AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN WRITING PROCEDURE TEXT AT NINTH GRADE OF MTSN 8 AGAM

THESIS

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ABSTRACT

Dhea Yovita Putri ,2318086 " An Analysis of Students' Difficulties in Writing Procedure text at Ninth Grade of MTsn 8 Agam a thesis English Education Department UIN Sjech M.Jamil Djambek 2025.

Writing is an art of expressing a thought into writing. Writing is not easy because person have to think first before writing and writing must have a meaning of purpose and must have a main idea, supporting sentences in a paragraph and a conclusion. If this is fulfilled, it can be said to be ideal in writing, but the researcher sees a students problem, namely most students have difficulty spelling words and punctuation. In addition, students have difficulty in English vocabulary and also have difficulty in English grammar. This is based on the findings of preliminary research. This study was conducted to find out the types of student difficulties and what causes them.

The design of this research is a mix method, it is a mixture of Quantitative and Qualitative. The research instruments are questionnaire and interview. The participants questionnaire of this research consisted of twenty-four samples and twelve interview informants on grammar, nine interview informants on vocabulary and nine interview informants on mechanics at MTsN 8 Agam school.

The results showed linguistic difficulties, including grammar (61%), vocabulary (60%), and mechanics (62%), significantly hindered students in writing. Cognitive difficulties, relating to content (57%) and organization (56%), also contributed to their struggles. Key issues included confusion in using articles, number words, and limited vocabulary, alongside difficulties in organizing ideas and maintaining coherence. The findings emphasize the importance of targeted teaching strategies, such as better feedback, practice-focused activities, and structured support for grammar and vocabulary development. It can be concluded that this study offers practical recommendations for educators in improving student learning outcomes in writing and serves as a basis for further research in addressing writing challenges in English language learning.

Key Words: Writing, Difficulties, Procedure Text

ABSTRAK

Dhea Yovita putri 2318086 "Analisa Kesulitan siswa dalam menulis teks prosedur pada tingkatan kelas Sembilan di MTsn 8 Agam" Sebuah Skripsi Pendidikan Bahasa Inggris, UIN Sjech Mdjamil Djambek Bukittinggi

Menulis adalah sebuah seni menuangkan sebuah pemikiran ke dalam sebuah tulisan. Menulis tidaklah mudah karena seseorang harus berpikir terlebih dahulu sebelum menulis dan menulis harus memiliki makna tujuan serta harus memiliki ide pokok, kalimat pendukung dalam sebuah paragraf dan kesimpulan. Jika hal tersebut terpenuhi maka dapat dikatakan ideal dalam menulis, namun peneliti melihat adanya masalah siswa yaitu kebanyakan siswa kesulitan dalam mengeja kata dan tanda baca. Selain itu, siswa mengalami kesulitan dalam kosakata bahasa Inggris dan juga kesulitan dalam tata bahasa Inggris. Hal ini didasarkan pada hasil temuan penelitian pendahuluan. Penelitian ini dilakukan untuk mengetahui jenis-jenis kesulitan siswa dan apa saja yang menjadi penyebabnya.

Desain penelitian ini adalah mix method, yaitu campuran antara Kuantitatif dan Kualitatif. Instrumen penelitian ini adalah kuesioner dan wawancara. Subjek penelitian ini terdiri dari dua puluh empat sampel kuesioner dan dua belas informan wawancara mengenai tata bahasa, sembilan informan wawancara mengenai kosakata dan sembilan informan wawancara mengenai mekanik di sekolah MTsN 8 Agam.

Hasil penelitian menunjukkan kesulitan linguistik, termasuk tata bahasa (61%), kosakata (60%), dan mekanik (62%), secara signifikan menghambat siswa dalam menulis. Kesulitan kognitif, yang berkaitan dengan konten (57%) dan organisasi (56%), juga berkontribusi pada perjuangan mereka. Masalah utama termasuk kebingungan dalam menggunakan artikel, kata bilangan, dan kosakata yang terbatas, di samping kesulitan dalam mengorganisir ide dan mempertahankan koherensi. Temuan ini menekankan pentingnya strategi pengajaran yang ditargetkan, seperti umpan balik yang lebih baik, kegiatan yang berfokus pada latihan, dan dukungan terstruktur untuk pengembangan tata bahasa dan kosakata. Dengan adanya studi ini dapat disimpulkan bahwa menawarkan rekomendasi praktis untuk pendidik dalam meningkatkan hasil belajar siswa saat menulis dan menjadi dasar untuk penelitian lebih lanjut dalam mengatasi tantangan menulis dalam pembelajaran bahasa Inggris.

Kata Kunci : Menulis, Kesulitan , Teks Prosedur

CHAPTER I
INTRODUCTION

A. Background of The Problem

There are many languages used by people in this word, one of them is English. English is the language which is considered as an international language because it is most widely used by all people in the word. Patel says English is the international language. International English is the concept of the English language as global means of communication in numerous dialects and also the movement towards an international standard for the language. It is spoken all of the word[1].

In Indonesia, English as a foreign language which has never been used as daily language. Indonesians learn English from the elementary school, junior high school, senior high school and in university. In teaching and learning process of English, students are required to master four English skills: they are listening, speaking, reading, and writing. Listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills[2]. It means that the students must mastered all the skills of English to have a good ability in English. From the four skills, one of the important skills that should by the students is writing.

Writing is a productive skill that students should acquire in order to communicate their thoughts and feelings to others in written form. Writing is

[1] .F Patel, Praveen ,*English Language Teaching Method (Method, Tool, Tehnicque)*,(Jaipur: Sunrise Publisher and Distributors, 2008), p.6

[2] Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Longman.

the process of capturing language on a piece of paper or in any other medium in order to represent the writer's thought and message, including the use of vocabulary and grammatical structure [3]. In addition, Writing is a language ability that is used to communicate in an indirect manner. Students can share their ideas and opinions with others in written form, such as a letter, message, or communication invitation[4]. Based on these statements, it can be concluded that writing as communicative process which aims to deliver the idea and thought.

There is always difficulty in learning something, including how to write. The difficulties in writing can occur to anyone and they can happen at every level of education. Writing is the most difficult skill for second language learners to be mastered[5]. Learning to write in a second language is one of the most difficult components of learning a second language[6]. Writing is complex and difficult. It makes students less interest in writing activities. Students who are not interested in writing are sure to rarely hone their writing skills and face the difficulties when they are writing. The difficulties that students usually face are due to lack of mastery of vocabulary and language used, unable to construct

[3] Anjayani, P., Suprapto, D., & Hum, M. (2016). Journal of English Language Teaching Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015). Journal of English Language Teaching, 5(2), 1–6.

[4] Wardani, I., Basri, H., & Waris, A. (2014). Improving the Ability in Writing Descriptive Text Through Guide -Questions Technique. E-Journal of English Language Teaching Society (ELTS), 2(1), 1–13.

[5] Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching. In Cambridge University Press (Vol. 4, Issue 1).

[6] Hyland, K. (2002). Second Language Writing. In J. C. Richards (Ed.), TESOL Quarterly(Vol.36,Issue4). Cambridge University Press.

sentences grammatically, confused in choosing words and problems in spelling[7]. Besides the difficulties faced by students, there are several factors that caused students' difficulties in writing. They are lack interest in learning English, poor in understanding the materials, poor in grammar knowledge, and low motivation to learn the materials [8]

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas [9]. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

In the Indonesia national curriculum of junior high school's curriculum requires students to able to write some kind of genre in writing. They are

[7] Alisha, F., Safitri, N., Santoso, I., & Siliwangi, I. (2019). *Students' Difficulties in Writing EFL. Project*, *2*(1), 20–25.

