STUDENTS' DIFFICULTIES IN WRITING PROCEDURE TEXT AT SMA NEGERI 1 HUTABARGOT
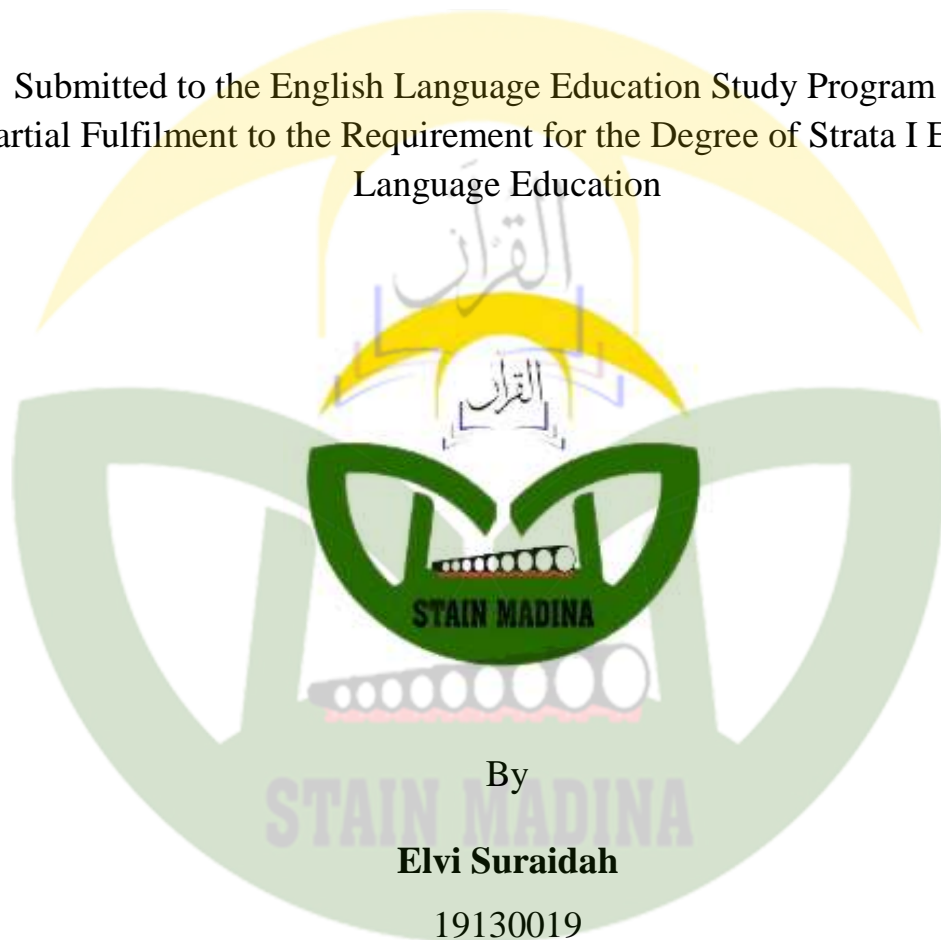
THESIS

Submitted to the English Language Education Study Program in a Partial Fulfilment to the Requirement for the Degree of Strata I English Language Education

By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
STATE COLLEGE FOR ISLAMIC STUDIES
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2023

STATEMENT OF AUTHENTICITY

By signing this form, I

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Certifiy that this *skripsi* entitled: "Students' Difficulties in Writing Procedure Text at SMA Negeri 1 Hutabargot" is original and representing my own work, expect all sources that I have been properly and clearly acknowledged.

If someday, it is proven as duplication, imitation, plagiarism, or made by others partly or entirely, I understand that my *Skripsi* and academic title will be cancelled due to the law.

Panyabungan, 13 October 2023

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ADVISORS' APPROVAL SHEET

This is to certify that the skripsi entitled: *"Students' Difficulties in Writing Procedure Text at SMA Negeri 1 Hutabargot"* was written by Elvi Suraidah, student registration number 19130019, has been approved by the advisors of skripsi to examined by the Board of Examiners.

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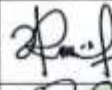**Fitriani, M.Pd**
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ENDORSEMENT SHEET

This *Thesis* entitled "**Students' Difficulties in Writing Procedure Text at SMA Negeri 1 Hutabargot**" written by Elvi Suraidah, Student Registration Number 19130019, Departement of English Language Education, has been examined and defended in front of the Board of *Thesis* examiners on Friday, 13 October 2023. The *Thesis* has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (Bachelor of Arts) in English Language Education.

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ABSTRACT

This research employed a descriptive qualitative method to examine the difficulties faced by twelfth-grade students in writing procedure text at SMA Negeri 1 Hutabargot. The research involved the analysis of students' written procedure text answer sheets and the interview result with the English teacher. The data was processed through the stages of data reduction, data display, and conclusion drawing/verification. The study found that students encountered challenges primarily related to language aspects, including grammar, vocabulary, and writing mechanics such as capitalization, spelling, and punctuation. Differences were observed between science (IPA) and social science (IPS) classes, with science students facing more language-related issues and social science students encountering broader difficulties. To address these challenges, teachers are advised to provide detailed explanations, concrete examples, and focused instruction on various aspects of procedure text writing. Students should practice regularly and seek feedback to improve their writing skills. Future research can explore effective teaching strategies and the influence of learning contexts on students' ability to write procedure texts in English.

Keywords: students' difficulties, writing skill, procedure text
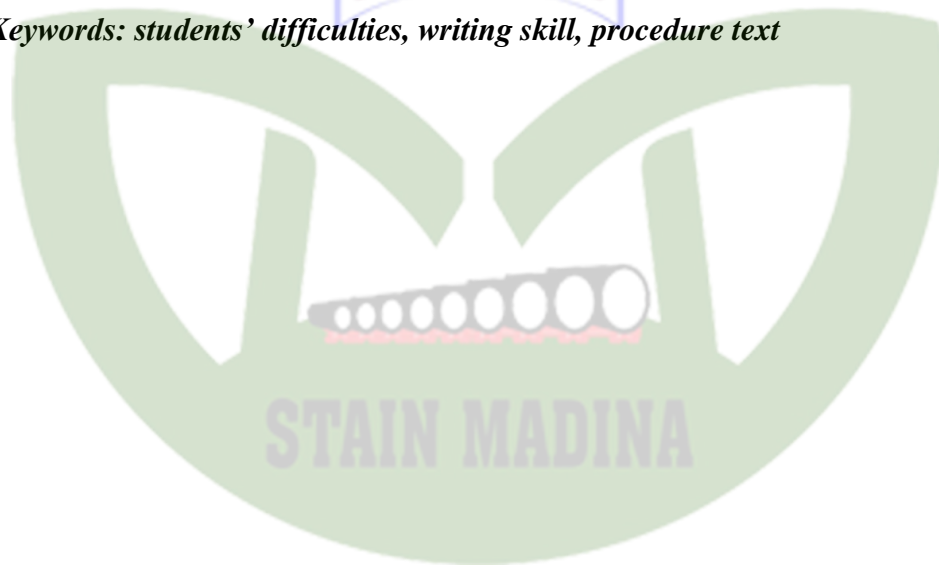
ABSTRAK

