DIFFICULTIES FACED BY THE ELEVENTH GRADE STUDENTS IN DEVELOPING THE GENERIC STRUCTURE OF PROCEDURE TEXT AT SMKN 1 JENANGAN PONOROGO

THESIS

By:

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ABSTRACT

Rif'ah, Niswatur. 2021. *Difficulties Faced By the Eleventh Grade Students in Developingthe Generic Structure of Procedure Text at SMKN 1 Jenangan Ponorogo*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo (IAIN). Advisor Ahmad Nadhif, M. Pd.

Keywords: *Writing, Procedure Text, Generic Structure of Procedure Text*

Writing is an activity to express ideas in writing. Besides that, it is also a complex activity, so arrangements are needed in its preparation.There are several genres in writing text, they are procedure text, explanation, report, exposition, descriptive, review, news item, but the researcher focuses on procedure text. Procedure text is a text that indicates the order of the processes and that the process or step must be continuous. The procedure text has a generic structure;it has three elements include goal/aim, material/ingredient and steps, those are important to explain the process involved in some information and working of natural or socio-cultural phenomena.

Considering the phenomena faced by the eleventh grade student at SMKN 1 Jenangan Ponorogo, the purpose of this research was to investigate difficulties faced by the eleventh grade students in developing thegeneric structure of procedure text and how they solve those difficulties.

This research applied a descriptive qualitative research design. The data source of this research was a document that involved a generic structure of procedure text developed by the students XI Industrial Automation SMK N 1 Jenangan Ponorogo. The technique of data collection of this research was documentation and interview.

The result of this study concluded that the students have difficulties in developing the generic structure of the procedure text, especially in the goal, materials and steps. The researcher found 3 difficulties in the part of the steps; the difficulties included connective sequences, punctuation and vocabulary. The students solve those difficulties with learning more about components of procedure text as well, actively in the class to ask about material and support by teacher with media in teaching learning process.
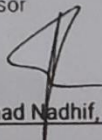
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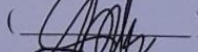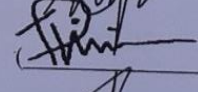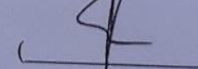Ponorogo, 22 November 2021

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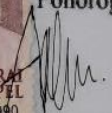
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CHAPTER 1

INTRODUCTION

In this chapter the researcher presents the background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

A. Background of study

Writing is a productive skill, it uses the competence structure and coherent organization. According to Brown (2004), the ability to write has become an indispensable skill in our global literature community, at least at a rudimentary level, under the conditions necessary for employment in many fields, and the simple is also clear in the considered literary culture. [1]

One of the productive skills which is very important to be mastered by English learners is writing skill. Harmer (1991) state that writing is the most difficult skill for second language learners.[2] Provisional skills such as the ability to express an author's opinions and ideas clearly and effectively are required. Therefore, writing skill is more complex and more difficult than other skills to teach because it is not only requiring mastery on grammatically and theoretically devices but also on conceptual and judgment devices. This is supported by Nunan (1991) who state that written language is complex when it comes to level clauses.[3]

Furthermore, Halliday claims that as a result of cultural change, writing has evolved in society to create communication needs, which is not easily met through the oral language.[4] Writing is a method of communication, it can be used to establish and maintain contact with others, transmit information to express through feeling and reactions, entertain and persuade. In the teaching and learning process of writing, the teacher has an important role. When

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[1]H. Douglas Brown, *Language Assessment Principle and Classroom Practices,* (San Francisco State University: Personal Educations, 2004) 218
[2]Jeremi Harmer, *The Practice of English Language Teaching*, (New York, 1991) 16
[3]David Nunan, *Language Teaching Methodology*, (UK: Sehuster International Group, 1991) 85
[4]*Ibid.,* 84

teachers teach students to write in English, both the teacher and students must have a basic understanding of how English works and how to write a text.[5] It is also necessary activities range from transformation into word using the competence structure and coherent organization.

According to Lyons, "Writing is an act of a writer, the writer takes an idea or prompts and transforms them into a "self-initialed" topic.[6] A writer must be able to write with the correct grammar so that the reader can understand its meaning. There are three forms of writing, namely a paragraph, text and essay. Paragraph is an idea in the form of a sentence that is related to another, while text is an oral discourse in written form, and essay is a sort of a formal piece of writing.

Theoretically, in writing the writers must have the components of writing such as vocabulary, grammar, coherence, cohesion and the mechanic of writing. All that must be understood and mastered by students as a starting base for writing. Some types of text must be mastered by students are descriptive text, narrative text, recount text, procedure text, and report text. One of the factual texts is a procedure text.

Procedure text is a text that indicates the order of the processes and that the process or step must be continuous, irreversible or random. There are two kinds of procedure text. The first is a text that explains how to make something, and the second is a text that explains how to do or use something. The ability to write procedure text involves the ability to apply generic structure to describe how something is achieved through a sequence of action or step.

The procedure text has a generic structure, it is important to explain the process involved in some information and working of natural or socio-cultural phenomena. The generic structure of procedure text has three elements include goal/aim, ingredient/material

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[5]Peter Knapp& Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assessing,* (University of New South Wales of Australia, 2005) 16
[6]J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner,* (USA: Wesley Publishing, 1996)

and steps. The English features of procedure text are the use of temporal conjunction, action verb, imperative sentence and simple present tense. Vocabularies is the appropriate words that are used in writing procedure text. Mechanics consist of punctuations, capitalization and spelling.

The implication of this research is in relation to the findings of the research that the Generic Structure needs to be introduced completely to the students of SMKN 1 Jenangan Ponorogo, they have to develop their writing ability, especially in writing skill. The Generic Structure will always be found in many kinds of genre of texts. It is an important part in building the text. It will have different criteria in every text. Therefore, generic structure of procedure text are helpful materials to be developed in teaching writing at schools because these will be very important to the students' ability in mastery of writing later.

Based on the researcher's experience in real teaching at the eleventh grade students at SMK N 1 JenanganPonorogo, the researcher found several problems in teaching writing. In interviews with some students in the class, they said that writing is the most difficult skill in learning English by students. Therefore, the researcher found students confused in specifying generic structure of procedure text. They also get difficulties in arranging the procedure text well. So, the result of learning procedure text is not optimal.

Finally, based on the phenomenon above, the researcher chose the eleventh grade students at SMK N 1 Jenangan to conduct the research. The researcher chooses this school because the students in the eleventh grade have difficulty in developing the generic structure of procedure text. In this research, researcher focus on the generic structure of procedure text as the important part in organizing a text. To solve the problem, the researcher chose the tittle **"DIFFICULTIES FACED BY THE ELEVENTH GRADE STUDENTS IN DEVELOPING THE GENERIC STRUCTURE OF PROCEDURE TEXT AT SMK N 1 JENANGNAN PONOROGO"**.

