. S15 (Male), made mistake in writing the title and had difficulties in language features. S16 (Male), made mistake in writing the title and had difficulties in language features. S17 (Female), made mistake in writing the title and had difficulties in language features. S18 (Female), had no difficulties in write procedure text. S19 (Female), had no difficulties in write procedure text. S20 (Female), had no difficulties in write procedure text. S21 (Female), had difficulties in language features. S22 (Female), had difficulties in language features. S23 (Female), made mistake in writing the title and had difficulties in language features. S24 (Female), had difficulties in language features. S25 (Female), had difficulties in language features. S26 (Male), made mistake in writing the title and had difficulties from four aspects, that are social function, structure text, language features, and topic because he not writes the procedure of procedure text. S27 (Female), She had difficulties in language features.

IV DISCUSSION

Based on the data interview and writing test, the researcher discussed the research finding covering the aspects of students' writing difficulties in procedure text. The researcher interviewed 27 students and the result of the data collected showed that all of the students' difficult faces when writing procedure text. In the interview, the students face dominant difficulty in language features, and such was the case of the writing test that faces dominant difficulties in language features. The student still lacks vocabulary and grammatical in writing the procedure text. all of the students in class 9.4 face difficulty in writing procedure text from four aspects based on the syllabus that are social function, structure text, language features, and topic. Based on the result of the interview and writing test above the researcher write the ratio from the result of student interviews and students' writing tests. Symbol S is a student, and symbol Q is a question. Firstly, for S1, the ratio from the result of his interview and his writing

test is equal. Because, he answered yes difficulties in six questions (Q1. Q3. Q4. Q5, Q6, & Q7) from eight-question in the interview and he did not write the procedure text in writing test. For S2, the ratio from the result of her interview and her writing test is equal. Because she answered yes difficulties in two questions (Q4&Q6) from eight-question in the interview and her writing test had difficulties on write title and language features.

For S3, the ratio from the result of his interview and his writing test is equal. Because, he answered no difficulties in three questions (Q1, Q2, Q3, Q4, & Q7) from eight-question in the interview and he still wrong in write the title and not write the procedure of procedure text in writing test. For S4, the ratio from the result of her interview and her writing test is equal. Because, she answered yes difficulties in three questions (Q4, Q5, Q7) from eight-question in the interview and she had difficulties in vocabulary nor although language features in writing test. For S5, the ratio from the result of his interview and his writing test is equal. Because he answered yes difficulties in two questions (Q5 & Q6) from eight-question an interview and he had difficulties in vocabulary moral thought language features in writing tests. For the S6, the ratio from the result of his interview and his writing is equal. Because he answered yes difficulties in two questions (Q4 & Q5) from eight-question in the interview and he still wrong in writing the title and had difficulties in language features when writing tests.

For S7, the ratio from the result of his interview, and his writing is not equal. Because, he answered yes difficulties in four questions (Q1, Q3, Q5, & Q8) from eight-question an interview, but he only had difficulties in language features in writing test. For S8, the ratio from the result of his interview, and his writing is equal. Because, he answered yes difficulties in four questions (Q1, Q2, Q7, and Q8) from eight-question an interview, but he only had difficulties in language features in writing test. For, S9, the ratio from the result of her interview and her writing is equal. Because she answered yes difficulties in two questions (Q2 & Q7) from eight-question in the interview and she only had difficulties in language features when writing tests. For S10, the ratio from the result of his interview and her writing is equal. Because, she answered yes difficulties in three question (Q1, Q5 & Q6) from eight-question in the interview and she had difficulties in language features in writing test

For S11, the ratio from the result of his interview and his writing is equal. because, he answers yes difficulties in three questions (Q4, Q6, & Q8) from eight-question in the interview, and he still wrong in write the title. So, he had difficulties in topic and language features in writing tests. For S12, the ratio from the result of her interview and her writing is equal. Because, she answered yes difficulties in four question (Q1, Q3, Q4, & Q6) from eight-question in the interview and she had difficulties in write procedure text from four aspects, that are social function, structure text, language feature, and topic because she not writes the writing test. For S13, the ratio from the result of his interview and his writing is equal. Because, he only answered yes difficulties in three (Q2, Q6, & Q7) from eight-question in the interview and he still wrong in writing the title and had difficulties in language features in writing tests. For S14, the ratio from the result of his interview and his writing is equal. Because, he answers yes difficulties in six question (Q2, Q4, Q5, Q6, Q7, & Q8) from eight-question an interview and he had difficulties in write procedure text from four aspects, that are social function, structure text, language feature, and topic because he not writes the writing test.