[8] Nurfidoh, S., & Kareviati, E. (2020). *An Analysis of Students' Difficulties in Writing Descriptive Texts*. *E-Link Journal*, *7*(1),

[9] Sharples, & Siburian, T. A. (2013). *Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share*. International Journal of Language Learning and Applied Linguistics World, 3(3), 30–43

narrative, recount, descriptive, report, procedure, discussion. Based on the K13, the purpose of writing makes students can communicate their ideas and experiences through simple, structured paragraphs, showing development in the use of specific vocabulary and simple structures. Participants bring out ideas in the present, future and past tenses. They use time markers, adverbs of frequency and common conjunctions to connect ideas. Attempt to spell new words based on known English letter-sound relationships and they use punctuation and capitalization consistently. These texts have their own characteristics, such as social function, generic schematic structures, lexical items, and grammatical features. These goals are not visible in the class in teaching learning activities between teachers and students where there is a gap between expect goal and actual condition.

Researcher conducted preliminary research in February 2024 at MTsN 8 Agam at the Ninth grade. Students learn English writing text, especially in procedure text. Based on the syllabus in K13 curriculum, the writing element is presenting, where students can communicate their ideas and experiences through simple and structured paragraphs, showing development in the use of specific vocabulary and simple sentence structures. So, writing activities have been determined to be a requirement by schools which teachers have then taught to students as an effort to achieve this goal.

Researcher found some facts in the class that occurred in learning process especially in writing procedure text. When researchers saw students writing, almost all of the students felt restless and tended to be uneasy when

working on their procedural text assignments. some of them walked to their friends' desks to ask questions and some of them asked the teacher and the rest looked at the dictionary. The next fact is that some students are seen writing and tend to erase and erase their writing, looking restless and uneasy when writing. The fact that happened next was that the researcher looked at several other students, some of whom had not written at all and when asked they were confused about what to write.

This anxiety aroused the researcher's curiosity during preliminary research and the researcher tried to see the results of the students' text procedural writing and at the end of class in the teacher's room, the researcher interviewed the English teacher about why the students in class looked anxious when writing the procedural text. So, Researcher found some problems in the class that occurred in learning process especially in writing procedure text

First, most of all students had difficulties Mechanic in writing. Difficulties to spelling alphabet to create a word and confused to put into a sentence. This happened because the researcher saw first-hand an incident in class where students were confused when they wanted to write, some students started to get anxious and tried to asked friends and some students asked their teacher and when the researchers walked towards the students' desks one by one, there were a lot of punctuation marks that were also a problem when they wrote this, it was seen when they wrote procedural text tasks that still forgot a lot of commas to separate the word first in the step section from the next sentence.

The second fact was that some students difficult to choose diction because lack of vocabulary. This happened because some students who already understood what they were going to write were still anxious about writing words into sentences on the paper they were writing on, some students were seen by researchers who started looking for a dictionary, there were students who asked the teacher about a word in the discussion. English frequently and some students asked their friends and researchers directly

The last fact was students' difficulties using tenses while writing procedure text. The researcher saw directly that almost all students confuse used imperative sentences, such as "mix the dough", "boil some water", "cut into slices", and most of all students didn't correct about quantifier, such " a bottle of milk", "a spoon of sugar" and then, students are still confused and tend to use action verbs incorrectly, such as "turn", "plug", "put", "cook", "pour", "fry", and so on. and many do not use adverbs such as "slowly", "carefully", "thoroughly", "well", and so on at the end of their step sentences. This is because many students do not understand the grammar in this short procedural text.

When writing, the teacher shares the form of paragraph text, which of the text is also discussed by the teacher, language features, conjunctions, whether the grammar and discusses together the meaning of the text. Teachers teach students to write is quite detail and effective for writing procedure text. Beside that that teacher was creative to share YouTube video practice how to

make something like coffee and researcher saw in that video, there are sentence procedure text that students pay attention.

There is syllabus for students' ability to write and the teacher's teaching techniques are effective, especially in writing, and the grade level is Highest level in the school, which is expected to stable than the previous grade level, and actually is not so, researcher curious and have an interest in analyse problems that occur related to students' difficulties when writing in English. Therefore, the researcher raised the title "**An Analysis of the Students' Difficulties in Writing Procedure Text at Ninth Grade Students of MTSN 8 Agam".**

B. Identification Of Problem

Based on the background, the researcher identified the problems;

1. Most of Students had difficulties in spelling and punctuation.
2. Most of all Students had difficulties in vocabulary.
3. Most of all Students had difficulties in grammar.

C. Limitation of the Problem

The researcher limits the problems in this research. Researcher focusing on students' difficulties in writing Procedure texts on Linguistic aspects and Cognitive aspects in Byrne's theory not using Psychology aspect.

D. Research Question

1. What were the type of students' difficulties in Writing procedure text?

2. What were the causes of students' difficulties in Writing procedure text?

E. Purpose of The Research

1. To find out type of students' difficulties in writing procedure text.
2. To find out cause of students' difficulties in writing procedure text.

F. Significance of The Research

The research hopes that it can give some contributions and useful for many people, such as:

1. For researcher

By doing this research, the researcher will be creating the title and strata one degree on English teaching specialization and Insha'Allah graduate in UIN Sjech M.Djamil Djambek.

2. For students

The results of this study will provide additional information regarding factors causing learning difficulties in writing text so, it is hoped that students will be able to overcome these difficulties.

3. For teachers

The results of this study will provide additional information regarding factors that cause learning difficulties in writing text, so it is hoped that teachers will be able to adjust the material to overcome factors causing difficulties in writing text.

G. Definition of The Key Term

1. Analysis

   Analysis is a study carried out on a problem in depth with a critical mindset by solving a problem.

2. Difficulties

   Difficulty is a condition that shows the characteristics of obstacles in activities to achieve goals so that better efforts are needed to overcome these disturbances.

3. Writing

   Writing is the activity of expressing ideas, thoughts, feelings, or opinions in written form. Writing is a language skill used to communicate without direct face-to-face contact.

4. Procedure Text

   Procedure texts is texts explain how to do something in a sequence.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Review of Theory

This is of review of related theories, writer will discuss about the students' difficulties, writing discussion, theoretical review about procedure text, previous study and conceptual framework.

1. The Definition of Difficulties

a. Learning Difficulties

According to Lev Vygotsky, a Russian developmental psychologist, learning difficulties can be linked to the concept of Zone of Proximal Development (ZPP). ZPP is the distance between what a student can do on their own and what they can do with the help of others. If the task given is far above the student's ZPP, then the student will experience difficulties. In other words, learning difficulties occur when task demands exceed the student's current cognitive abilities[10]. It means, learning difficulties according to Vygotsky occur when a given task is beyond the student's range of abilities without assistance.

Jean Piaget, a Swiss developmental psychologist, proposed the theory of stages of cognitive development. According to Piaget, student go through different stages of

[10] L.S Vygotsky (1997) *Educational Psychology*. Silverman. Trans. Boca Raton, FL : St. Lucie Press

cognitive development. Learning difficulties can occur if the subject matter taught is not in accordance with the student 's stage of cognitive development. For example, teaching abstract concepts to student who are still in the concrete operational stage can cause difficulties[11]. It can be concluded that Learning difficulties according to Piaget can occur due to a mismatch between the demands of the subject matter and the student's stage of cognitive development.

Jerome Bruner, an American cognitive psychologist, emphasized the importance of meaningful learning. According to Bruner, students will learn more easily if the subject matter is linked to the knowledge and experience that students already have. Learning difficulties can occur if the subject matter is presented separately and is not meaningful to students[12]. Thus, learning difficulties according to Bruner can occur due to the lack of connection between the subject matter and students' knowledge and experience.

Albert Bandura, a Canadian social psychologist, developed social learning theory. According to Bandura, learning occurs through observation and imitation of models. Learning difficulties can occur if the student does not have an

[11] Piaget (1970) *Science of Education and Psychology of child*. London: Longman
[12] Brunner. J.S (1996) The Culture of Education Cambridge, MA: Harvard University Press

appropriate model to emulate or if the student lacks the motivation to learn[13]. In the conclusion, learning difficulties according to Bandura can occur due to a lack of good models to imitate or a lack of motivation to learn in students.