B. Research focus

Based on the background of this study, the researcher is necessary to limit and focus the research problem on difficulties faced by the eleventh grade students in developing the generic structure of procedure text at SMKN 1 Jenangan Ponorogo.

C. Statement of the problems

Concerning the background and research focus, the statement of the problem is formed into:

1. What are the difficulties faced by theeleventh grade students in developing the generic structure of procedure text at SMKN 1 Jenangan Ponorogo?
2. How do the eleventh grade students solve thosedifficulties in developing the generic structure of procedure text at SMKN 1 Jeanangan Ponorogo?

D. Objectives of the study

According to the statement of the problems, there are the objectives of this research described by the researcher:

1. To find out the difficulties in developing the generic structure of procedure text by the eleventh grade student at SMKN 1 Jenangan Ponorogo.
2. To find out the resolve of the difficulties in writingthe procedure text by the eleventh grade student at SMKN 1 Jenangan Ponorogo.

E. Significances of the study

1. Theoretical Significance

This research is expected to develop knowledge in an education area, especially in writing procedure text. The knowledge is hoped to contribute to the progress of theories in improving a student's writing skill.

2. Practical Significance

    a. For the student

      This research attempt to obtain a solution to help the students to improve their writing skill.

    b. For the teacher

      This research helps the teacher to find out their student's weaknesses in writing procedure text.

    c. For the department/school

      This research can be used as reference to conduct a relevant study.

F. Organization of the thesis

The organization of this research consists of five chapters. It makes the readers know and understand the content of the research easily.

Chapter I: In an introduction that confirms the background of the study, research focus, statement of the problems, research objective, significances of the study and the organizations of the thesis.

Chapter II: Previous research finding and theoretical framework. It discusses a previous research result and theoretical framework about theory of writing, genre of text, procedure text and generic structure of procedure text.

Chapter III: Research methodology. This chapter explains the research design, research role, and research of setting, source of data, technique of data collection, data analysis and checking validity.

Chapter IV: Research findings and discussion. This chapter is important information, it contains general data description and data description that presents data analysis of difficulties faced by students in developing generic structure of procedure text.

Chapter V: Conclusion and suggestion. It discusses the result of this study and offers

recommendations for improvements to this study.

CHAPTER II

PREVIOUS RESEARCH FINDING AND THEORETICAL FRAMEWORK

This chapter researcher presents the related literature theories. It consist of the previous research finding and theoretical framework which consist of writing, genres of text, procedure text and generic structure of procedure text.

A. Previous research findings

The following are some previous studies related to this research:

First, the previous study came from a journal written by Rafael Yoga Prihatna and Him'mawan Adi Nugroh with the title *An Analysis on Generic Structure and Language Features of Procedure Texts Made by Second Year Students of SMA SEMEN GRESIK*. This research aimed to know: First, how the second year of senior high school students' knowledge of generic structures in their writing procedure texts. Second, how is the second year of senior high school students' knowledge of language features in their writing procedure text? The research design of this study is text analysis design. The result of data analysis indicated that most of the eleventh grade students of SMA Semen Gresik were able to apply the generic structure of procedure texts, in this case: title (goal), materials/equipment, and steps.[7]

Second, the previous study came from a thesis written by Lestarina Siagian with the title *Developing writing Material in Procedure Text using Picture Series in The Grade Tenth Students of Yayasan Pendidikan SMA Kebangsaan*. This research aimed at developing writing materials in procedure text using picture series. This study was conducted using R & D method of Borg & Gall. The finding of this research was the quality of the developed writing materials using picture series viewed from the experts was very good. Most students

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[7]Rafael Yoga Prihatna, "An Analysis on Generic Structure and Language Features of Procedure Texts Made by Second Year Students of SMA SEMEN GRESIK*,"*

gave positive responses. Most students said that the materials were interesting, and it can help them to understand procedure text easily.[8]

Third, the previous research finding from the thesis written by Azalia Ratna with the title *The Analysis of Generic Structure and Language Features of Recount Text Written by the High Achievers at SMAN Pasirian Lumajang*. This research was intended to analyze the patterns of the generic structure and language feature of text writing written by the high achievers of the tenth grade students of SMAN Pasirian Lumajang. The method to collect the main data was writing a test. Interview and documentation were used to collect the data. The result of this research showed that the high achiever students of the tenth grade of SMAN Pasirian could write their ideas and develop it following the concept of generic structure and language features in composing a recount text although not all the characteristics could they write.[9]

The last, the previous research finding from the article written by Yery Syafnida and Havid Ardi with the title *Students' Ability in Developing Generic Structure, Cohesion and Coherence in Writing Hortatory Exposition Text*. The purpose of this research is to describe how is the ability of students from the Grade XI social class of SMAN 8 Pekanbaru phenomenon in writing Hortatory Exposition text. The method used in this research was descriptive qualitative design. The data were collected through writing test on hortatory exposition text. The finding of this research is the students' ability in building generic structure and cohesion was adequate, and the students' ability in building coherence in hortatory exposition text was categorized as good.[10]

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[8]Lestari Siagian, "Developing Writing Materials in Procedure Text Using Picture Series in The Grade Tenth Students of Yayasan Pendidikan SMA Kebangsaan," 2018.

[9] Azalia Ratna, *"The Analysis of Generic Structure and Language Features of Recount Text Written by the High Achievers at SMAN Pasirian Lumajang"*, 2014.

[10]Yery Sya fnida & HavidArdi, "Students' Ability in Developing Generic Structure, Cohesion and Coherence in Writing Hortatory Exposition Text, *"Advances in Social Science, Education and Humanities Research*, 462 (2019).

The similarity between this research and the results of the previous study above is the research about developing the generis structure. The differences in this research with the previous study are on the instrument to conduct the research, and the aim of this research is to find out the difficulties and resolve of difficulties in writing the procedure text by the eleventh grade student at SMK N 1 Jenangan in the academic year 2020/2021. Despite the difference above, those of the previous research are reasonable and applicable to this research. This research will be very important to the student's ability in mastery of developing generics structure of procedure text.

B. Theoretical framework

In this sub-chapter, the researcher describes writing, the genre of text, procedure text, and generic structure of procedure text.

1. Writing

Writing is one of the basic skills of the English language. According to Caswell & Mahler (2004) writing is a development process that each student can successfully experience at different levels when it's approached systematically.[11]When the students do the writing, there's a massage or concept to be able to be conveyed through the symbols or sign, it requires an author so that it will shape letters and words, and be a part of those collectively to make words, sentences or a sequence of sentences that hyperlink collectively to speak through writing. Writing is not easy, but that doesn't mean it can't be fun, rewarding, enlightening, reflective and provoking.

Klimova (2013) said writing is important because it is widely used in higher education and at work.[12] If students are unable to describe themselves in writing, they will not be able to communicate well with teachers, employers, colleagues, or anyone

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[11]Roger Caswell & Brenda Mahler, *Strategies for Teaching Writing,* (Virginia USA, 2004).