Penelitian ini menggunakan metode deskriptif kualitatif untuk mengkaji kesulitan yang dihadapi oleh siswa kelas dua belas dalam menulis teks prosedur di SMA Negeri 1 Hutabargot. Penelitian ini melibatkan analisis lembar jawaban siswa dalam menulis teks prosedur dan hasil wawancara dengan guru bahasa Inggris. Data dianalisis melalui tahapan reduksi data, tampilan data, dan penarikan/verifikasi kesimpulan. Studi ini menemukan bahwa siswa menghadapi tantangan terutama terkait dengan aspek bahasa, termasuk tata bahasa, kosakata, dan mekanika penulisan seperti penggunaan huruf kapital, ejaan, dan tanda baca. Perbedaan diamati antara kelas IPA (ilmu pengetahuan alam) dan kelas IPS (ilmu pengetahuan sosial), dengan siswa IPA menghadapi lebih banyak masalah terkait bahasa dan siswa IPS menghadapi kesulitan yang lebih luas. Untuk mengatasi tantangan ini, disarankan guru memberikan penjelasan yang rinci, contoh konkret, dan instruksi yang fokus pada berbagai aspek menulis teks prosedur. Siswa sebaiknya berlatih secara rutin dan mencari umpan balik untuk meningkatkan keterampilan menulis mereka. Penelitian masa depan dapat menjelajahi strategi pengajaran yang efektif dan pengaruh konteks pembelajaran terhadap kemampuan siswa dalam menulis teks prosedur dalam bahasa Inggris.

Kata kunci: kesulitan siswa, keterampilan menulis, teks prosedur

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Thanks to Allah SWT who has given me blessings, kindness, and inspiration in allowing me to finish my last endeavor. My prophet, Muhammad SAW, who has led me from darkness to light. This study, titled "Students' Difficulties in Writing Procedure Text at SMA Negeri 1 Hutabargot," was completed to finish of the requirements for obtaining a graduate degree at the Department of English Language Education at STAIN Mandailing Natal.

I recognize that I cannot finish this thesis without the assistance of others. Many people assisted me in writing this thesis, and it would be impossible to wonderful parents, Abdul Latif and Sakdiah, who always pray, support, teach, educate, assist,m and transprot me until this thesis could be completed. However, I would like to express my gratitude and appreciation to:

1. Head of State College for Islamic Studies Mandailing Natal, Mr Dr. H. Sumper Mulia Harahap, M.Ag.
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10. My wonderful siblings are Siti Aisah, Solatiyah, Siti Hartinah, and Muhammad Lokot Riadi, who pray and support me.
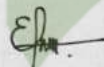11. My best friends are Nur Hamidah, who always support, suggest, and motivate me.
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Finally, the writer acknowledged that this thesis is far from "perfection," so the researcher will gladly receive constructive feedback in order to improve it. The researcher expects that everyone will benefit from this thesis.

Panyabungan, 13 October 2023
The Researcher,

Elvi Suraidah
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CHAPTER I
INTRODUCTION

A. Background of Study

English is the most important language in human life because of its function as a global communication tool that connects people from various cultures and backgrounds. In this era of globalization, People use English as an international lingua of franca to communicate with other people around the world, consequently, English is widely learned, particularly within formal educational settings, due to its important role in facilitating cross-cultural communication. proficiency in English is crucial, not only for spoken communication but also for written expression, which serves as an essential tool for articulating ideas with precision and coherence. Writing skills are indispensable for academic success, fostering professional development, and ensuring effective communication in various aspects of life. We can conclude that English plays a crucial role in today's human life. It's the global language of communication that connects people from diverse cultures and backgrounds. In this era of globalization, people use English as the international lingua of franca to communicate with others worldwide. Therefore, proficiency in English is highly important, both for verbal communication and written expression. The ability to write in English is invaluable for academic success, professional development, and effective communication in various aspects of life.

In addition one of the English skills that students should master is writing. Writing is a tool for communicating with other people and creating productive language skills, we cannot avoid writing in our lives. Writing is important because it allows students to organize their ideas, put them on paper, and rearrange and modify them. Writing skills make it easier for learners to write good texts. According to Wilson and Glazier (2011), learning to write is important. One of the most important things in training. Trust is key. The writing section helps you build confidence, whether you're

1

expressing your thoughts or summarizing and responding to someone else's ideas. Susanti (2015) stated that writing in an educational context is important for language development. From this understanding, we can conclude that writing is a way of producing language that emerges from our thoughts. Mayers (2005) cited by Jusman (2014) defines writing as a way of producing language that people speak naturally when they speak, but writing is speaking to others on paper or a computer screen. But writing is also an active process of discovering your own words. Use language, collect and organize ideas, and put them on paper, redesign, and modify them. Also, writing is essential in life. Huy (2015) defined writing as also key to academic and college success. From these descriptions, the researcher concluded that writing is the activity of expressing ideas, feelings, and opinions through words to readers in written form. Therefore, writers communicate ideas in the form of written text.

One of the writing skills or types of writing is procedure text. Procedure text is one of the subjects learned by students in SMA Negeri 1 Hutabargot, where the Procedure text is a text containing procedures, processes, means, or steps for making or doing (operating) something. According to Susanti (2015), the purpose of procedure text is to provide sequenced information or instructions that enable people to successfully perform activities in a safe, efficient, and appropriate way. Similarly, Knapp and Watkins (2005) cited by Prihatna (2015) explained that procedure instructions such as recipes and directions are about goals, ingredients, and order of steps. According to Nurmalina (2003), the elements of procedure text are goal, materials, and steps. Depdiknas also states that good criteria for writing and arranging procedure text should be clear, that is easy to understand, and not confusing. Logic means that only the important things are written, and the order of the sentences must be related to each other. From these descriptions, we can conclude that the procedure text can help and can be a guide for us in doing something.