Vygotsky emphasized the importance of the zone of proximal development, where difficulties arise when tasks exceed the child's abilities. Piaget attributed learning difficulties to a mismatch between the subject matter and the child's stage of cognitive development. Bruner highlights the importance of meaningful learning, where difficulties can occur if the material is not relevant to the student's experience. Meanwhile, Bandura emphasizes the role of models and motivation in the learning process, where a lack of both can hinder learning. In general, learning difficulties can be influenced by various factors, including the child's cognitive readiness, the relevance of the subject matter and the social environment. Learning difficulties can be caused by many things, ranging from the student's unprepared cognitive abilities, inappropriate subject matter, lack of motivation, to the lack of good examples.

b. The Difficulties in Writing

There are several states from experts related of writing According Humairah, Writing is difficult for English foreign

[13] Bandura, A (1964) *Social Learning Theory*. New York Nostrand

language learners that first time learn English language. Students who understand how to write effectively will explore their writing potential, but students who do not understand how to write well will find it tough and lack the drive to write [14]

The difficulties faced by students are because several factors of process writing. Students usually faced difficulties when they find the idea, generating idea into text, arrange the words into sentence, and make a coherent paragraph. In addition, writing is one of the most difficult human tasks, requiring the creation of a design concept, the capturing of mental representations of information, and experience with subjects.[15]

2. Writing Discussion

a. Definitions of Writing

According to Brown writing is a complex process that involves more than just putting ideas into words. He emphasizes that writing is a form of communication that aims to convey a message to the reader[16]. Brown also underlines the importance of the revision process in writing to produce effective work. In

[14] Humairoh, S. A. (2021). *Exploring Students' Difficulties in Writing* (A Case Study at the Department of English Education UIN Syarif Hidayatullah Jakarta)

[15] Jozsef, H. (2001). *Advanced Writing in English as a Foreign Language a Corpus-Based Study of Processes and Products*. Lingua Franca Csoport

[16] Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Longman.

other words, writing is not just about producing texts, but also about processing and refining them.

Furthermore, Oshima and Hogue define writing as an activity that involves word selection, sentence structure, and paragraph organization to convey meaning clearly and effectively[17]. They also highlight the importance of cultural context in writing, as each culture has different ways of expressing ideas. In conclusion, writing is a skill that requires a deep understanding of language and culture.

In addition, Harmer sees writing as a form of learning. Through writing, one can develop critical thinking skills, creativity, and communication skills[18]. Harmer also emphasizes the importance of providing constructive feedback to writers to help them improve their writing. Thus, writing can be a powerful tool to develop one's potential.

Based on the opinions of the experts above, it can be concluded that writing is a dynamic and multidimensional process. Writing involves various skills, such as word selection, organization of ideas, and effective use of language. In addition, writing is also a form of communication that aims to convey

[17] Alice, Oshima (2007). *Introduction to Academic Writing* (Third Edition). The Longman Academic Series.

[18] Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Longman.

messages to readers. Through writing, one can develop various skills that are useful in everyday life.

The definition of writing by linguists such as Brown, Oshima, Hogue, and Harmer show that writing is much more than just putting ideas into words. Writing is a complex process that involves various aspects, from word choice to understanding cultural context. Through writing, one can develop a variety of valuable skills, such as critical thinking, creativity, and communication skills.

b. The Purpose of Writing

In writing, the writer has purposes to convey messages to the reader. The purpose of a piece of writing will determine the rhetorical form chosen for it. According to Reid, the purposes of writing are[19]

a. To inform; it means the writer can give information to the readers.
b. To Explain; it means that the writer can write something to explain a thing or situation that happens.
c. To amuse the audience; it means that the writer can make the reader happy by reading his writing.

[19] Joy M Reid, (1993) *Teaching ESL, new Writing*, New Jersey

Thus, when we write something, we have chosen one of the three purposes above that makes the audience get the point of his writing. Every people have a purpose in writing, which other people can understand the meaning of these writings. Therefore, the main purpose of writing is communication.

Based on the statements above, it can be concluded that writing can be used in many a way. It can be used by many people to deliver message, to express ideas, to respond about something given, to persuade, and to suggest in written form for particular purpose.

c. Components of Writing

Components are important things in something, like ingredients in a recipe of cakes or others. According to Jacobs, writing has at least five components[20]

a. Grammar: This refers to the rules of language, including sentence structure, parts of speech, verb tenses, and agreement.
b. Vocabulary: This encompasses the words used in a piece of writing. Using a wide range of appropriate vocabulary, choosing precise words, and avoiding repetition.

[20] Jacobs, H. L. (1981*). Teaching ESL Composition.* Newbury House.

c. Mechanics: This deals with the technical aspects of writing, such as spelling, punctuation, and capitalization. Ensuring the writing is free of errors in these areas for clarity and professionalism.

d. Content: This is the substance or ideas expressed in the writing. Developing original and insightful ideas, supporting them with evidence and examples, and demonstrating critical thinking.

e. Organization: This refers to the structure and flow of the writing. Creating a clear and logical structure with an introduction, body paragraphs, and a conclusion. Using transitions effectively to connect ideas and guide the reader smoothly through the text.

d. Kinds of Writing Text

According to George E. Whiston and Julia M. Burks, the kinds of writing are.[21]

1) Narrative Text: This type of text tells a story, often with a plot, characters, and a setting. Examples include novels, short stories, and fairy tales.

[21] George E, Wishon and Julia M. Burks, (1980) *Let's Write English* (Canada; Van Reinhold Ltd)

2) Descriptive Text: A descriptive text aims to create a vivid picture in the reader's mind by using detailed language to describe a person, place, thing, or event.
3) Recount Text: This text retells past events in the order in which they happened. It often includes personal experiences.
4) Report Text: A report text presents factual information about a specific topic. It often includes classifications, descriptions, and general characteristics of something.
5) Procedure Text: A procedure text gives instructions on how to do something. It includes a goal, materials, and a sequence of steps.
6) Explanation Text: An explanation text provides information about why or how something happens. It often focuses on natural phenomena or scientific processes.
7) News Item Text: This text reports factual information about current events. It typically follows a specific format, including a headline, a lead paragraph, and supporting details.
8) Analytical Exposition Text: This text presents an argument to persuade the reader to accept a particular point of view.

9) Hortatory Exposition Text: This text aims to persuade the reader to take a particular action.

e. The Types Difficulties in Writing

According Byrne states that, writing is a difficult activity for most people since it requires them to use their mother tongue as well as foreign language. Writing related issues are divided into three categories: Psychological, Linguistic and Cognitive[22] but researcher limited research for linguistic and cognitive.

1) Psychological Problem

Psychology is scientific study of thought and behaviour of people. The word "psychology" comes from the Greek word "psyche" which has a meaning that is life and "logo". Which means an explanation or definition[23]. Psychology is what scientists and philosopher have created from various organism from the most primitive to most complex[24]. Psychology in this era is a defined as a scientific study of behaviour and mental processes. It means that psychology is related to a person's mental state, feelings and behaviour. Brown believes that students psychological factors can be identified from students' affective factors. Affective factors are the emotions and attitudes people

[22] Byrne, Donn, (1988) *Teaching Writing Skill*, London: Longman Group, Ltd.
[23] The Saylor Foundation (2011) *Introduction to psychology*
[24] Gregg R.Henrique (2004).*Psychology Defined* (James Madison University: Journal Clinical Psychology).

have about themselves or the surrounding environment. They are Self Esteem, Anxiety and Motivation.

According to Brown, some of the issues or obstacles that students face when writing include:

a) Self – Esteem

Self-esteem is defined as an individual's subjective assessment of one's self-worth, emotions of self-respect and self-confidence, and the amount to which one holds positive or negative attitudes about oneself[25]. Self-esteem is a person's assessment of the gap between their current self and their ideal self[26]. The contrast between the developing self-image and the ideal self may be seen in the discussion about developing self-image and ideal self, and so can be considered a natural phenomenon.

A kid with high self-esteem is more likely to be self-assured in social circumstances and when it comes to education. When faced with a new task, they will keep their inherent passion for learning and will be eager and enthusiastic. In contrast, a student with poor self-esteem will have doubts about

[25] Brown, H Douglas(2000). *Principle of Language Learning and Teaching*.Fourth Edition. (London: Longman Group),

[26] Denis Lawrence,(2006) *Enhancing Self Esteem in the Classroom 3rd edition*, (Great Britain :T.J. International, Padstow, Cornwall)

their abilities to succeed. As a result, they may try to avoid situations that they perceive to be potentially humiliating.