[12]Blanka Frdrychova Klimova, "The Important of *Writing,*" *PARIPEX, Indian Journal of Research*, 1 (2013)9.

else. Writing skills can be used as a benchmark for students' English proficiency. A student who can write English properly and correctly often has good English skills, so writing skills are very important skills possessed by students.

According Geiser & Studly "the ability to write something in a productive way is an indicator of success during the learning process".[13]The process of writing is knowing what is in the mind and then poured into a literal form. Official knowledge is not only in the form of words or phrases but cannot be in the form of images and everything that comes to mind. Knowledge will become clearly visible after being poured into a spoken or written form. In the combination of litters related to the spoken language, the symbols need to be arranged according to the right provisions, both in forming words, arranging words into sentences, arranging sentences into paragraphs or paragraphs into text.

a. Genre of writing

According to brown (2004) the same classification scheme is reformulated here to include the most common genre that a second language writer might produce, within and beyond the requirement of a curriculum.[14] There are genres of writing; academic writing, job-related writing and personal writing. Academic writing is writing for a college program and includes papers and general subject reports, essay, compositions, academically, centered journals, short-answer test responses, technical reports, theses and dissertations. Job-related writing is considered well-paid work and includes messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, and manuals. Personal writing is primarily based on personal opinions or feelings rather than fact or evidence and includes a letter, email, greeting card, invitations, messages, notes, calendar

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[13]Muhammad Javed, Wu Xiao Juan, Saima Nazli, *"A Study of Students 'Assessment in Writing Skills of the English Language,"* International *Journal of Interaction*, 2.

[14]H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Francisco State University: Personal Education, Inc. 2004), 219.

entries, buying lists, reminders, economic documents, forms, questionnaires, scientific reports, immigration documents, diaries, personal journals and fictions.

b. Micro and macro skills of writing

Between are moreover known as the sub-constructs of composing. There are connected and impact each other, depending on the objectives and needs of ESL learners at a certain period of time.

1) Micro skill

It produces graphemes and orthographic patterns of English, produces writing at an efficient rate of speed to suit the purpose, produces an appropriate center of phrasesand uses suitable phrase order patterns, uses as suited grammatical system, patterns and rules, explicit a particular which means in extraordinary grammatical forms, uses cohesive devices in written discourse.

2) Macro skill

It use the rhetorical paperwork and conventions of written discourse, as it should be accomplish the communicative characteristic of written texts in line with shape and purpose, deliver hyperlinks and connections among occasions and communicate such relations as major idea, supporting idea, new information, given information, generalization, exemplification, distinguish among literal which means whilst writing, efficaciously deliver culturally specific references within side the context of written text, broaden and use a battery of writing strategies, which include as it should be assessing the audience's interpretation, the usage of pre writing devices, writing with influence's in the first drafts, the usage of paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

c. Process of writing

Writing process is stated as a plan of creating writing primarily based on the system approach. It offers the students a few steps to make good writing because college students cannot have the best consciousness on their very last output. According to Hyland (2019) in a process approach, writing is visible as recursive interest and does now no longer arise in a linier collection, and it calls for a cognitive manner emphasizing the significance of a recursive system of pre-writing, drafting, evaluating, and revising.[15]

1) Pre-writing, it is a strategy planning stage for writing. It is an important step of the writing process. The writers arrange their writing earlier than them, even again.

2) Drafting, within side the degree, college students are anticipated to position the association they did within the strategy planning stage in the paper. In this degree, spelling regulations for the written textual content are ignored. The college students generally try to create the content material.

3) Evaluating, the student examines the paintings with different human beings and gets a few remarks on what the author is doing, such as the interest of peer editing.

4) Revising, this stage includes the college students, evaluation of the written draft, sharing the draft textual content with a writing institution that becomes shaped within the classroom, and rearranging

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[15]Winarti Winarni & Bambang Yudi Cahyono, "Collaborative writing and process writing approach: the effect and students perception," *Journal of English Educator Society*, 2 (Oktober, 2020), 165.

the content material in keeping with remarks from buddies within the writing institution. The college students may amplify the textual content with a new concept or take away the components that are.

d. Writing accurately

Writing within the method technique is visible as predominantly having to do with linguistic skill, including making plans and drafting, and that there may be a whole lot much less emphasis on linguistic information, including information about grammar. As a writer, a college student's advantage is command of accuracy with the aid of using reading the factors of style and mastering to use the factors to collage a student's drafting, revising, enhancing and proofreading. Stylistic is likewise a count of the usage of phrases precisely.

To write effectively, the writer needs to use accurate grammar, vocabulary, spelling and punctuation.

1) Grammar

According to Curme, English grammar is the English way of saying a thing. [16] It includes the form of the word, their case and tenses, their use in phrases and sentences. They are the common problems in student arrange sentence, they are Subject-verb agreement, pronoun reference, consistency in the use of tenses and indirect questions.

2) Punctuation

Law (2001) state that the purpose of punctuation is to mark out a string of words into a manageable group and to show how these

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[16]Porter G. Perrin, *Writer's Guide and Index to English,* (Chicago University of Washington: Forman and Company, 1939), 250

groups are related to each other.[17] These are some guidelines on the use of punctuation marks commonly used in academic writing Full stop, Comma, Semicolon, Colon and Apostrophe.

Teaching is art; therefore, what one teacher appreciates, another may dislike. A teacher should design her classroom to reflect her individual style. To help ensure teachers of the writing process convey the patient messages to students, we've included here a few "hidden" curriculum suggestions, little things that teachers learn through trial and error.

In teaching writing, a teacher need to explicitly teach the writing processes specific strategies to enhance students' writing competence. The most powerful argument for teaching writing is that we are members of the human race, and as such, we've always had the innate desire to communicate in writing.[18] There are five stages in writing; prewriting, writing, revising, editing and publishing.

2. Genre of text

The term genre is used to refer to a particular text-type, not to traditional varieties of literature. [19]

A range of stories and factual genre:

Table 2.1 Genre of text

Story Genres	G	Factual Genres
Narrative	E	Procedure
News Story	N	Explanation
Exemplum	R	Report
Anecdote	E	Exposition
Recount	S	Discussing

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[17]Jonathan Law, *Oxford Language Toolkit*, (New York: Oxford University Press Inc. 2001), 90.