Besides that, in this research writing procedure text was difficult for students. According to Erisda (2017) learners it difficult to write because it

calls for fresh ideas to come in thoughts, developing topics from those ideas and choosing sentences that can connect each other is not an easy thing to do. Many students have difficulties in writing procedure text and one of the factors causing this is the students themselves. They still lack mastery of vocabulary and grammar which play an important role, In this case, Yulianawati (2018) states that vocabulary is a basic component of language proficiency, and vocabulary provides many of the foundations for students to write well. On the other hand, Mardiah (2018) states "Grammar is too important to be ignored, and without good grammar knowledge the learner's language development will be severely constrained". This means that using correct grammar will influence on students' writing so that readers are interested in the stories the students tell. Another cause of students' difficulties and errors in writing is difficulty in generic structures, difficulties in possible language features affect the quality of students writing. Based on the explanation regarding difficulties in writing, the researcher can conclude. Difficulty is something that prevents someone from mastering a subject.

SMA Negeri 1 Hutabargot is one of the schools in Hutabargot. As in formal institution, this school provides English lessons for its students. English is one of the subjects taught at this school. Students study English once a week. In addition, one of the texts that students must study is procedure text. learning procedure texts is very important for twelfth-grade students at SMA Negeri 1 Hutabargot. Because high school students still tend to receive instructions unlike college students, they are more responsible for themselves, that is the reason why procedure text needs to be examined by researcher at SMA Negeri 1 Hutabargot. Besides that, the researcher observed that at SMA Negeri 1 Hutabargot, there were difficulties faced by students in writing procedure texts. consistently, all procedure text produced by students does not meet good standards. Such as difficulties in vocabulary where students still lack vocabulary, and students lack grammar understanding, other errors are also found in the generic structure of procedure text and errors in linguistic features where students have to use imperative sentences, students do not use

them in students' procedure text and procedure text writing mechanics are not good. They do not fully understand how to write procedure text correctly, even though at the high school level, mastery of the ability to write procedure text is very important. In the context of communication, procedure text or instruction has a dominant role, considering that the high school education level is more focused on structured knowledge.

A relevant study was conducted by Immannuel Zai in 2023 entitled "Students' Difficulties in Writing Procedural Text at the Eleventh Grade Students of SMA N 1 O'O'U". That showed students' difficulties in writing procedure text, such as students' difficulties with writing procedure text are lack of vocabulary, and students lack of grammar understanding. Apart from that students have difficulties in language features and the generic structure of procedure text. In addition, the difference between this research and previous research is regarding the research findings, This research focuses on investigating students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot and then finding out the efforts given by the teacher to overcome students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot. Previous research focuses on finding out the students difficulties faced by the eleventh-grade students of SMA N 1 O'O'U in writing procedure text and then finding out the factors that caused the difficulties in writing procedure text.

Based on this preliminary research, the researcher is interested to conduct research entitled "Students' Difficulties in Writing Procedure Text at SMA Negeri 1 Hutabargot".

B. Formulation of Study

Based on the background of the study, the researcher formulates the problems as follows:

1. How are the students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot?

2. How are the efforts given by the teacher to overcome students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot?

C. Objectives of Study

Considering the problems, the study is oriented toward the following objectives:

1. To investigate students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.
2. To find out the efforts given by the teacher to overcome students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.

D. Significances of Study

The researcher hopes that the findings of this research will be useful for:

1. The teachers

Knowing the students' factors and difficulties in writing procedure text can help teachers when they want to improve their students' writing skills.

2. The students

The students will notice their procedure writing skills and any procedure writing problems they may have and further improve their writing skills.

3. The researchers

The findings of this study can be used as a reference for other researchers who want to conduct additional research on a similar problem and will help others to improve their knowledge of the student's difficulties in writing procedure text and gathering information for the future.

E. Definition of Operational Variables

1. Student

Students are individuals enrolled in educational institutions such as schools, colleges, or universities to participate in formal learning and acquire knowledge, skills, and competencies in various academic fields.

They participate in learning activities, attend classes, interact with teachers and peers, complete assignments and take tests as part of their academic activities.

2. Writing

Writing is an activity of expressing one's thoughts, ideas, and feelings which are expressed in written language which contains stories of one's experiences that aim to retell, provide information, and entertain the readers.

3. Procedure Text

Procedure text is a text that is designed to help us to do something by explaining step by step.

F. Research Systematics

The systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. Systematic discussion in this research as follows:

Chapter I contains the introduction of thesis, such as the background of the study, formulation of study, objective of study, significance of study, definition of operational variables, and research systematics.

Chapter II contains a review of related theories, such as a review of related theories, and a review of relevant previous studies.

Chapter III contains a research methodology consisting of research design, location and time, subject and object of research, sources of data, technique of data collection, technique of validating the data, and technique of data analysis.

Chapter IV contains findings and discussions consisting of general findings and specific findings.

Chapter V contains conclusion and suggestion.

CHAPTER II
REVIEW OF LITERATURE

A. Review of Related Theories

1. Writing

a. Definition of Writing

Writing can be said to be a skill with complex activities. Learners need to understand and appreciate this complexity. It may be the key to effective writing instruction Cheung (2016). According to Harmer (2004), writing is a skill focused on creating language to express a person's ideas and feelings, and writing proficiency require an intellectual level of translating ideas and feelings into written form. Based on this description, writing is a fundamental skill that can measure a learner's intelligence to focus more on accurate language use because when they write, they are thinking about something they are writing it also ef. In an academic environment, writing is considered a skill that is more difficult for students than order skills, and students need more concentration, thinking, and learning for a longer period. Writing also requires students facts their language development as they solve some problems.

According to Langan (2010), writing is a skill that students can learn by practicing. He believes that writing is not a natural talent that some have and others don't. if students want to be competent writers, they have to do a lot of work, this also means that writing requires a lot of practice from learners. If they get a lot of writing output, make a lot of mistakes, get a lot of feedback, and then can learn from their mistakes without hesitation, it can prevent them from producing invalid writing output.

From that definition, it can be concluded that writing is the ability of a person to create ideas supported by details. Allowing writers to share their ideas with others and readers to learn more about them.