Based on the foregoing, the researcher can deduce that low self-esteem is a scenario in which students lack confidence. The emotional response that people have when they consider and assess various aspects of themselves. The teacher's recommendation to the kids was to lower their self-esteem. Because the learning process necessitates a high level of confidence, students must be aware of their psychology, particularly their self-confidence.

b) Anxiety

Anxiety, defined as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" by Horwizt[27], was intuitively perceived by many second language learners to have a negative impact on Learning and was one of the most extensively researched variables in psychology and education. Writing anxiety is characterized as a general avoidance of writing behaviours and situations that are perceived to potentially involve some degree of writing, as well as the possibility of being judged on that writing.

[27] Horwitz, E. (1986), *Foreign language classroom anxiety*. The Modern Language Journal, vol. 70

Anxiety is not a new phenomenon; it has existed for as long as students have written in English. Most students who have had write anxiety understand how important it is to remain focused and confident when writing. Because there is no more preparation before writing in English, students may lose faith in their abilities.

Based on the foregoing argument, the researcher might deduce that students' anxiety will worsen if they do not receive treatment from the lecturer. Anxiety will obstruct students' ability to learn. Anxiety is a leaning annoyance in which students lack the courage to demonstrate their ability because they are afraid of making mistakes.

c) Motivation

Motivation is a state of mind in which a person is compelled to engage in certain behaviours in order to achieve a specific goal. Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity[28]. Motivation is a support, desire, want, reason, or objective to make someone to do something. A support can be appearing from the students themselves or other persons surrounding them that have them to do something.

[28] Dornyei, Zoltan .2000. *Teaching and Researching Motivation*, Harlow: Pearson Education

Motivation is an inner power reinforcing any person to do something. Furthermore, the students' writing motivation in this research is the positive power or attitude that come from inside and outside of the students and it can change those students to be better than before in writing activity. Moreover, writing is activity to transfer messages by arranging the words in written form. It means the student's writing motivation is an inner power inside and outside of the students to do writing activity. If the students have lack of motivation in particular learning situation, they will also lose their attention to learn writing, misbehaving and face discipline problem.

2) Linguistic Problem

Richard and Schmidt defined linguistics as "the study of language as a system of human communication[29]. Linguistics is the scientific study of human language. As such, it regards the ways in which members of a particular discourse community conceptualize their experience, encode it in a linguistic form, and then use that code in social interaction. Linguistic features of writing refer to the language rules accepted in a standard writing. The linguistic features in writing include three types. There are Grammar, Vocabulary and Mechanic [30]

[29] Richards, Jack C. and Richard Schmidt. (2002). *Dictionary of Language Teaching and Applied Linguistics.* London: Longman

[30] Budiharso, Teguh. 2004. *Prinsip dan Strategi Pengajaran Bahasa*. Surabaya: Penerbit Lutfansah

a) Grammar Problem

Grammar is the most important aspects in writing. Based on Thornbury, Grammar is partly the study of what forms are possible in a language[31]. It means, grammar is concerned with analysis of the sentence which describes the rules how language sentences are formed. In addition, Harmer states that Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language[32]. Grammar in writing is defined as the ways in which the writer handles basic rules of writing, such as parallelism, pronoun reference, double negatives. The grammatical features in writing refer to the use of grammatical problems in a sentence that include awkward construction and agreement errors Specifically, grammatical problems cover: agreement, tenses, word order, articles, pronouns, prepositions, and other parts of speech.[33]

b). Vocabulary Problem

Good writing or composition should consist of appropriate and varied range of vocabularies used along with proper

[31] Thornbury, S. (2004). *Natural grammar. The keywords of English and how they work*. Oxford: Oxford University Press

[32] Harmer, J. (2002). *The practice of English language teaching (3rd ed.)*. London: Longman

[33] Latief, M.A. 1990. *Assessment of English Writing Skills for Students of English as a Second Language at IKIP MALANG Indonesia. Unpublished Ph.D's Dissertation*. Iowa City, Iowa: The University of Iowa.

grammar and varied range of sentence structures. According to Reid when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader[34]. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, students use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction

c) Mechanic problems

According to Kane, Mechanics refers to the appearance of words, to how they are spelt or arranged on paper[35]. Mechanics in writing a paragraph includes spelling, capitalization, and punctuation. The rules gathered under mechanics attempt to make writing consistent and clear. Sometimes, newbie writer ignores to give their attention to the writing mechanics in their writings.

Whereas without appropriate spelling, appropriate capital letter, and appropriate punctuation marks in writing can make the readers misunderstand to the actual point that the writer wants to deliver. Then, it will make the readers think the story

[34] Reid, M. (1983). *Teaching ESL Writing*. New Jersey: Prentice Hall.

[35] Kane, T.S. 2000. *The Oxford Essential Guide to Writing*. Berkley Publishing Group: New York

that made by the writer is not good enough to be read because the writing is not well-written. That is why the writing mechanics is important and should not be ignored by the writer. The use of good mechanics is one aspect that makes a text can be said as a perfect text. By having a good mechanics in writing, it will help the reader to easy to read and it will attract more readers.

1) **Spelling Writing**

Spelling is included into writing mechanics. In Oxford Dictionary [36], Spelling comes from a word spell" means the ability to say or write the letters of a word in the correct order. Spelling is an essential component of a success writing. Spelling, writing, and reading is related term each other. Having perfect spelling in writing is a plus point in writing skill. It is because of the correct spelling uses in the writing will help the reader to not face the difficulties and misunderstandings while reading the text

2) **Punctuation in Writing**

Punctuation marks help to convey the precise meaning of a sentence and it also able to change the

[36] Oxford Dictionary. 2008. *Learner's Pocket Dictionary*: Fourth Edition. Oxford University Press

meaning. The use of punctuation marks cannot be neglected because the use of inappropriate punctuation marks in writing can affect the meaning that writer wants to convey. Shweba and Mujiyanto stated in their research paper that punctuation marks have been used to prevent miscomprehension of the written language[37]. In addition, punctuation marks help the writer to create the rhythm in reading the text. Punctuation marks are only used in a written communication. It is easier the reader to get points of what the writer wants to share. Punctuation also indicates the place to pause, stop, even indicates the place to rising and falling the intonation while reading the writing.

3) Capitalization in Writing

According Riyanto, capitalization comes from the word 'capitalize' which means write a letter of the alphabet as a capital[38]. The capital letter is used at the beginning of a word. It is to show the readers the actual meaning that the writer wants to deliver and facilitate the reader to indicate the changing of the meaning in the

[37] Shweba, A.A.A., & Mujiyanto, Y. (2017*). Errors of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First Year College Students in AlMerghib University Libya*. English Education Journal. 7(2), 93-103.

[38] Riyanto, S. 2013. *The 1st Student's Choice. Complete English Grammar*. Tata Bahasa Lengkap. Penerbit Andi: Yogyakarta

paragraph. By using the capital letter in the first letter of a word indicating a new sentence has begun.