[18] *Ibid., 3*

[19] Rudi Hartono, *Genre-Based Writing,* Unnes, 5

Spoof		Descriptive
		Review
		News Item

There are Social Functions of genres text[20]:

a. Narrative, it is to amuse, entertain and deal with actual or various experiences in different ways.

b. News story, it is a factual text which informs the reader of events of the day which are considered newsworthy or important.

c. Exemplum, it is dealt with incidents that are in some respects out of the usual, point to some general value in the cultural context.

d. Anecdote, to share with other an account of an unusual or amusing incident.

e. Recount, to retell events for the purpose of informing or entertaining.

f. Spoof, to retell an event with a humorous twist.

g. Procedure, to describe how something is accomplished through a sequence or actions or steps.

h. Explanation, to explain the processes involved in the formations or working of natural or socio-cultural phenomena.

i. Report, to describe the way things are, with reference to arrange or natural, manmade and socio phenomena in our environment.

j. Analytical exposition, to persuade the reader or listener that something is the case.

k. Hortatory exposition, to persuade the reader or listener that something should or should not be the case.

l. Discussion, to present (at least) two points of view about an issue

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[20]*Ibid.,*

m. Descriptions, to describe a particular person, place or thing

n. Review, to critique art work or event for a public audience.

3. Procedure text

Djatmika & Pambudi (2015) state, procedure text is one type of text in English that shows and explains how to produce something according to a series of actions and regular steps.[21] It contains some procedures, instructions, processes, and steps. According to Derewianka procedure text already familiar with people's daily life, for example, in giving instruction to make something, in games, rules, in recipes, manual steps, Direction of destination.[22] We usually find this type of text on food packaging, medicines, electronic items, food recipes, and so on.

The procedure text is often encountered by students at various moments, it is like manual books, learning instructions, game steps, recipes or steps for initiating something. The procedure text is showing a process and not describing each process detail. In writing text procedure students must be able to distinguish between text procedure and explanation text. Generally, explanation text requires students to explain each activity process that occurs by answering the questions how and why, but in procedure text students are not required to explain the process presented and simply display the sequence of the process. If in writing the procedure text is not arranged, the desired final goal is not achieved.

Distinctive procedure text include (1) the general structure (generic structure) consists of goal/aim, (aim and purpose the contents of the text), material/tool (material or tools required to make or do something), steps/procedure (steps or procedures in

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[21] Djatmika & Didik Hari Pambudi, *Menulis Teks Prosedur dalam Bahasa Inggris,* (Pakar Raya, 2015) 3.

[22] Melinda Pratiwi, Sofian, Endang Susila Wati, "Teaching Writing Procedure Text through Demonstration, Tanjung Pura University." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa,* 3 (2013).

doing/making something); (2) grammatical features are generally use tenses "simple present"; often use the phrase command (imperative/order), the words sequences (sequences). So procedure text is defined as explaining, telling or showing someone how to do something, to make something and to get someplace, that has to be done in a series of sequences of steps.

4. Generic structure of procedure text

According to curriculum KTSP (2007) Generic structure is a structure in text which is usually used by learners in a target language. [23] In forming a text, the steps or processing are needed to achieve it. Writing procedure text has a generic structure which should be done by the writer. They are as the following:

a. Title/Goal

This shows the readers about the targets that must be achieved after following the flow of information which is packaged in a procedure text. This has an optional character which is created as an introductory sentence at the beginning of a word. *The example: How to Make a Cardboard Photo Frame.*

b. List/Material

Material in the procedure text serves to explain the materials or equipment needed and used in related activities. It often gives detail on the size, color, numbers, shapes, quantity, etc.

c. Steps/Method/Procedure

It describes steps in a logical order to achieve the goal. The steps are often marked with a number [1, 2, 3…], letter [a, b, c…], or bullet marks [,--,],

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[23]Irwan Sulistyo, "An Analysis Of Generic Structure Of Narrative Text Written By The Tenth Year Students Of SMA Yasiha Gubug," 2, (August, 2013).

sometimes the steps include caution [s] or warning [s]. There can also be drawings or pictures to make the steps clearer.[24]

In writing procedure text use:

1) Simple present tense

The simple present tense is used to describe action, whether it is happening right now or when it happens regularly. The simple present tense is formed by using the root form or adding -s or -es to the end.

2) The use of imperatives

An imperative sentence is a sentence that gives instructions or advice and expresses a command, an order, directions, or a request. It is usually simple and short, but could be long and complex, depending upon its context.

3) The use of action verb

An action verb is a text that expresses a person, animal or the other object that does something, it is an action verb.

4) The use of connectives

Connectives is a word that connects a text with the other, the glue that holds a text together. Connectives relate people, things and ideas to one another, and help to show the logic of the information.

5) The use of adverbial verbs

Adverbs can be used in many combinations with each other. Lots of adverbs end – ly.

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[24]*Ibid.,*

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the research. It focuses on research approach and design, role, location, data source, technique of data collection, data analysis, and checking the data validity.

A. Research Approach and Design

This research is designed as descriptive qualitative research. It is possible to use various methods to investigate with a natural background so that the research objective can be reached. Qualitative research can be carried out with several models, such as case studies, biographies, phenomenology, text analysis, ethnography, and so on. According to Berg, research qualitative refers to the meaning, concept, definitions, characteristics, metaphors, symbols, and descriptions of the thing. [25]

The researcher chose this method because it is compatible with this research where the data is in the form of a word. In this research, the researcher does not present the data or the result inthe form of a statistic but in the form of description. The researcher presents descriptions of difficulty faced by the eleventh grade students in developing the generic structure of procedure text at SMKN 1 Jenangan Ponorogo.

B. Research Role

According to Sugiono (2016), in qualitative research, the research instrument or tool is the researcher itself.[26] Being an instrument in this research, researchers must be interviewers and documentation in the form of text procedures that were written by eleventh

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[25]Ismail Suardi Wekke, dkk, *Metode Penelitian Pendidikan Bahasa*, (Yogyajarta: CV. Adi Karya Mandiri, 2019) 50

[26]Sugiono, *Metode Penelitian Kualitative, Kuantitative dan R&D*, ALVABETA, (Bandung, 2016), 222

grade students of SMKN 1 Jenangan Ponorogo. In addition, the researcher chose XI Industrial Automation A which consisted of 32 students to conduct the analysis of data. The class is chosen because it is based on the real teaching at the school; therefore, the procedure text is often encountered by the students in their daily lives, they still have some difficulties in writing the procedure text. Consider that a researcher is interested to conduct an analysis study to reveal the capabilities and problems in writing procedure text.

The basis for using this method is to find out existing phenomena and in natural, uncontrolled conditions, metabolic or experimental conditions because researchers need to go directly to look for the object of research together, so that a qualitative descriptive type of research will be more appropriate to use.

C. Research Setting

This research takes place in SMKN 1 Jenangan Ponorogo. It is located on Jl. Niken Gandini No. 98, Plampitan, Setono, Jenangan, Ponorogo, Jawa Timur. SMKN 1 Jenangan. It is a vocational high school that is focused on engineering. This school is the oldest technical school in Ponorogo, it has an international standard of education quality or also known as SSI (International Standard School) because of the students who have won various competitions based on the origin of various countries in the world. In addition, SMKN 1 Jenangan Ponorogo has been recognized as an Adiwiyata School and an ISO Quality Management School.