Students must also follow a sequential process in communicating information through their writing.

b. Process of Writing

Writing is a process. Before students can write well, they must master these steps. Harmer (2004:3) states that "the writing process is a way of looking at what people do when they write a written text". Langan (2010:17) stated that In writing, there are five-steps process that is described as follows:

1. Prewriting

   Five techniques in prewriting help students generate ideas. This stage helps students generate ideas. This stage helps students think about an interesting topic that is developed as a passage.

   a. Free writing

      Learners have 10 minutes to write their topic about something. At this stage, learners should not worry about mistakes they have made, such as erasures, organizing materials, and spelling or grammar mistakes. The student only needs to write without stopping. It can also exercise students' writing muscles and introduce them to writing.

   b. Questioning

      Learners think of as many questions as possible to generate ideas and details about the topic. These questions include why? When? Where? Who? How? In what ways? It also helps learners explore and obtain more material to develop the subject.

   c. Making a list

      Making a list works like brainstorming. Students make a list in order and distinguish which are added in great detail and which were not inluded.

d. Clustering

Clustering can be called mapping or diagrams. Start by writing the topic in the middle, then write an idea or details related to the topic. Then draw lines to connect them. This method can help students organize a paragraph.

e. Preparing a scracth outline

Writing an outline is an effective technique for writing a good paper. Scratching in nature is often followed by free writing, questioning, list-making, and grouping. Thes technique allows students to decide whether or not they need to do more prewriting. In this stage, students must pay more attention to the point so that they make up the details of the point so that they make up the details of the point and the order in which these items are placed. It is a plan that helps students achieve coherent, sustained, and well-organized composition.

2. Writing the first draft

When learners write their first draft, they are also given additional thoughts and details to make their opinions meaningful. If learners encounter grammar, punctuation, or spelling problems, they can exit and correct their writing results later. If the learner is also having trouble, ask them emphasizes the learner's continuous writing with specifics of ideas and details.

3. Revising

Having a great writing product is necessary so that you can revise your writing as you change or add something so that each sentences has the power to reach your readers. One writer in Langan (2010) said of revision, "it's like cleaning a house-getting rid of all the junk and putting things in the right order". Based on this argument, revision is the step of sorting and removing unnecessary ones and then putting each sentence in the correct order.

4. Editing

The final major step in the writing process is to correct and check your work for errors in grammar, punctuation, usage, spelling, etc. During the process, the learner also needs to check the veracity of the information that is meaningful to convey. This allows the learner to decide which statements to remove or change. At this stage, learners usually encounter difficulties, so this activity requires the learners to work diligently to correct their writing.

5. Proofreading

The final writing process is proofreading. You should check the dictionary to make sure you don't make any spelling mistakes. You will also need to open a grammar manual to check grammar and usage. A tip to make this stage easier is to read the purpose of writing tension aloud and get your mind involved.

c. Purpose of Writing

According to Miller (2006) cited by Yulianawati (2008), writers have certain reasons for putting their ideas into writing. He divides the purpose of writing into ten points as follows: writing to understand the experience, writing to convey information, writing to explain information, writing to evaluate something, writing to analyze images, writing to analyze texts, writing to inspire others, writing to persuade others, writing entertains others, writing to experiment with form. The mentioned writing purposes depend on the context of the writer. For example, if writers want to analyze an image, the purpose of their writing is naturally to analyze images.

d. Types of Text

A text is a communicative act performed by the sender in writing. A writer should know what types of writing help the writer achieve the goal of mediate writing. According to Anderson et.al (2003), there are several types of text as follows:

a. Narative text

Narrative text is a powerful form of communication that we encounter in various aspects of life. It is essentially storytelling, whether through the pages of a novel, the lines of a short story, the words of a folktale, or the anecdotes shared in everyday conversation. What sets narrative text apart is its ability to engage, entertain, inform, and convey messages by taking the audience on a journey through a sequence of events, whether real or fictional.

The structure of a narrative text typically comprises three key components: orientation, complication, and resolution. The orientation serves as an introduction, setting the stage by introducing characters, the setting, and the necessary background information. The complication is the heart of the narrative, where conflict and tension build as the story unfolds, captivating the reader. Finally, the resolution brings the story to a conclusion, providing insight, reflection, or a moral lesson while answering the question of how the conflict is resolved or what happens to the characters.

The language features of narrative text are designed to immerse the reader in the story. Characterization and setting descriptions create vivid mental images of the story's elements. Plot and conflict development maintain reader engagement, while dialogue adds authenticity to the narrative. The choice of narrative perspective, be it first-person or third-person, influences the reader's connection with the story. Chronological order and transition words guide readers through the events in a logical sequence.

Imagery and descriptive language stimulate the reader's senses and make the narrative more immersive. Authors may use foreshadowing and flashbacks to build suspense and provide

context. Themes and moral lessons are often conveyed through the language of the narrative, enabling readers to uncover deeper meanings.

Example of narrative text:

Title: "Lost in the Wilderness"

Last summer, my friends and I decided to go on a hiking adventure in the deep woods. We packed our backpacks, put on our hiking boots, and set off early in the morning. The forest was lush and teeming with life, and the sunlight filtered through the trees, casting dappled shadows on the path.

As we ventured deeper into the woods, we stumbled upon a fork in the trail. We consulted the map but couldn't quite figure out which path to take. After some debate, we chose the one that seemed more traveled. Little did we know that this decision would lead to a series of unexpected events.

The path we chose gradually became less defined, and we found ourselves lost in the wilderness. Panic set in as we realized that we had no cell phone signal and no clear way back. As the day wore on, we had to rely on our survival skills, setting up camp and starting a fire.

In the end, we spent an unplanned night in the woods, sharing stories and experiences, and vowing to be better prepared next time. The following morning, we managed to find our way back to the main trail, exhausted but wiser.

b. Explanation text

An explanation text is a valuable form of non-fiction communication aimed at enlightening and elucidating complex topics or processes. It serves to inform and clarify a particular subject matter, making it comprehensible to a broad audience. These texts are often found in educational resources, scientific publications, technical manuals, and reference books. They're characterized by their systematic and logical approach, designed to facilitate the understanding of intricate ideas or systems.

The primary purpose of an explanation text is to provide clear and detailed insights into how something functions, why certain

events occur, or the description of a process, system, or phenomenon. This clarity and detail are crucial for the audience to grasp the subject matter. To enhance comprehension, explanation texts employ various tools such as diagrams, illustrations, charts, and step-by-step instructions. These visual aids help readers visualize the content, adding another layer of clarity to the explanations.

The generic structure of an explanation text typically comprises an introduction, the main explanation, an example, and a conclusion. The introduction sets the stage for what is to come, giving the reader an initial overview. The main explanation is the core of the text, breaking down complex concepts into simpler terms and providing detailed instructions or examples. An actual example or case study often follows this to illustrate practical application. Finally, the conclusion summarizes the key points and reinforces the importance or relevance of the topic.

The language features of an explanation text maintain an objective and factual tone, steering clear of bias. Clear definitions are used to explain key terms or concepts, ensuring that readers understand the subject matter. The information is organized in a logical and sequential order, allowing readers to easily follow the explanation. Additionally, cause-and-effect relationships are often explored to clarify why something happens.

The text may employ the use of passive voice to emphasize the process or phenomenon over the doer of the action. Depending on the subject, technical or specialized vocabulary may be used to accurately convey complex ideas. Visual aids, comparisons, contrasts, generalizations, and real-life examples work together to enhance the understanding of the subject.