3) Cognitive Problem

The dominant aspects of cognitive theory involve the interaction between mental components and the information that is processed through this complex network[39]. Cognitive learning theory is the belief that an individual's mental processes (also called cognition or inner thought processes) play a huge role in their learning of new skills, different concepts, and complex tasks. Writing on the other hand, is learnt through instruction; we must master the written form of the language as well as some structures that are less commonly used in speech. We must also learn how to organize our thoughts so that they may be understood by a reader who is not present, and possibly by a reader who is unfamiliar to us. cognitive problems include content problems and problem organization. Content problem is the difficulty of students in exploring their ideas when product a writing. There may be several reasons for the causes of these cognitive problems. The cognitive problems that students face include problems of content and organization:

[39] Neisser, U. (1967). *Cognitive Psychology*. New York: Appleton-Century-Crofts

a) Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others. According to Harmer this could be because of the traditional methods teachers use to teach writing for essence of text or goal of text[40]. suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.

b) Organization Problem

According to Kharma, learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse[41]. "The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately". Ramies states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details[42]. Pincas has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately[43]

[40] Harmer, J. (1991). *The Practice of English Language Teaching*. New York: Longman
[41] Kharma, R. (1996). *Research Methodology*. London, SAGE publications.
[42] Ramies, A. (1983). *Techniques in Teaching Writing*. Oxford: OUP
[43] Pincas, A. (1982). *Teaching English Writing*. London: MacMillan.

f. The Cause of Students Difficulties in Writing

Students who have problems in the field of English writing have reasons why it can happen. According to Alfaki, here are several reasons including the following:[44]

1) The Nature of Writing Process

Writing is an inherently complex skill that presents challenges to both native and non-native speakers. Its complexity arises from the intricate interplay of various factors. Firstly, it demands a mastery of grammatical structures, the ability to formulate coherent ideas, and the strategic application of writing for specific purposes[45]. Secondly, writing requires significant cognitive effort as it necessitates careful consideration of language as a code, ensuring accurate grammar, vocabulary, and punctuation[46]. Furthermore, writers must simultaneously manage multiple aspects, including content organization, audience awareness, and the overall structure and flow of their writing, often requiring multiple drafts to refine their work[47]. In essence, writing

[44] Alfaki. (2015). *University Students' English Writing Problem*. International Journal of English Language Teaching, 3, 40-52.

[45] Grab, W. and Kalan, R.(1996).Theory and Practice of Writing. London: Addison Wesley Longman.

[46] Nunan, D. (1989). Designing Communicative Tasks and Activities. Oxford: Oxford University
Press

[47] Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge
University Press.

is a multifaceted and demanding skill that necessitates a high level of cognitive and linguistic proficiency. It requires careful planning, meticulous attention to detail, and continuous refinement to achieve clarity, coherence, and effectiveness in conveying intended messages

2) Lack Learners' Motivation

Students' motivation in writing is greatly influenced by several factors. Firstly, topics that are interesting and relevant to students' interests can increase their motivation to write[48]. Second, the freedom for students to choose their own topics can also improve the quality of their writing[49]. Third, a realistic and meaningful writing context can also encourage students to be more enthusiastic in writing[50]. On the contrary, if students are forced to write about topics that they are not interested in, their motivation will decrease and the quality of their writing will be affected. From the various experts' opinions, it can be concluded that student motivation in writing is closely related to topic selection, student freedom, and writing context. By giving students the opportunity to choose topics that interest them, as well as creating a supportive and relevant learning environment, students' motivation to write can be improved. Conversely, if

[48] Zamel, V. (1985) "*Responding to student writing."* TESOL Quarterly 19 : 79-101.
[49] Davis, S. (1988). "*Creative Writing.*" Forum V 36, No 4: p.44.
[50] Pincas, A. (1982). *Teaching English Writing*. London: MacMillan.

these factors are not considered, then students' motivation will decrease and have an impact on the quality of their writing.

3) Inadequate Time

This text emphasizes the important role of time in the writing process. Experts agree that adequate time is essential for effective writing. This is because writing involves many stages, from generating and organizing ideas to drafting, revising, and editing[51]. These stages require careful consideration and reflection, which cannot be achieved under time pressure. In addition, writing requires the coordination of multiple levels of structure, from the overall text structure to the sentence and word levels, a complex task that demands ample time[52]. Writing under time constraints can hinder the mastery of these aspects and prevent learners from producing work that truly reflects their abilities. In essence, this text underlines the importance of time as a critical factor in the writing process. Allocating sufficient time allows students to engage in thoughtful reflection, organize their ideas carefully, and produce high-quality written work. Writing under pressure can be detrimental to the development of writing skills and may not accurately represent students' true writing abilities.

[51] Hedge, T. (1988). *Writing. Oxford:* Oxford University Press.
[52] Kroll, B. (1990). *Second Language Writing: Research Insights for Classroom*. Cambridge: CUP

4) Lack of Practice

Writing is a creative process that requires constant effort and practice to master. Effective communication of ideas to an unseen audience is essential, and this skill is honed through consistent writing experiences. Students play an important role in the development of their own writing by actively engaging in the process[53]. Just as driving proficiency is acquired through driving experience, writing proficiency is best acquired through extensive writing practice, becoming a proficient writer is an iterative process that demands dedication and consistent practice. By actively engaging in writing activities and taking responsibility for their learning, one can effectively develop their writing skills.

5) Teachers' Feedback

The effectiveness of teacher feedback in student writing hinges on several key factors. Firstly, teachers should approach student work as interested readers, providing genuine and constructive criticism rather than solely focusing on errors[54]. This encourages student engagement and a positive learning experience. Secondly, feedback should be specific, actionable, and balanced,

[53] Croll, J and E, Willson. (1995) *Acts of Teaching. How to Teach Writing*. Englewood: Teacher
Idea Express.

[54] Cohen, A. D., & Cavalcanti, M. C. *"Feedback on compositions: Teacher and student verbal
reports*." In Second Language Writing: Research Insights for the Classroom. Ed. B.Kroll. Cambridge: CUP, 1990. 155-77.

including both praise and constructive criticism[55]. This helps students understand their strengths and weaknesses, and provides clear guidance for improvement. Thirdly, feedback should focus on both surface-level errors (grammar, spelling, punctuation) and deeper issues like content, organization, and clarity, as these significantly impact communication[56]. Finally, incorporating peer feedback and group work can enhance the learning process, save teacher time, and foster student collaboration[57]. As short, the text emphasizes that effective teacher feedback in writing instruction is crucial for student learning. It highlights the importance of shifting the focus from error correction to genuine reader engagement, providing specific and actionable feedback, and incorporating peer feedback to enhance the learning process. The text also emphasizes the need for balanced feedback, focusing on both strengths and weaknesses, and addressing both surface-level and deeper issues in student writing.

B. Theoretical Review of Procedure Text

1. Definition of Procedure Text

Procedure text is text that contains the objectives and steps that must be followed so that work can be done. These steps, usually cannot be reversed. When learning procedure texts,

[55] Ferries, D. (1995). *'Student Reactions to Teacher Response Multiple Draft Composition Classrooms*: TESOL Quarterly, Volume 29
[56] Norrish, J. (1983). *Language Learners and their Errors*. London. Mac Millan Publishers.
[57] White, R. (1980). *Teaching Writing English*. London: George Allen and Unwin.

students explore language in the form of procedures that will be used to be able to follow all processes in people's lives. Mahsun State, procedure text is text that aims to provide direction or teaching about the steps of something that have been determined. The procedure text contains an observation or experiment. Mahsun further explained that the procedure text has a thinking structure: title, objective, list of materials, sequence of implementation stages,observations and conclusionsion.

2. The Generic Structures of Procedure Text

Procedure text has the sections that students must learn. The three main sections that students have to know, they are:

a) Goals

Provide us with the information people require. That is, the most essential point readers need to make procedure text is a goal or title to make it clear what we should do.

b) Material

The items required to create objects. That is the most important thing to remember when creating a procedure text, because it will help us in finishing something we are working on. Without material, it will be difficult for us to take the necessary steps to achieve the desired outcome.

c) Steps

Information on how to create an object. Once we know the purpose and materials, we must take several steps to achieve the desired outcome. This is the final method for achieving the best results and making it simple for us to complete the goal.

3. Language Features of Procedure Text

According to Anderson, procedure text usually includes the following language features[58]. They are:

a) Sentences begun with action verb (imperative sentences). e.g., pour hot water into the cup.

b) Sequence words or temporal conjunctions (e.g. firstly, next, then) and numbers (e.g. 123) that show the order for carrying out the procedure.

c) Adverbs of manner to describe how the actions should be performed. e.g., quickly, firmly

d) Adjectives add details relating to size, shape, color, and amount.