The researcher's choosing this school in older to find out the difficulties faced by the eleventh grade students of XI Industrial Automations in developingthe generic structure at SMKN 1 Jenangan Ponorogo.

D. Source of Data

The sources of data were from several procedure texts made by 32 students of the eleventh grade in SMKN 1 Jenangan Ponorogo. The data was in the form of written texts.

Procedure text was chosen in this study because procedure text is a text often faced by students in most learning areas in their daily life and their other activities. Moreover, the procedure text is given to the second semester of the eleventh grade of the senior high school. It showed that writing procedure text was one of the competencies that should be mastered.

E. Technique of Data Collection

In this research, the researcher uses some technique in collecting the data. It is to get valid information about difficulties faced by students in developing the generic structure of procedure text. In this case, the researcher uses documentation study as the way to collect the data, but the researcher uses interview to support the documentation.

1. Documentation

A valuable source of information in qualitative research can be documentation. According to Arikunto, states that documentation is a written object, thus documentation is defined as the activity of researchers investigating written objects such as magazines, documents, rules for meeting minutes, daily notes and so on. [27]

In this research, the researcher uses the data taken from the text made by students, which is a document and made as research material. Sugiono (2016) state that in most traditions of qualitative research, the phrase personal document is used broadly to refer to any first-person narrative produced by an individual which describes his or her own actions, experience and belief.[28] The data in this research drawn the text

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[27]Ajat Rukajat, *PENDEKATAN PENELITIAN KUALITATIVE: QUALITATIVE RESEARCH APPROACH*, (Deepublish, 2018) 39

[28]Sugiono, *Metode Penelitian Kualitative, Kuantitative dan R&D*, 240

procedure of 32 students writing in the class XI Industrial Automations in academic year 2020 from the quiz was uploaded in the FormApp.

2. Interview

Interviewing provides the researcher a means to gain deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone.[29] In this study, the researcher prepares the questions and takes interest in conversations to get clear information and valid data. The researcher interviews the teacher and students in a face-to-face interview with XI Industrial Automations of the eleventh grade at SMKN 1 Jenangan Ponorogo by giving several questions.

F. Data Analysis

In data analysis, after collecting the data, the researcher should analyze the data to clarify valid data before being presented in the description form which is from the researcher's interview and documentation. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and which ones are important and which will be learned and raw conclusions so that they are easily understood by oneself and others.[30]

There are several activities in data analysis:

1. Categorizing, in this activity the researcher categorizes text based on the type of generic structure of procedure text that was written by students. After stage documentation, the researcher classifies text passages from procedure text into a generic structure to represent the extent to which students are able to understand the text according to the

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[29] *Ibid*., 232
[30] *Ibid.*, 244

generic structure of procedure text. It is to find out the student mistake in mastering generic structure in writing procedure text with the form of table.

It is the dialogue which will be converted into a text procedure form:

Task (PT-01)
Written by: Alfandi Rifa'ul Nurhuda

How to insert a memory cart in hand phone
Eko   : Rizal, can you tell me how to insert a memory cart in a hand phone?
Rizal : Yes sure, I can tell you how to insert a memory cart in a hand phone.
Eko   : Thanks. So, how do we insert the memory cart in the hand phone, Eko?
Rizal : First, turn off your phone and remove the back cover.
Eko   : Okay, and then?
Rizal : Next, lift the latch to secure the card, and put the SD card into the slot.
Eko   : I see Rizal, it seemseasy. And what are the next steps?
Rizal : After that, close the back cover and move it upward, then move impressively. I think that's it, do you understand Eko?
Eko   : Yes, I do understand Rizal, thank you so much.
Rizal : OK. You are welcome, Eko.

It is a form of analyzing the generic structure of procedure text:
Goal   : How to insert a memory cart in the hand phone?
Material   : Hand phone and memory cart.
Steps   : First, turn off your phone and remove the back cover.
                Next, lift the latch to secure the card, and put the SD card into the slot.

                After that, close the back cover and move it upward, then move impressively.

It is the process of categorizing of procedure text:

Table 3.1 Process of categorizing of procedure text

No	Code	Procedure Text	Generic Structure
1	PR-01-1	How to insert a memory cart in hand phone	Goal
		Hand phone and memory cart.	Material
		First, turn off your phone and remove the back cover. Next, lift the latch, secure the card, and put the SD card into the slot. After that, close the back cover and move it upward,	Steps

		then move impressively.	

1. Conducting descriptive analysis of documentation and interview to know the problem faced by students in developing the generic structure of procedure text.

2. Make a conclusion based on the analysis data.

G. Checking the Data Validity

When a qualitative approach is carried out, it means the researcher valid data by checking some components like:

1. The strenuous observation

   The strenuous observation means the researcher finding the characteristics and elements in these situations that are relevant to the chosen issue.[31] Conducting these elements of this study;

   a. Observing the students in developing the generic structure of procedure text at the seventh grade of SMKN 1 Jenangan Ponorogo.

   b. Studying deeply until the researcher finds valid data.

2. Triangulation

   According to Wiersma, triangulation is Qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure.[32]

   In this part, the researcher applies methodological triangulation which involves an interview of both students by giving a question related to the problem in developing the generic structure of procedure text, and documentations which involve task the generis structure of procedure text written by students. This time the researcher

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[31]Lexy Moleong, *Metodologi Penelitian Kualitative,* (Bandung: PT. Remaja Rosda Karya, 2000) , 171

[32]*Ibid*. 273

conducted this way to investigate data of difficulties faced by students in developing the generic structure of procedure text.

H. Research procedure

There are several procedures in this study:

1. Planning

This procedure includes arranging the research plane, choosing the institution such as class and students which is text as an object of the research, preparing instruments that support the researcher's valid data and other procedures that are related to research ethic.

2. The procedure of data analysis

Including analysis data, observing the student in the learning process, and analyzing procedure text written by students and other kinds of getting data.

3. Research report

Researchers writing in the form of a thesis write about difficulties faced by the eleventh grade students in developing the generic structure of procedure text at SMKN 1 Jenangan Ponorogo.

BAB IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion. It is to answer the research problem in this research.In this research, there are difficulties faced by the eleventh grade student in developing of the generic structure of procedure text and the students' ways to solve those difficulties. The completed discussions are described below:

A. Research Finding

The research finding of this research is the difficulties faced by the eleventh grade students in developing the generic structure of procedure text and the students' ways to solve those difficulties.