For S15, the ratio from the result of his interview, and his writing is not equal. Because he answered yes difficulties in eight-question (Q1-Q8) from eight-question in the interview and he wrong in write the title and had difficulties in language features in writing test. For S16, the ratio from the result of his interview and his writing is equal. Because, he answered yes difficulties in five questions (Q1, Q4, Q5, Q7, & Q8) from eight-question in the interview, and he still wrong in writing the title and had difficulties language features in writing tests. For S17, the ratio from the result of her interview and her writing is equal. Because, she answered yes difficulties in three questions (Q1, Q5, & Q6) from eight-question in the interview, and she still wrong in writing the title and had difficulties in language features in writing tests. For S18, the

ratio from the result of her interview and her writing is equal. Because she only answered yes difficulties in two questions (Q5) from eight-question in the interview and she had no difficulties in writing tests.

For S19, the ratio from the result of her interview and her writing is equal. Because she only answered yes difficulties in two questions (Q5) from eight-question in the interview and she had no difficulties in write procedure text in writing tests. For S20, the ratio from the result of her interview and her writing is equal. because she only answered yes difficulties in two questions (Q1 & Q5) from eight-question in the interview and she had no difficulties in writing tests. For S21, the ratio from the result of her interview and her writing is equal. Because, she only answered yes difficulties in two questions (Q2, Q5, Q6, & Q7) from eight-question in the interview and she had difficulties in language features in writing tests. For S22, the ratio from the result of her interview and her writing is equal. Because, she answered yes difficulties in four questions (Q1, Q3, Q6, & Q8) from eight-question in the interview and she had difficulties in language features in writing tests.

For S23, the ratio from the result of her interview and her writing is equal. Because, she only answered yes difficulties in five questions (Q1, Q3, Q4, Q6, & Q8) from eight-question in the interview and she still wrong in write the title and had difficulties in language features in writing tests. For S24, the ratio from the result of her interview and her writing is not equal. Because, he answered yes difficulties in five questions (Q2, Q3, Q5, Q6, & Q8) from eight-question an interview, but she only had difficulties in language features. For S25, the ratio from the result of her interview and her writing is equal. because, she answers yes difficulties in four questions (Q3, Q5, Q6, & Q8) from eight-question in the interview and she had difficulties in language features in writing tests. For S26, the ratio from the result of his interview and his writing is equal. Because, he answered yes difficulties in seven-question (Q1, Q3, Q4, Q5, Q6, Q7, & Q8) from eight-question in the interview and he still wrong in write the title and difficulties from four aspects, that are social function, structure text, language features, and topic because he not writes the procedure of procedure text in writing test. For S27, the ratio from the result of her interview and her writing is equal. Because, she answered yes difficulties in six questions (Q1, Q3, Q4, Q5, Q6, & Q7) from eight-question in the interview and she had difficulties in language features in writing tests.

In short, the researcher also found that another theory about the same factor of students' writing difficulties for this research. Many factors of students' writing difficulties such as grammar, vocabulary, sentence structure, cohesion, and others. According to Graham & Harris in Glynn et al (2006), there are three factors of difficulties; lack of proficiency, lack of knowledge, and lack of effective strategies. As we know, everyone is different in the process of learning English, especially in writing skills. Rabab'ah (2005) clarified that students couldn't give voice to their thoughts because lack the adequate stock of vocabulary. Without mastering vocabulary, the students feel hard to present what in their mind. In short, the cause of the difficulties in writing is different such as a grammatical weakness, knowledge, and understanding, less practice, educational background, and vocabulary.

V CONCLUSION

Based on the data discussion, the researcher was concluded that the students' writing has difficulties in social function, structure text, language features, and topic and the dominant factor students' writing difficulties in procedure text are language features, like vocabulary and grammar which make the students difficult when writing the procedure text. Thus, the students still faced difficulties in writing skills like procedure text and the students have to improve their ability in writing skills.

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