Causal connectives, like "because" or "therefore," are used to indicate causality and establish connections between ideas.

Example of explanation text:

> Title: How a Rainbow Forms
>
> Rainbows are a beautiful natural phenomenon that occurs when sunlight is refracted, or bent, as it passes through water droplets in the air. This bending of light happens because light is made up of different colors, each with a slightly different wavelength. When the sunlight enters the water droplets, it slows down and bends, causing the colors to spread out.
>
> This bending of light is known as dispersion, and it separates the sunlight into its individual colors, creating the spectrum of a rainbow. The light then reflects off the inside surface of the water droplets and exits, forming a semi-circular arc of colors in the sky. The result is a stunning display of red, orange, yellow, green, blue, indigo, and violet hues.
>
> Next time you see a rainbow after a rain shower, you'll know that it's the result of sunlight bending and dispersing through water droplets in the air, creating this enchanting natural spectacle.

c. Information report text

An information report text is a type of non-fiction writing with the primary goal of delivering accurate and objective information on a specific subject. It serves to educate readers and is commonly employed in educational and professional settings to provide reliable references and clarify complex concepts. This text is characterized by a structured format that helps facilitate comprehension and knowledge transfer.

The structure of an information report text typically consists of several key sections. It begins with a clear and informative title, followed by an introduction that introduces the topic, its purpose, and often includes a thesis statement. The report then categorizes the subject into broader classifications, providing context and background information. Following this, it delves

into a detailed description of the subject, including its physical characteristics, history, and other relevant details. Subtopics or sections may be employed to organize specific aspects of the subject, ensuring clarity and easy navigation.

The heart of the information report comprises factual information, data, statistics, and evidence related to the subject, presented objectively and without personal biases. To enhance clarity, an explanation section may simplify complex ideas or processes for readers. Visual aids, like charts, graphs, images, and diagrams, often accompany the text to improve data presentation. The report concludes with a summary of the main points and key takeaways, reinforcing the essential information for the reader. In some cases, recommendations or implications for further actions or research may be included, along with optional references or citations to credit sources and provide additional reading material.

The language features in an information report text are carefully selected to ensure clarity, objectivity, and effectiveness. Third-person point of view is favored, maintaining an objective and formal tone, and personal pronouns are avoided. Formal vocabulary and precise, clear language are used to convey information transparently, while transition words and phrases connect ideas and numerical data is often presented. Impersonal language is preferred to maintain objectivity, and passive voice may be used to emphasize actions or processes over the doer. Comparisons and contrasts aid in understanding, and defining and classifying language provides clarity.

Example of information report text:

The Solar System

The solar system is a fascinating and complex celestial structure, comprising the sun, planets, moons, asteroids, and comets. Our solar system is just one of billions in the Milky Way galaxy, and it offers a wealth of knowledge about our place in the universe.

General Classification The solar system can be categorized into two primary components: the inner solar system and the outer solar system. The inner solar system consists of the sun, Mercury, Venus, Earth, and Mars, while the outer solar system includes Jupiter, Saturn, Uranus, and Neptune.

Description The sun, at the center of our solar system, is a massive, burning ball of gas that provides the light and heat necessary for life on Earth. The eight planets, including Earth, orbit the sun. They vary in size, composition, and characteristics. The inner planets are rocky and terrestrial, while the outer planets are gas giants.

Factual Information and Data The sun is primarily composed of hydrogen and helium and generates energy through nuclear fusion. Earth is the only known planet to support life. Jupiter, the largest planet, has a massive storm known as the Great Red Spot. Mars, often called the "Red Planet," has been explored by numerous robotic missions.

Conclusion In conclusion, our solar system is a complex and captivating subject of study. Its components vary in size and composition, and each offers unique insights into the workings of the universe. Understanding our solar system is essential for expanding our knowledge of the cosmos.

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d. Recount text

A recount text is a form of non-fiction writing designed to recount past events or personal experiences, aiming to engage and inform readers. It serves as a tool for describing and reflecting on a range of events, from historical occurrences to personal anecdotes. These texts typically use past tense to narrate, enhancing the reader's sense of the events having already transpired. They often adopt a first-person perspective, using "I" or "we" to provide a personal viewpoint, enabling readers to connect with the narrator's experiences.

The structure of a recount text usually comprises four key sections. The orientation introduces the setting, characters, and context of the story, offering necessary background information. Following this, the events section provides a chronological account of what happened. It uses descriptive language, dialogues, and emotional expressions to create a vivid picture of the experiences. The reorientation, which follows the events section, offers a summary or reflection, outlining the writer's feelings, thoughts, or reactions during and after the events. It helps readers understand the significance of the recounted experience. In some recount texts, an evaluation section may be included, providing the writer's opinions, analysis, or insights.

The language features in recount texts are carefully chosen to immerse the reader in the narrative. The past tense is prominently used to describe events, and first-person pronouns help convey personal involvement. Sequential and time-sequencing language such as "first," "next," and "then" is applied to maintain a chronological order of events. The text is enriched with descriptive language, including adjectives, adverbs, and sensory details, to engage the reader's senses. Dialogue and emotional language add depth and empathy to the narrative, enhancing the reader's connection to the events. A concluding statement often summarizes the experience or provides insights drawn from the narrative.

Connectors and transitional words ensure smooth transitions between different parts of the narrative, and personal pronouns and possessive determiners clarify the focus of the story. Exclamations and interjections can be used to convey emotions or surprise, creating a more engaging reading experience. Direct address to the reader or other characters fosters reader involvement, making the recount more relatable. These language

features collectively contribute to the effectiveness of recount texts in conveying personal experiences and historical events.

Example of recount text:

> **My Adventure at the Wildlife Safari**
> Last summer, my family and I embarked on an exciting adventure to a wildlife safari park. We were all filled with anticipation as we drove through the park's entrance gate.
> As we entered, we were immediately greeted by a towering giraffe, gracefully extending its neck to nibble on some leaves. The sight was breathtaking, and I couldn't believe how close we were to these magnificent creatures.
> Next, we ventured deeper into the park, where we encountered a pride of majestic lions basking in the sun. Their regal presence left us all in awe. I could feel my heart racing as I watched them from the safety of our vehicle.
> Throughout the day, we spotted a variety of animals – playful elephants, agile cheetahs, and curious zebras. The air was filled with the sounds of wildlife, and the experience was truly immersive.
> As the sun began to set, we made our way back to the park's exit. I couldn't help but reflect on the incredible adventure we had just had. It was a day filled with unforgettable encounters with some of the world's most amazing animals, and it's a memory I will treasure forever.

e. Procedure text

A procedure is a text that shows the process in order. Its social function is to describe how something is done completely through a series and explain or help us make or use something. According to Syafi'i and others (2007), a very common explanatory process or procedure is describing how something is done or how something works. This may indicate that the text of the procedure begins with the goal of the task. Procedure texts, such as instructions, such as recipes, and instructions, are used to tell how to do something. In other words, "procedure" directs the readers to do something, to act, to do something, or to achieve certain goals. The purpose of procedure text is to tell or

explain to the reader how to do, operate, or do something through a series of activities or steps.