1.   Difficulties faced by the eleventh grade students in developing the generic structure of procedure text.

The findings of this research show that the students have difficulties in developing the procedure texts, which fulfilled the aspects of every generic structure of the text. However, the researcher noticed the student's difficulties in developing a procedure text, related to writing the goal, material, and steps that involve communicative of sequence, numbering, and vocabulary.

a.   Goal, the title of the procedure text can be the name of an object or something to be made or done, and it can be a way of doing or using something and the title both have requirements, namely, relevant to the content of the writing, in the form of phrases, short, clear, it is not a figure of speech and does not contain a double meaning. Some students have difficulties in developing the goal in the dialogue given, most of them do not determine the goal of the procedure text, and the findings

of this research show that the goal analysis result by student's on the procedure text was 52, 7%. As for the example below:

Table 4.1 Common mistakes of goal

Students	Code	Procedure Text	Generic Structure
8	PT-08	-	Goal
		-	Material
		First, turn off your phone and remove the back cover. Next, lift the latch, secure the card, and put the SD card into the slot. After that, close the back cover and move it upward, then move impressively.	Steps

b. Material is in the form of lists or details, and in the form of paragraphs. Tools or materials in the procedure text itself are up to size accurate enough to produce a good product. Some students at XI Industrial Automation are still not careful in developing the material in the procedure text given by the researcher. Most of them show a goal and steps or just steps. It can be seen with the result of the percentage of procedure text in the material section with 24, 8% result. As for the example below:

Table 4.2 Common mistakes of material

Students	Code	Procedure Text	Generic Structure
28	PT-28	How to insert memory cart in hand phone.	Goal

		-	Material
		First, turn off your phone and remove the back cover. Next, lift the latch, secure the card, and put the SD card into the slot. After that, close the back cover and move it upward, then move impressively.	Steps

In addition, the steps in the procedure text contain ways, methods taken to achieve the goals in the text. It contains the use of communicative sequence, imperative sentence, numbering, and vocabulary. Based on the result of the data obtained by the researcher, there are some common mistakes in the step section;

1) In the communicative sequence, some students do not use the communicative sequence as a component of the generic structure of procedure text. It can be seen below:

Table 4.3 Common mistake of communicative sequence

Students	Code	Procedure Text	Generic Structure
5	PT-05	How to insert memory cart.	Goal
		-	Material
		Open the memory card slot cover. Unlatch and open the cover. Do not open the memory card-slot cover when the camera is on.	Steps

		Insert the memory card.	
		Holding the card in the orientation shown, slide it in until it clicks into place at the back of the slot.	
		Close the memory card slot cover.	
		Close and latch the cover.	

2) Punctuation, these are some guidelines on the use of punctuation marks commonly used in academic writing: Full stop, Comma, Semicolon, Colon and Apostrophe. The Law (2001) state that the purpose of punctuation is to mark out a string of words into a manageable group and to show how these groups are related to each other.[33] Like the statement of an English teacher below:

"Students have difficulty in using conjunctions in front or at the end and the use of punctuation marks". [34]

The following are some common mistakes that students make in procedure text related to punctuation:

Capital letter

turn off your phone and remove the back cover.

Full stop

Next, lift the latch to secure the card, and put the SD card into the slot

Comma

After that close the back cover, move it up, then move it impressively.

3) Vocabulary, students have not been able to write words correctly, it is like:

Upwards, but the student writes the *apword.*

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[33] Jonathan Law, *Oxford Language Toolkit*, (New York: Oxford University Press Inc. 2001), 90.
[34] Based on interview No. 02/W/16-III/2021.

Turn, but the students write the *trun.*

*Slot,*but the students write the *Solt.*

Therefore, students don't complete the steps according to the dialogue given, any student just presents first steps, not the other. As for the statement of students below:

"I have difficulty in putting the right words in making a product. "[35]

From the explanation above, it could be said the indicator of the student's difficulties in develop the generic structure of procedure text was lack of knowledge about writing components. Most of the students only focus on the steps of the procedure text, so they forget the other components of the procedure text, namely the goal and the material. Some components of writing that needed to be mastered were generic structure, grammar, spelling and punctuation. Without knowing those components, it is difficult for students to construct good procedure text. As Saadiyah (2009) states, if the students lack knowledge about the components of writing, they will not have specific thoughts and provide information well to the readers.[36] In short, the students faced some difficulties in writing the procedure text because they didn't know the components of the procedure text well.

2. The students ways to solve the difficulties in developing the generic structure of procedure text

   Based on the discussion above, it could be stated that the difficulties of the students in developing the generic structure of procedure text are students didn't know the components of procedure text well. Since some of the students get difficulties in writing generic structure of procedure text.

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[35]Based on interview No. 02/W/08-IV/2021.
[36]Darus Saadiyah, "Error Analysis of the written English Essays of Secondary School Students in Malaysia; A Case Study,*"European Journal of Social Science* No. 8 (2009).

According to Hyland (2019) in a process approach, writing is visible as recursive interest and does now no longer arise in a linier collection, and it calls for a cognitive manner emphasizing the significance of a recursive system of pre-writing, drafting, evaluating, and revising.[37] For the students who get lower scores, they should learn more about the concept as well as the procedures of writing a good procedure text. Based on the statement of some students:

"In facing difficulties in producing procedure text, I overcome them by studying the characteristics of generic structure procedure text with good understanding".[38]

Therefore, in the process of building meaning and understanding of information, concepts and experiences, students do it alone or with other through an easements process with perception, initial thoughts, knowledge and feelings of students. Davis (2009) state that a student's enthusiasm and willingness to participate in a classroom through these verbal engagements will create a conducive classroom environment. In the statement students below:

"The way to overcome this is to ask the teacher actively in class and by discussing with friends."[39]

For the teacher, it is also suggested using more interesting strategies in teaching procedure text so that the students not only get motivated to learn it but also help them in writing a good procedure text. Based on the interview done to an English teacher, give a statement below:

"In overcoming students' difficulties in analyzing the generic structure of procedure text, the teacher makes two phases of delivering material in the classroom. First, the teacher conveys the material and gives students the opportunity to participate actively in studying the material presented by the teacher. Second, evaluate teacher members to students by

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[37]Winarti Winarni & Bambang Yudi Cahyono, "Collaborative writing and process writing approach: the effect and students perception," *Journal of English Educator Society*, 2 (October, 2020), 165.

[38]Based on interview No. 02/W/08-IV/2021.

[39]Based on interview No. 02/W/08-IV/2021.

working on or making simple procedure text that meets the generic structure. As well as all activities in the classroom with the participation of the students".[40]

It is suggested for the teacher to provide more variation models so that the students can understand it more easily and provide opportunities for active students in the classroom which will have the effect of increasing students' understanding of the material provided.

B. Discussion

In this sub-chapter, the researcher discusses the result of the generic structure of procedure text developed by the students, difficulties faced by students in developing the generic structure of procedure text and how to solve those difficulties.

1. Generic structure of procedure text developed by students

According to Derewianka procedure text, already familiar with people's daily life, for example, in giving instruction to make something, in games, rules, in recipes, manual steps, Direction of destination.[41] Student faced procedure text in most learning areas; in their home (recipes), in science (experiments), in technology (how to…), and their other activities at school time.