4. Type of Procedure Text

Procedure text is a text that presents activity steps or various stages to do or produce something. In general, the definition of a procedure text is that the text itself tells readers how to use tools, make

[58] Anderson, M. and Anderson, K. 2003. *Text type in English South* Y ara: Macmillan Education

something, or do an activity. According to Sorrento, there are two types of procedure text, as follow[59]:

1) How to Make Something (Recipe)

A recipe is a list of ingredients and a set of tutorials that tell the reader how to make something. It tells the reader making something such a food, drinks, etc., what are ingredients they should use, how to use them and any nutritional facts that may be relevant. A recipe is simply defined as a set of instructions with a list of ingredients used to prepare a particular things, dish or drink. People use recipes to replicate the things they enjoy that they otherwise do not know how to make.

2) How to Do Something (Instruction)

Instructions are a form of information communicated to explain how an action, behavior, method, or task will be initiated, completed, or carried out. The purpose of instruction text is to guide the reader or user so that they can carry out an action correctly and effectively. Examples of instructional texts include instructions for using electronic devices, instructions for assembling furniture, or instructions for carrying out repairs.

[59] Sari, Putri. *An Analysis Of Students' Ability In Writing Procedure Text At Grade X Of Smk 10 Muhammadiyah Kisaran.* Journal English Teaching (ELT), Vol.3, No.1, July,

5. Example of Procedure text

How to Make Devilled Eggs

Ingredients:

- Chicken egg
- Cooking oil
- Salt to taste

Steps:

- First, heat the cooking oil in frying pan.
- Next, crack an egg into the pan.
- Then, sprinkle a little salt.
- Cook until done according to taste.
- Finally, the egg is ready to be served.

C. Previous Study

There were some previous studies where relevant research was thesis that conduct by Diana Liza (2017) Entitled "An Investigation of student's problems in recount text at the first semester of the eight grades of SMPN 4 Bandar Lampung in the academic year 2016/2017.She found that students got problem in writing recount text such as, grammatical weakness, knowledge and understanding less and educational background. This research used document, Interview and Questionnaire. Meanwhile, in this research just used Questionnaire and Interview

but method isn't same. She used Qualitative and researcher use Quantitative and Qualitative (Mix Method) and She Analysed recount text but researcher analysed procedure text. Although both analyse the difficulties in the field of student writing, there are differences between the researcher's research and the previous study.

The second researcher was from Mutia Rahmi Arnelia (2020),entitled : "An Analysis of students' Problems in Writing a personal letter at eleventh grade of MAN 4 Agam". This Researcher was aimed, what were the students' problems in writing personal letter and what were the causes of students' problems in writing personal letter. This Research used mix method. She found that students got problems occurs in students writing a personal letter was grammar with percentages of 25,3% and she found about causes problems at three causes problem such psychological problems, linguistic and cognitive. She wrote at psychological problem related to the lack of motivation. Linguistic problem related to ungrammatical and limited vocabulary and the last problems was cognitive problem, it is related to organizing paragraph and difficulties in remaining word classes, getting lost the generic structure, making a conclusion and putting punctuations in this research, researcher did almost same with this previous study but researcher used questionnaire not documentation and same instrument interview although same mix method.

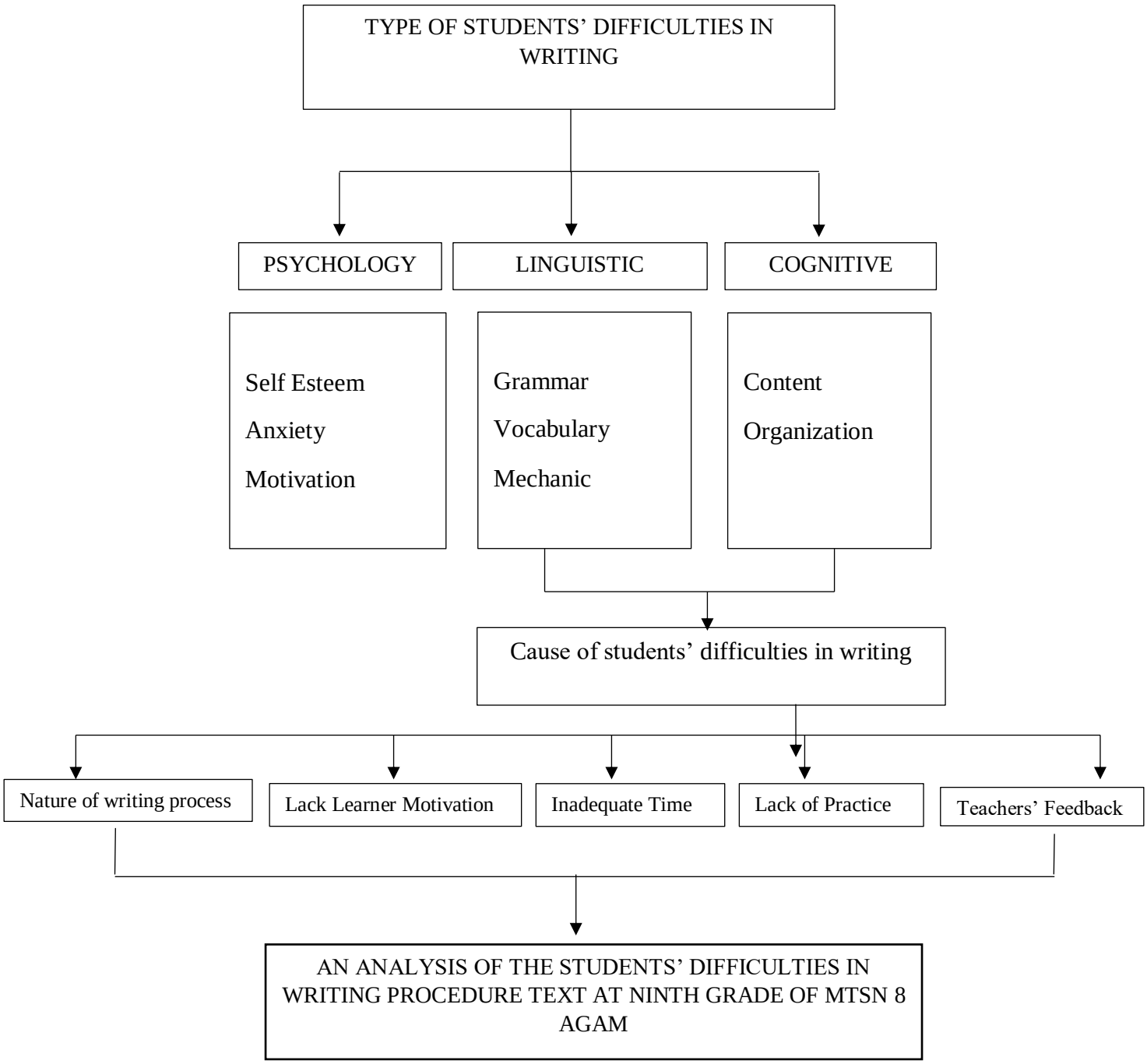
The Third research was from Afika Usman (2022), entitled: An Analysis of students Difficulties in writing Analytical exposition Text at second Grade of MAN 1 Pasaman Barat, this researcher was aimed what aspects of

students' difficulties in writing Analytical Expostition. This Researcher used writing Analytical expostions. This researcher used Qualitative Method. She found that students got problems the aspects of student's difficulties in writing by second grade of MAN 1 Pasaman Barat are grammar accuracy, spelling word correctly, punctuation and organization of the text. The type of students' difficulties that is mostly done by students was formulated of grammar accuracy and continued with organization of text, spelling word correctly and the least number of difficulties was punctuation and there were some causes of students' difficulties in writing personal analytical expositions text. They were psychological difficulties, Linguistic difficulties and Cognitive difficulties. Firstly, in psychological difficulties the students' difficulties were caused by their intelligence, comprehend, feeling anxiety and selves restricted Secondly in linguistic difficulties student's difficulties in writing was caused by grammatical form and lack of vocabulary which are unnoticed by the students in writing the analytical exposition text. Lastly, is cognitive where the students' difficulties were caused by custom or relate to learning in English, conceptualization, motivation and custom or habit in writing analytical exposition text. The most students' difficulties in writing were linguistic difficulties. Based on the data description and analysis data or Mostly students were difficulties in grammar and vocabulary. So, the students were felt difficulties to make the analytical exposition. In this researcher, researcher Afika Usman used qualitative meanwhile, researcher used mix method. Then, one of them instrument used interview same of researcher but

method isn't same. And researcher analysed exposition text at senior high school, researcher at junior high school.