The generic structure of a procedure text is divided into three parts:

1. An introductory statement stating the aim or goal to be achieved.

2. A list of materials required to complete the procedure (not required for all procedure texts). They often include details such as size, color, number, shape, and quantity.

3. A set of steps in the order that must be taken based on the goal followed by a set of steps towards achieving the goal. Steps are often marked with numbers (1,2,3…), or bullets (,-,), instructions may contain caution (s) or warning (s). drawings or pictures can also be added to explain the steps.

The language features found in the procedure text are Djuharie (2007) cited by Ruswinarsih (2015):

1. Use imperative sentence, such as; pour some water into the glass.

2. Use the simple present tense.

3. Using action verbs, such as: make, take, boil, cook, pour, etc.

4. Using sequence connector, for example: first, second, third, then, after that, last, finally, while, next, etc.

There are some types of procedure text below:

1. This type of text explains how something works or how to use something. For example: how to put the trash can, how to make a photo frame, and how to make an instagram account.

2. This type of text provides instructions on how to carry out a particular activity (recipes, game rules, science experiments, traffic rules, etc.). for example: how to make brownies, and how to wear a seat belt.

3. This type of text is about human behavior. For example: how to be successful, how to be independent.

Example of procedure text

Figure 2.1

HOW TO MAKE FRUIT ICE

Goal   : How to Make Fruit Ice

Materials   :

1. Ice
2. Apple
3. Strawberries
4. Wine
5. Jackfruit
6. Melon
7. Mango
8. Avucado
9. Sugar Water
10. Milk

Steps:

1. First, cut the fruit into rounds or dice.
2. Then, scrapes the flesh of the melon.

3. Then, boil the sugar with water until it cooks for about 30 minutes.

4. Next, place the serving glass with the fruit that is cut into rounds or dice.

5. Then, taste the sugar water, put ice cubes, and put milk on ice fruit.

6. Last, put the decorations on the glass with a piece of strawberry on it.

Noted:

1. The generic structure of the text is
   a. Goal: How to make fruit ice
   b. Materials: Ice, apple, strawberries, wine, jackfruit, melon, mango, avocado, sugar water, and milk.
   c. Steps: (1) First, cut the fruit into rounds or dice. (2) Then, scrapes the flesh of the melon. (3) Then, boil the sugar with water until it cooks for about 30 minutes. (4) Next, place the serving glass with the fruit that is cut into rounds or dice. (5) Then, taste the sugar water, put ice cubes, and put milk on ice fruit. (6) Last, put the decorations on the glass with a piece of strawberry on it.

2. The language features of the text is:
   a. Using imperative sentence: cut the fruit into rounds or dice, scrapes the flesh of the melon, boil the sugar with water until it cooks for about 30 minutes, place the serving glass with the fruit that is cut into rounds or dice, taste the sugar water, put ice cubes, and put milk on ice fruit, put the decoration on the glass with a piece of strawberry on it.

b. Use the simple present tense: First, cut the fruit into rounds or dice. Then, scrapes the flesh of the melon. Then, boil the sugar with water until it cooks for about 30 minutes. Next, place the serving glass with the fruit that is cut into rounds or dice. Then, taste the sugar water, put ice cubes, and put milk on ice fruit. Last, put the decorations on the glass with a piece of strawberry on it.

c. Using action verbs in the form of imperative and command: Cuts, scrapes, boils, place, taste, puts, decorates.

d. Use sequence connector: first, then, next, last.

e. Technique of Teaching Writing

According to Brown (2007), as cited by Febriani (2014), there are five major categories of teaching writing techniques. These five categories are as follows:

1. Imitative or Writing Down

In the early stages of learning to write, students begin by composing simple content, such as English letters, words, and, if possible, sentences. Several steps need to be taken into account when addressing this matter. These steps include:

a. Teacher reads a short paragraph once or twice at normal speed.

b. Teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause.

c. During the pause, students write exactly what they hear.

d. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.

e. Scoring of students' written work can utilize a number of rubrics for assigning points.

The evaluation can pay attention on spelling, punctuation and grammatical.

2. Intensive or Controlled

This writing level is higher than imitative writing. The process of intensive writing can be carried out into two ways, that are, controlled writing and guided writing. A controlled writing is conducted to know to what extent the students' competence about field, topic or theme that is given by their teacher. Some activities of controlled writing in the writing instruction are:

a. Write sentences or dialogue style that is read by teacher.

b. After a given structure on paragraph that given by teacher, e.g. students may asked to alter or change all present tenses into past tenses.

c. Answer sequences of reading questions into written from.

While guide writing is carried out by giving guidance towards students, so they can create or produce writing. In the guide writing, students are given freedom to write with own words. Teaching of guided writing can be realized in the activities such as:

a. Teacher plays a videotape and students may be asked to retell by answering questions supplied by teacher.

b. Summarize reading (texts) that have been read.

c. Write a letter, message, invitation where teacher will give guidance.

d. Write a paragraph based on the sequences of pictures.

e. Continue a story where the story is not complete on the last part.

f. Write the simple dialogue by using functional structures and expression

g. Complete a simple dialogue where the dialogue has blank part (two lines or more) that supplied intentionally by teacher.

3. Self-Writing

This writing level give students' opportunity to pour all ideas or notions into texts. The activity of this writing may be devoted to self-writing or writing with only the self in mind as an audience. Students are free to determine topics or theme what they will write. Diary or journal writing is included into this level. However, in many circumstances a dialogue journal, in which a student record thoughts, feelings and reactions and which a teacher reads and responds to, has two participants (reader and writer).

4. Display Writing

For an academic purpose, a whole array of display writing techniques is one of the academic skill that students need to master. The activities of writing fall into display writing are shorts answer exercises in writing, essay writing, and research reports, etc.