Text is a unit of meaning which is coherent and appropriate for its context". Therefore, the purpose of texts is to tell someone how to do or make something.To understand how the texts work to make meaning, this in turn enables us to facilitate learners' interpretation and production of texts. The models of language connect between context and text. It means that the context of the text is in a context of a situation and in a context of culture. Relating to Gerot and Wignell (2012) in the context of culture, determines what we can mean by 'being who we are', doing 'what we do', and saying 'what we say'. Context situation can be specified through the use of the register variables,

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[40]Based on interview No. 02/W/16-III/2021.

[41]Melinda Pratiwi, Sofian, Endang Susila Wati, "Teaching Writing Procedure Text through Demonstration, Tanjung Pura University." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa,* 3 (2013).

field (what is going on), tenor (the social relationships), and mode (how language is being used). Every genre of text needs a generic structure to organize and show how different it is from other texts. According to curriculum KTSP (2007), a generic structure is a structure in a text which is usually used by learners in a target language. [42]For this reason, the structure of the procedure text is organized with title (goal), material and steps.

The data of this research were the procedure texts that were developed by the 32 students at XI of SMKN 1 Ponorogo majoring Industrial Automation A. The students develop specific topics in the procedure text, it is how to insert a memory card in a hand phone. Where the students turn the dialogue into a procedure text that corresponds to the components of writing a procedure text such as a generic structure. The data was analyzed deeper based on the generic structure procedure text. The data consists of difficulties faced by the students in developing of the generic structure of procedure text. The generic structures of the procedure text are the goal, ingredients/ materials, and step. Furthermore, the data also showed the students' lacking understanding component of writing a procedure text.

The result of this research are presented in a summary form table and described in the form discussion, the entire data can be seen in the data attachment. The researcher analyzed whether the students analyzing generic structure stages completely or not. The stages analysis could be present in the table categorize below:

Table 4.4 Generic structure develop of procedure text organized by the students

Students	Code	Goal	Material	Steps
1	PT-01	Part 1	-	Part 3
2	PT-02	Part 1	-	Part 3
3	PT-03	Part 1	-	Part 3
4	PT-04	Part 1	-	Part 3

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[42]Irwan Sulistyo, "An Analysis Of Generic Structure Of Narrative Text Written By The Tenth Year Students Of SMA Yasiha Gubug," 2, (August, 2013).

5	PT-05	Part 1	-	Part 3
6	PT-06	Part 1	Part 2	Part 3
7	PT-07	Part 1	-	Part 3
8	PT-08	-	-	Part 3
9	PT-09	Part 1	Part 2	Part 3
10	PT-10	Part 1	-	Part 3
11	PT-11	Part 1	Part 2	Part 3
12	PT-12	Part 1	Part 2	Part 3
13	PT-13	-	-	Part 3
14	PT-14	-	-	Part 3
15	PT-15	Part 1	Part 2	Part 3
16	PT-16	-	-	Part 3
17	PT-17	-	-	-
18	PT-18	Part 1	-	Part 3
19	PT-19	Part 1	Part 2	Part 3
20	PT-20	-	-	Part 3
21	PT-21	-	-	Part 3
22	PT-22	-	-	-
23	PT-23	-	-	-
24	PT-24	-	-	Part 3
25	PT-25	-	-	Part 3
26	PT-26	-	-	Part 3
27	PT-27	-	-	Part 3
28	PT-28	Part 1	-	Part 3
29	PT-29	-	-	Part 3
30	PT-30	Part 1	Part 2	Part 3
31	PT-31	Part 1	Part 2	Part 3
32	PT-32	-	-	Part 3
	Total	52,7%	24,8%	93%

2. Difficulties faced by the eleventh grade students in developing the generic structure of procedure text.

The students who learning English as a foreign language face difficulty in writing an English text. Knapp and Watkins (2005) state that mastering to put in writing in a tough and complex series of approaches that require a variety of express teaching methodologies all through all of the ranges of mastering.[43] Besides that, writing is difficult for students who are learning English as they often struggle to express what they really models for constructing the clauses and sentences that present these complex meaning. Geiser & Studly "said the ability to write something in a productive way is an indicator of success during the learning process".[44]

In analyzed generic structure of procedure text, goal is the first component that has to be included. It represents the main target of a procedure text. The goal is about the description of the actual intent. It means that the readers can guess the content of the text when reading the goal. Below the interpretation of the goal developed by students:

Table 4.5 the goal developed by the students

Students	Code	Goal	Total in percentage
1	PT-01	Part 1	3,1 %
2	PT-02	Part 1	3,1 %
3	PT-03	Part 1	3,1 %
4	PT-04	Part 1	3,1 %
5	PT-05	Part 1	3,1 %
6	PT-06	Part 1	3,1 %
7	PT-07	Part 1	3,1 %
8	PT-08	-	-
9	PT-09	Part 1	3,1 %
10	PT-10	Part 1	3,1 %
11	PT-11	Part 1	3,1 %

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[43]Knapp and Watknis, "Genre, Text, Grammar: Technologies for Teaching and Assessing Writing", Sydney: University of New South Wales Press, (2005).

[44]Muhammad Javed, Wu Xiao Juan, Saima Nazli, "A Study of Students 'Assessment in Writing Skills of the English Language," International *Journal of Interaction*, 2.

12	PT-12	Part 1	3,1 %
13	PT-13	-	-
14	PT-14	-	-
15	PT-15	Part 1	3,1 %
16	PT-16	-	-
17	PT-17	-	-
18	PT-18	Part 1	3,1 %
19	PT-19	Part 1	3,1 %
20	PT-20	-	-
21	PT-21	-	-
22	PT-22	-	-
23	PT-23	-	-
24	PT-24	-	-
25	PT-25	-	-
26	PT-26	-	-
27	PT-27	-	-
28	PT-28	Part 1	3,1 %
29	PT-29	-	-
30	PT-30	Part 1	3,1 %
31	PT-31	Part 1	3,1 %
32	PT-32	-	-
	Total		52,7%

From the analysis result of the generic structure above, the goal result of students' developed was 52, 7%. It meant that the students did not develop the goal of the procedure text or the goal was missing. Most of students cannot show or develop the goal in the dialogue given by the researcher. Furthermore, these of students are just developing steps in their analysis. Because the title (goal) was one of three important parts that could direct the readers in comprehending the students ideas. They should elaborate the title (goal) that is easy to be understood by the readers. From the data,

almost all of them have not already fulfilled the aspects of writing the goal of the procedure texts.