D. Conceptual Framework

In this research, the researcher makes a concept of the research as follows:



CHAPTER III
RESEARCH METHOD

A. Research Design

This research used a mixed-method. The mixed-method was the combination of quantitative and qualitative research. Gay explained that "mix method research is a research style that uses procedures for conducting research that is typically applied in both quantitative and qualitative studies to understand a research problem more fully" [60].

Creswell stated that mixed-method research is a procedure for collecting, analysing, and mixing quantitative and qualitative methods in a study[61] . Thus, it was suitable for this research because the researcher found the answer to the question from understanding the data patterns. The researcher used a quantitative method to answer research questions about the students' problems in writing procedure text. Then, to find about the causes of students' problem, the researcher used qualitative method.

[60] Gay Mills, E. G., & Airasian, P. W. (2012). *Educational Research Competencies For Analysis and Application*

[61] Creswell, J. W. (2012). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* Fourth Edition.

B. Location and Time

a) Location

This research conducted at MTsN 8 AGAM, which is located in Panampuang, Jl. Rawang Jorong Surau Lauik, Kec. Ampek Angkek, Bukittinggi, Sumatera Barat in academic year 2024/2025. Researchers examined ninth grade students.

b) Time

In this study, the researcher collects the data of this research was conducted on October 2024 – January 2025

C. Population and Sample

a) Population.

Population is the overall symptom of the unit that will be researched[62]. The population in this study consisted of forty-eight students consisting of two classes of twenty-four students each. Although there are five classes of grade nine students, only two of these classes have entered the writing class, while the other three classes are still in the reading class and have not yet reached the writing class stage. So, only two classes can be used as the population of students' writing difficulties.

b) Sample.

[62] Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Penerbit Alfabeta

Sample is a part of population that want to be researched. Of the two classes that became the population, the researcher chose class nine two as the sample in this study. Class nine two consists of twenty-four students. The reason the researcher chose class nine two is based on the researcher's interview with the English teacher that this class is appropriate for researchers to research compared to the previous class.

D. Instrument of the Research

Instrument is need by researchers to answer the questions which wants to be answered in the researcher. In the instrument of the researcher is:

1. Questionnaire

The researcher used a questionnaire as an instrument to answer the first research question, namely what types of difficulties students have in writing procedure texts. The questionnaire instrument was derived from linguistic difficulties and cognitive difficulties from Byrne's theory. The questionnaire in this study consisted of twenty-nine statements which consisted of aspects of grammar, vocabulary, mechanics as a linguistic field consisting of nineteen statements. Furthermore, it consists of ten statements consisting of aspects of content and organisation as a cognitive field.

In the first instrument, the questionnaire, the researcher asked for students' opinions about what types of difficulties students have. This is indicated by the numbering listed below

Likert Scale		
Strongly Agree	SA	5
Agree	A	4
Neutral	N	3
Disagree	D	2
Strongly Disagree	SD	1

The researcher used a closed questionnaire which is built based on the principal theory in compiling the questionnaire scale. Students were only provided a checklist in the column based on each item statement.

2. Interview

The second instrument is the interview. Interviews were conducted after finding out the types of student difficulties. The interview contained four questions each from the aspects of the students who had problems. This is to find the reason why students have difficulty in writing. The interview questions arose from students' statements in each aspect that was the highest difficulty seen from the frequency of agreeing or strongly agreeing. The statement became the determining factor for the researcher in making questions for the interview. The questions consisted of four questions, each of which was asked to students who had previously answered the statements by marking agree or strongly agree in the previous questionnaire.

E. Technique of Data Collection

To collect the data, the researcher will use questionnaire and interview:

1. Questionnaire

a) The researcher went to the school to ask the teacher for permission to conduct the research.

b) The researcher explained to the students who became respondents the purpose of the researcher's arrival and the purpose of the questionnaire.

c) Researchers distributed paper questionnaires to students who became research respondents

d) The researcher waited for the answers from the students' questionnaires and occasionally helped students if the statements were not understood by the students.

e) After students have finished answering the statements given, they can collect the results of the questionnaire to the researcher.

f) After all students have finished answering the questionnaire statements, then the collected questionnaire results are taken by the researcher and the researcher has finished collecting the results

2. Interview

a) The researcher returned to the school which was still authorised by the school and by the teacher concerned

b) The researcher was co-operated by the teacher concerned in calling the students to be interviewed

c) The researcher brought the group of students to be interviewed to the library and conveyed the purpose of the visit and the interview by the researcher.

d) Researchers conducted interviews with each student

e) After all students were interviewed, students were allowed to return to their classes and the researcher asked one of the students who had been interviewed to call the next group of students.

f) After all the students were interviewed, the researcher said goodbye and thanked them for completing the research.

F. Technique of Data Analysis

In analysing the data, the researcher used questionnaire and interview . The steps as follows:

1. Questionnaire

a. The researcher collects of students' questionnaire to answer what type of student difficulties in writing procedure text

b. The researcher create tabulation from questionnaire to find out frequency in each item question from Likert scale and find out mean of data in each indicator linguistic (grammar, vocabulary and mechanic) and indicator of cognitive (cognitive and organization)

c. Furthermore, researchers analysed the frequency per question item with the following formula:

Total Score: T X Pn

T =Total Respondents who chose the statement or frequency

Pn = Number Options from Likert Scale

Y = Total Respondent X Score Max

Index %: $\frac{\text{Total Score}}{Y}$ X 100 = …… %

d. Then, mean of the data by using formula Subana and Sudrajat as follow[63]:

$M = \frac{(\sum p)}{N}$

M = Mean

$\sum p$ = Total of percentage

N = Total of item

e. The researcher categorizes students' difficulties in the table category of the students to answer research question what is the students' difficulties on Linguistic and Cognitive Aspect in Writing Procedure text at Ninth of MTsN 8 AGAM To categorize difficulties from questionnaire, researcher used the table of category[64]

[63] Subana dan Sudrajat, (2001) *Dasar-Dasar Penelitian Ilmiah* (Bandung: Pustaka Setia), 127.
[64] Desmawati (2022) *Analysis of Students Difficulties in Practicing Speaking at Seventh Grade of MTsn 8 Agam* .State Islamic University of Bukittinggi. Vol 4 no 3 (2023): Journal of English Language and Culture Research

Scale	Agreement	Score Ranges	Levels/ Categories
5	Strongly Agree	80 % -100%	Very High
4	Agree	60 % - 79,99 %	High
3	Neutral	40 % - 59,99 %	Medium
2	Disagree	20 % - 39,99 %	Low
1	Strongly Disagree	0 % - 19,99 %	Very low

f. Last, the researcher will analyze the data study all available data of source, which was questionnaire. The data would analyze by used the form above in order to get the result, and then start to analyze deeply by converting it into words as the descriptive quantitative research

2. Interview

The data analysed by using some Steps, as according Sugiyono, it would be explained as follow[65]:

a. Data Collection: The researcher collected the data through interviews

b. Data Reduction The researcher resumed the data and focus on the research aspect unnecessary aspects were reduced by researcher

[65] Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet

c. Display the data: the researcher made the result of the research about the cause of difficulties

d. Conclusion: the researcher concluded the data

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

In this chapter, the researcher focuses on the findings and discussion of the research. First is findings, it was done at MTsN 8 Agam. The instruments were questionnaire and interview. The researcher used two instrument to answer the research question. The research questions were:

1. What were the type of students' difficulties in Writing procedure text?
2. What were the causes of students' difficulties in Writing procedure text?

1. Data Description

The data in this research were collected from the students the Ninth grade of MTSN 8 Agam and 24 sample from total population was taken to be further analysed. The final result of the data served as numerical and non-numerical data because the kind of research was mix method research.