5. Real writing

Real writing is the last level of writing. This level can be divided into three subcategories, such as:

a. Writing is concerned with the academic purpose.

b. Writing is dealt with vocation or occupation.

c. Writing is based on personal affair, e.g, letters, post cards, notes, personal messages, etc.

f. The Indicator of Writing Procedure text

Hidayah et al (2021) stated that students' writing difficulties in procedure text are language features, generic structures, grammar, vocabulary, and mechanics

1. Language feature

The language features of procedure text are important to make the text that wrote is clear for the reader. The language features of procedure text are using command/imperative

sentences, using adverbs, using action verbs, and using temporal conjunction.

2. Generic Structure

There are generic structures of procedure text. The generic structures of procedure text is important to make the text that written is clearly for reader. The generic structures of procedure text are Title (It is the goal or outcome of the activity), Material or ingredient (The material to doing something), step (It is the step by step description of how to complete the task).

3. Grammar

Grammar is essential for competent language users and students need to remember important grammar to apply in their writing and grammar refers to correct grammatical forms and syntactic patterns.

Gerot and Wignell (1994) state that grammar is a theory of language about how language is put together and how it works. This element consists of a discussion of grammatical form and syntactic pattern. When measuring writing skills, the teacher tests sensitivity to grammatical patterns appropriate for the writing genre. The grammatical feature of describing the tenses that are frequently used in procedure text is present tense. The description is from the point of view of the facts, for example: First, wash your hands with soap and water. Then, chop the vegetables into small pieces. Next, add the pieces and stir well. Etc.

4. Vocabulary

Vocabulary is the key to making the meaning of a sentence clear and understandable. On the other hand, vocabulary is the choice of words that match the content of the text. Writing vocabulary is all the words that can be used in writing. Many written words did not normally occur in speech, writers tend to use a limited set of words to communicate. Divides vocabulary into

two types of vocabulary, they were: Productive (active) vocabulary is words that they can create by themselves. Receptive vocabulary (passive) is words they understand but may never produce.

5. Mechanics

Capitalization, spelling, and punctuation are included in mechanics. Spelling is very important in order to make a meaningful writing. Both capitalization and punctuation are signal that help readers understand what the writer means. In addition Capitalization is the practice of using capital letters in writing or print. Proper nouns, keywords in titles, and the beginning of sentences are generally capitalized. You should also use the letter "I" with a capital letter in all situations. Besides that Mechanics is the use of the graphic conventions of language. It refers to the appearance of words, to how they are spelled or arranged on paper. An example of a mechanic is that when you write the first word of a paragraph, it must be intended. Mechanical rules try to make writing consistent and clear. The convention may seem arbitrary. It was developed based on thousands of experiences. Mechanic represents an economical and efficient way of writing. There is a discussion about punctuation in the mechanic. The purpose of punctuation is to make the next clearer and easier to read. There are four functions of punctuation, they are: Classifying or enclosing, for example (parentheses enclosing extraneous information). Separating, for example (a period separating sentences). Impacting the meaning, for example (a question mark making an otherwise declarative sentence interrogative). Connecting, for example (a hyphen connecting a unit modifier). The function of punctuation marks is the basic rule that governs and determines whether it is needed or not. The modern tendency is to use punctuation to avoid misreading (open style) rather than to use all the punctuation allowed by the grammatical structure (close style).

B. Review of Relevant Previous Studies

The following are some reviews of prior studies relating to this research:

The first study was conducted by Sueni in 2015 entitled "Improving Stusents' Skill in Writing Procedure Text Through Picture Sequences (A Classroom Action Research at the Ninth Grade of MTs Negeri Tangerang 2 Pamulang) in the Academic year of 2014/2015". This study was conducted to find out if picture sequences improve students' skills in writing procedure text in the ninth grade of 9.3 class of MTsN Tangerang 2 Pamulang. In conducting this research method. The writer used Kurt Lewin's model design. The research method used is the Classroom Action Research (CAR) method. Observation, test, and interview as research instruments. The relevance of this research to previous research is that both are procedure text, while the difference with previous research is the research findings where the previous research findings were on improving students' skill in writing procedure text through picture sequences. Meanwhile, in this study, the research findings were to investigate students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.

The second study was conducted by M. Miftahul Huda in 2015 entitled "Improving Students' Ability in Writing Procedure Text Through Demonstration (A Classroom Action Research with the Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2025)". This research aims to find answers to the following research questions: This study is a classroom action research. This was carried out in these two cycles, which were different in demonstration types, topics, and data collection and analysis techniques. The research method used is the Classroom Action Research (CAR) method. Observation, and testing as research instruments. The relevance of this research to previous research is that both are procedure text, while the difference with previous research is the research findings where the previous research findings were on improving students' ability in writing procedure text through demonstration. Meanwhile, in this study, the

research findings were to investigate students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.

The third study was conducted by Suryanto Rezdan in 2020 entitled "Difficulties in writing procedure text experienced by second graders of SMA Purnama 2 Kota Jambi". This study aims to find out what are difficulties experienced by second graders of SMA Purnama 2 Jambi. This study also intends to investigate what are the possible reasons for their difficulties in writing procedure text. This study uses descriptive qualitative research to investigate the difficulties in writing procedure text experienced by eleventh graders of SMA Purnama 2 Jambi. The research method is a descriptive qualitative method. Interview as a research instrument. The relevance of this research to previous research is that both are procedure text, while the difference with previous research is the research findings where the previous research findings were to find out difficulties students experienced in writing procedure text and to investigate the reason for their difficulties in writing procedure text. Meanwhile, in this study, the research findings were to investigate students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot and to find out the efforts given by teachers to overcome students' difficulties in writing procedure text.

The fourth study was conducted by Susanti in 2015 entitled "A study on the students' writing skill in procedure text at the ninth-grade students of SMPN 1 Rambah Hilir". The research aimed to find out the student's writing skills in procedure text at ninth-grade students of SMPN 1 Rambah Hilir. The research was descriptive qualitative. The data was collected by using the written test, and the findings of the research show the students' writing skills in procedure text. The research method is a descriptive qualitative method. Test as a research instrument. The relevance of this research to previous research is that both are procedure texts, while the difference with previous research is the research findings where the previous research findings were to find out the student's writing skills in procedure text at ninth-grade students of SMPN 1 Rambah Hilir. Meanwhile, in this study, the research findings

were to investigate students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.