After making a goal, it was always followed by material. Material consists of a list of ingredients, equipment, and quantities in a procedure text. Generally, if the students knew the basic rules of procedure text's generic structure, they would be able to organize material easily. Below the interpretation of the material developed by the student;

Table 4.6 the material developed by the students

Students	Code	Material	Total in percentage
1	PT-01	-	-
2	PT-02	-	-
3	PT-03	-	-
4	PT-04	-	-
5	PT-05	-	-
6	PT-06	Part 2	3,1 %
7	PT-07	-	-
8	PT-08	-	-
9	PT-09	Part 2	3,1 %
10	PT-10	-	-
11	PT-11	Part 2	3,1 %
12	PT-12	Part 2	3,1 %
13	PT-13	-	-
14	PT-14	-	-
15	PT-15	Part 2	3,1 %
16	PT-16	-	-
17	PT-17	-	-
18	PT-18	-	-
19	PT-19	Part 2	3,1 %
20	PT-20	-	-
21	PT-21	-	-
22	PT-22	-	-

23	PT-23	-	-
24	PT-24	-	-
25	PT-25	-	-
26	PT-26	-	-
27	PT-27	-	-
28	PT-28	-	-
29	PT-29	-	-
30	PT-30	Part 2	3,1 %
31	PT-31	Part 2	3,1 %
32	PT-32	-	-
	Total		24,8%

Depend on the generic structure result table above, the student's percentage developing material was 24, 8%. It was important to organize the procedure text in this way because it would present not only the materials which were needed but also the equipment/tools. It means the student should have any difficulty in composing the material/equipment part. Most of students did not show the material in their developed, they just showed steps or goals.

Furthermore, in combining the material, it needed the steps part. In the generic structure result table, the students still could write a step part in a good order, but had some mistakes in the use of communicative sequence, imperative sentence, numbering, and vocabulary. Connectives are a word that indicates logical relations between two clauses or sentences. It is needed to make a chronological order of instructions in procedure text. It will make the readers understand that the instructions should be done one after another (in a sequence). From the analysis, were that did not include "connectives" word in their procedure text. The other groups included "connectives" as an important part in their procedure text. Several groups wrote a good sequence of sentences by using "first, second, finally, and the

other as the part of connective words. Meanwhile, there were some groups that were inconsistent in using the sequence of "connectives". There were also some groups that include "connectives" word only one or two among several steps. It shows that most of the students are not aware that the "connectives" word usage is very important for their procedure text.

The other general component of procedure text was punctuation, punctuation is used to clarify sentence structure and meaning, without the punctuation a writing is difficult to understand. Furthermore, punctuation is the system of marks used to make writing clearly. Roos and Doty (1985) state that punctuation is one of the mechanics of writing together with capitalization.[45] In the generic structure developed by students, the students make some common mistakes that make in procedure text related to punctuation, there are Capital, letter Full stop and Comma.

The last component in analyzing the generic structure of procedure text is vocabulary. In the generic structure analyzed by the students, they make mistakes by not clearly identifying the correct word in a sentence, therefore changing the meaning of the text. With the description above, vocabulary is important because one word may have more than one meaning. So students must have abilities in choosing words.

3. The students ways to solve the difficulties

A problem or difficulties is a gap between theory and an unexpected phenomenon. The previous obstacle must be resolved wisely so that it does not occur between a theory and practice. English is one of the international languages used to communicate. English material has been taught from school to university level. In

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[45]Sumardi Hasyim, Burhanuddin and Sumarai Hafid, "The Use of English Punctuation in Improving Students Writing Skills at The Sixth Semester of Letters of UMI Makassar," *Journal tammaddun,* Vol. 16 No. 1 (2017).

fact, the longer one material is taught, the more one should get, especially in English lessons. Therefore, problems and difficulties earlier will affect the learning process.

The components that influence the passage of a learning process in teaching and learning activities are several learning components that are interrelated with one another, namely; 1) teacher, 2) students, 3) learning materials, 4) methods, 5) media and 6) evaluation.

Based on the difficulties of XI Industrial Automation A students in developing the generic structure of procedure text, the students have to do:

a) Learn more about components of procedure text as well. Seek more information about procedure text, especially the generic structure of procedure text.

b) Consult to the teacher or discuss their problems which they face in understanding the material. It means that students must be active in the class to add knowledge about material. Besides, the teacher must also give students space to talk about their difficulties in the learning process.

c) The teacher has to improve the teaching learning by using various media, give the students' motivation to seek more information theory by suggesting some supporting book to be written, it helps the students to overcome their problems or difficulties as soon as they make them in order to be able to master the material well.

Teaching methods have an important role in facilitating teaching and learning activities. A good teaching and learning process should use various types of varied teaching methods. In this case, the task of the teacher is to choose various appropriate methods to create an effective teaching and learning process that is tailored to the learning objectives.

Ardiani (2008) state that the blessings of media in the teaching learning process are to facilitate the relationship between the teachers and the students as learning activities are more effective and efficient resulting in substances that are not in shape to be more concrete so that the media can be reached and not easily forgotten.[46]

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[46]Mustikasari Ardiani, "Mengenal Media Pembelajaran," 2008.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusions.

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. The first section is the conclusions of the research finding and the second is the suggestion dealing with difficulties faced by students in developingthe generic structure of procedure text.

From the research that has been done about the difficulties faced by the eleventh grade students in developing the generic structure of procedure at SMK N 1 Jenangan Ponorogo, that researcher concludes that:

1. Based on the research findings in chapter IV, there are several conclusions that can be drawn, that the generic structure develop of procedure text organized by the students was percentage goal (52, 7%), material (24, 8%) and steps (93%). Referring to the finding, students' difficulties with the generic structure of the procedure text included the first is goal,the second is material, and the last is steps. The researcher found 3 difficulties in the part of the steps, the difficulties included connective sequences, punctuation and materials. It means that students have difficulties in developing the generic structure of procedure text, especially in the generic structure of procedure text.

2. The students' ways to solve those difficulties are learning more about components of procedure text as well, actively in the class to ask about material and support by teacher with media in teaching learning process.

B. Implication

Based on the results of this study, the implications can be stated theoretically and practically as the following:

1. Theoretically

    a. The activity of students asking questions in the class affects learning achievement, it can make students understand and gain a lot of knowledge compared to students who are less active in the class.

    b. Choosing the right media in teaching learning can have an effect on the achievement of student learning achievement. With the media in teaching learning process, it is hoped that a teacher can foster learning motivation in students in various ways according to the ability of the teacher and it interest to students.

    c. With this research, it is hoped that there will be collaboration between a teacher and students to find the best solution in improving students writing skill.

2. Practically

    The result of this study are used as input for the teacher and students in writing skill, especially difficulties faced by students in developing the generic structure of procedure text. So that paying attention to the right media can motivate students actively in the class.

C. Suggestion

The researcher had some suggestions related to the difficulties faced by students in developing the generic structure of procedure text:

1. First, the teacher should teach components of writing to their students and should have more attention to the students' problems in organizing generic structure of the procedure text.

2. Second, the students study hard to add knowledge in writing, especially the component of the text as a learning target.

3. The last, the teacher used the media effectively to achieve learning goals.

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