The fifth study was conducted by Ratu Dea Mada, S.S., M.Pd. and Fachriyah, M.Pd in 2017 entitled "Po(W)der Method to Increase Writing Skill of Procedure Text for Students Grade 2 in Technical Information Unsera Banten". The background of this research is based on findings in the field that the learning process of writing with the classical methods results are not in line with expectations that the author felt the need to carry out the implementation of other methods, the method of po(w)der writing procedure text. Method po(w)der is the step in writing a procedure text, including planning, outlining, writing-drafting, editing, and re-writing, to make it easier to remember the steps than the author calls it by po(w)der. This research is the action research by applying three cycles po(w)der in writing the text procedure relating to information Engineering (IT). The research method is Action Research (AR) method. Observation and testing as research instruments. The relevance of this research to previous research is that both are procedure text, while the difference with previous research is the research findings where the previous research findings were to illustrate the application of methods po(w)der in writing procedure text learning on teaching English. Meanwhile, in this study, the research findings were to investigate students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research employed a descriptive qualitative method. According to Creswell (2012), qualitative research is research that examines a phenomenon. Latief (2015) stated that qualitative research aims to understand the state of human nature in the society and culture in which the behavior occurs, and the data obtained is explained in words, not numbers. This is related to this research about the students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot which is also the condition of humans in nature. The descriptive qualitative would be used to describe the students' difficulties in writing procedure text. The main goal of this research is to examine the most of students' difficulties in writing procedure text. Here, the researcher came to SMA Negeri 1 Hutabargot to take the data from the test, interview, and documentation.

B. Location and Time of Research

The research takes place in SMA Negeri 1 Hutabargot. It is located in Hutabargot Lombang Village, Hutabargot district, Mandailing Natal Regency. This research conducted from January until October 2023.

C. Subject of Research

The subject of this research is the twelfth-grade students at SMA Negeri 1 Hutabargot. There are 25 students, divided into two classes, namely the Science (IPA) class with 11 students and the Social Sciences (IPS) class with 14 students.

D. Source of Data

The main sources of data in qualitative descriptive research are words and actions, the rest are additions such as documents and others, there are two types of data: primary data and secondary data.

1. Primary Data

       The primary data in this research is data that would be obtained researcher from the results of the students' writing procedure text test related to the student's difficulties in writing procedure text at SMA Negeri 1 Hutabargot. Besides, the primary data in this research is data that would be obtained by researchers from informants in the form of interview results with English teachers related to how are the efforts taken by the teacher to overcome students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.

2. Secondary Data

       Secondary data includes data that according to the researcher supports primary data, such as documentation.

E. Technique of Data Collection

       To obtain the necessary data to answer all of the questions in the problem formulation, the data is obtained by doing documentation, test, and interview. Here are some techniques that are related. First, the researcher conducted the documentation and then continue to carry out the interview.

1. Documentation

       Documentation is a formal document that gives information based on evidence. Documentation consists of public and private documents that qualitative research obtains from a place or research participants and can include a newspaper, minutes or meetings, a personal diary, and a letter. Documentation was the first step in data collection for this study. As document files, the researcher obtained only the results of the student's writing procedure text test, which had already been measured by the English teacher. Students' procedure writing test results are then collected and analyzed, allowing researchers to understand the students' procedure text writing difficulties.

2. Test

In this research, the researcher used tests as support for documentation to take students' writing procedure text. Besides that, the results of the students' writing procedure text test would be analyzed by the researcher to investigate students' difficulties in writing procedure text. In this test, at the first meeting. The first step that the researcher took is to teach the procedure text to students. At the second meeting, the second step the researcher provided an example of a procedure text and explain it to the students. And at the third meeting, the third step the researcher gave a test to students to make a procedure text, each student made a procedure text regarding how to make a drink. and each student is allowed to make any drink that the student makes in the procedure text.

3. Interview

The interview is a data collection technique that involves interviewing a specific person as a respondent. Furthermore, it is a direct face-to-face attempt to obtain reliable and valid measures from a respondent in the form of verbal responses. Besides, the interview is a method of gathering information for research through face-to-face questioning between the interviewer and the informant. The interview is the second step in collecting data. in this section, the researcher used semi-structured interviews. The reason why the researcher used a semi-structured because the researcher wanted to improve the data based on the English teacher's answers in the interview. In addition, the researcher interviewed an English teacher related to How are the effort given by the teacher to overcome students' difficulties in writing procedure text at SMA Negeri 1 Hutabargot.

G. Technique of Validating the Data

Data validation techniques are methods used by researchers to measure trust in data (credibility) in research. In this qualitative research, the researcher will use the triangulation technique. Triangulation can be

defined as the use of two or more methods of collecting data on some aspects of human behavior. Thus, triangulation is necessary for research for study to get the validity in collecting data, thus the data in the research is reliable.

There are several kinds of triangulation such as triangulation of time, triangulation of place, triangulation of theory, triangulation of method, and triangulation of researcher. In this research, the researcher will use the triangulation of time which is used as a test, the test is regarding procedure text. Triangulation of time in qualitative descriptive research refers to an approach to collecting and analyzing data from different times or different periods. In this method, the researcher will collect data from respondents such as student writing procedure text tests. The test will be given by the researcher to students at different times. In addition, the data will be processed and analyzed comparatively. The use of triangulation of time in qualitative descriptive research can help the researcher to observe changes or similarities in students' difficulties in writing procedure text from time to time. In addition, the researcher will compare the student writing tests given at different times to provide deeper insights into the validity of the data and whether the difficulties remain the same or have developed.

H. Technique of Data Analysis

After collecting the data, the researcher took some of the steps that exist in qualitative descriptive research. The researcher analyzed the qualitative data in the three-step, they are:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and or transforming data that has been passed through an entire corpus (body) of written field notes, interviews, transcripts, documents, and other empirical material.

Based on the statement, the first step the researcher took is that the researcher collected data from various sources such as tests and interviews. In addition, data collected from students would be identified by the researcher and cleaned of irrelevant information. Furthermore, the data would be analyzed by the researcher to identify students' difficulties in writing procedure text. The data would be summarized and simplified into the main findings that represent the common difficulties faced by students. This process may also involve grouping similar findings to better organize the information. The result of this data reduction is a summary that provides insight that makes it easier for researchers to understand students' difficulties in writing procedure text.

2. Data Display

Displaying data is the second main flow of analysis activities. In general, a data display is an organized, compressed assembly of information that contains a conclusion drawing and action. As a result, the data display organizes and describes the data from the reduction.

After reducing the data, the next step is to display the data. Process the data representation directly so that the researcher can easily understand and analyze the result of data reduction. At this stage, the researcher tried to collect the relevant data from a document, and interview which is concluded and has some meaning, and then describe all these data results in detail.

3. Conclusion Drawing/Verification

The third step in qualitative data analysis is drawing conclusions and verification. The conclusion of the research findings. At this point, to conclud, one must step back to consider the meaning of the analyzed data and assess its impact on the questions. Based on that statement, the researcher should understand what is needed in the recession, The conclusions of this study were not based on the opinion of the researcher, but based on the data findings obtained through data collection techniques

such as tests and interviews. Then also used data analysis techniques such as data reduction and data display.