Researchers gave questionnaires to students; the questionnaire aims to find out type of students' difficulties in writing procedure text. Questionnaires were given to all students of IX.2 class MTSN 8 Agam, totaling 24 students. In addition, the questionnaire consists of 29 questions. Questionnaire numbers 1-6 there were questions about Grammar, Questionnaire numbers 7-11 there were questions about Vocabulary and Questionnaire numbers 12-19 there were questions about Mechanic (Punctuation & Spelling). Grammar, Vocabulary and Mechanic are Linguistic difficulties. Next, Questionnaire numbers 20-25 there were questions

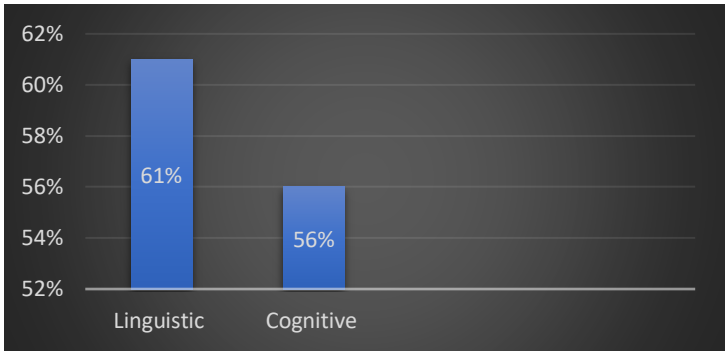
about Content and Questionnaire numbers 26- 29 there were questions about Organization. Content and Organization are Cognitive difficulties.

Another data collection technique used by the researcher interview. Researchers conducted interviews to support data questionnaires to find out the causes of difficulties faced by students in writing procedure text. The researcher interviewed students the ninth-grade.

In this case, the researcher chooses which data to use in was research. In was study, researchers used questionnaires and interview to collect data. The questionnaires were the main instruments in was study, while interviews were the supporting instruments. In a step, the researcher analyzed the data based on each research question.

a) Type of students' difficulties in writing procedure text.

In this part, the researcher uses Questionnaire for answer the research question. According to the research question about the students' difficulties in writing procedure text, the researcher will describe with general explanation. Students' difficulties were divided into two aspects. There was linguistics and non-linguistic. Each of the choose were served in the form of percentage. According to the students' answer for questionnaire form, there are twenty-nine statements for students' difficulties in writing procedure text. The chart below showed the percentage of two aspects and each aspect with different level of frequency. The description of the data about the students' difficulties in speaking practice are as follow:



The chart above explained the total percentage of the students' difficulties in speaking practice. The highest aspects that chosen was Linguistic (61%), and Cognitive (56%), The percentage was gotten by finding the average of each process chosen by the students. The total percentage above would be revealed further in the analysis of the data. For more detail description in each frequency, the chart above divide frequencies into strongly agree, agree, uncertain, disagree and strongly disagree.

b) Causes of students' difficulties in writing procedure text

The interview was asked to the students to know cause of the students' difficulties in the writing procedure text. According to the research question about cause students' difficulties in writing procedure text, the researcher will describe with general explanation. Cause of students' difficulties were divided three sub variables in linguistic. There was Grammar (Article and Quantifier), Vocabulary (about the addictive use of dictionaries) and Mechanic (Spelling word into sentence in writing procedure text).

The researcher found based on the series of answers above, it can be concluded that students have difficulties in understanding and using articles and quantifiers in English. The students also recognises that her limited vocabulary

often hinders her ability to express ideas effectively. In addition, learners still have difficulty in mastering English spelling rules, especially for words that have similar sounds to writing.

2. Data Analysis

In this part, the data explained in data were going to be discussed deeply in order to make a finding of the research. The part data analysis based on research question were divided into two parts: the students' difficulties and the cause of difficulties in writing procedure text.

A. Type of students' difficulties in writing procedure text

The researcher gave the questionnaire and interview students to found the students' difficulties in writing procedure text. Questionnaires is main and first instrument used to answer first research questions. The following is data analysis regarding difficulties in writing. Data analysis will be described in the form of numbers and averages to be analyzed. The researcher would answer the students' difficulties in writing procedure text by looking the percentage of students' items every aspect difficulty. The percentage could be described as follow:

1. Linguistic difficulties

There were several aspects to know the students' difficulties in writing procedure text. The detail description in percentage each item of the cognitive problem in three aspect grammar, vocabulary and mechanic that showed on the table below:

a) **Grammar**

NO Items	Percentage
1	52 %
2	60 %
3	66 %
4	58 %
5	60 %
6	70 %
Total Mean	366: 6 = 61 %

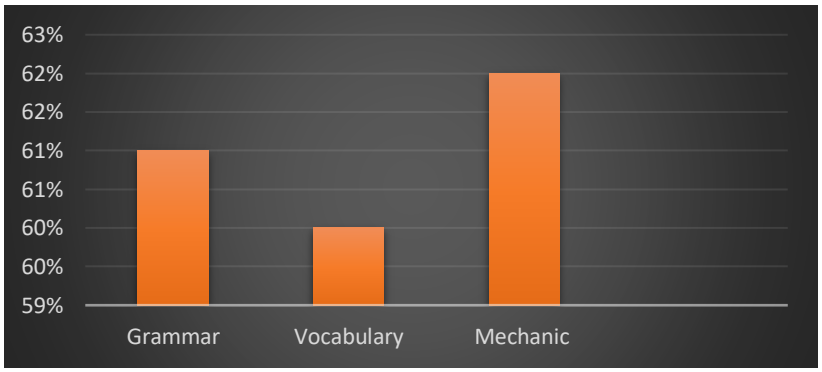
b) **Vocabulary**

NO Items	Percentage
7	58 %
8	64 %
9	57 %
10	74 %
11	50%
Total Mean	303 :5 = 60 %

c) **Mechanic**

NO Items	Percentage
12	59 %
13	58 %
14	57 %
15	59 %
16	61 %
17	80 %
18	57 %
19	67 %
Total Mean	498: 8 = 62 %

From the table of linguistics above, it could be seen each item from some aspects All item percentages are added and divided by the amount of data. It showed that linguistics aspects in chart was described below:



2. Cognitive Difficulties

There were several aspects to know the students' difficulties in writing procedure text. The detail description in percentage each item of the cognitive problem in two aspect content and organization that showed on the table below:

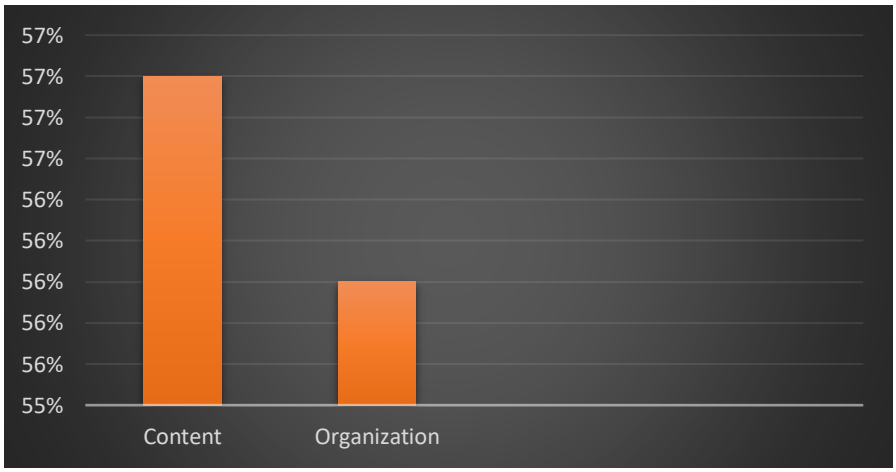
a) Content

NO Items	Percentage
20	**57%**
21	**56 %**
22	**60 %**
23	**59 %**
24	**54 %**
25	**57 %**
Total Mean	**343: 6 = 57 %**

b) Organization

No Items	Percentage
26	**50 %**
27	**56 %**
28	**60 %**
29	**58 %**
Total Mean	**224: 4 = 56 %**

From the table of cognitive above, it could be seen each item from some aspects All item percentages are added and divided by the amount of data. It showed that cognitive aspects in chart was described below:



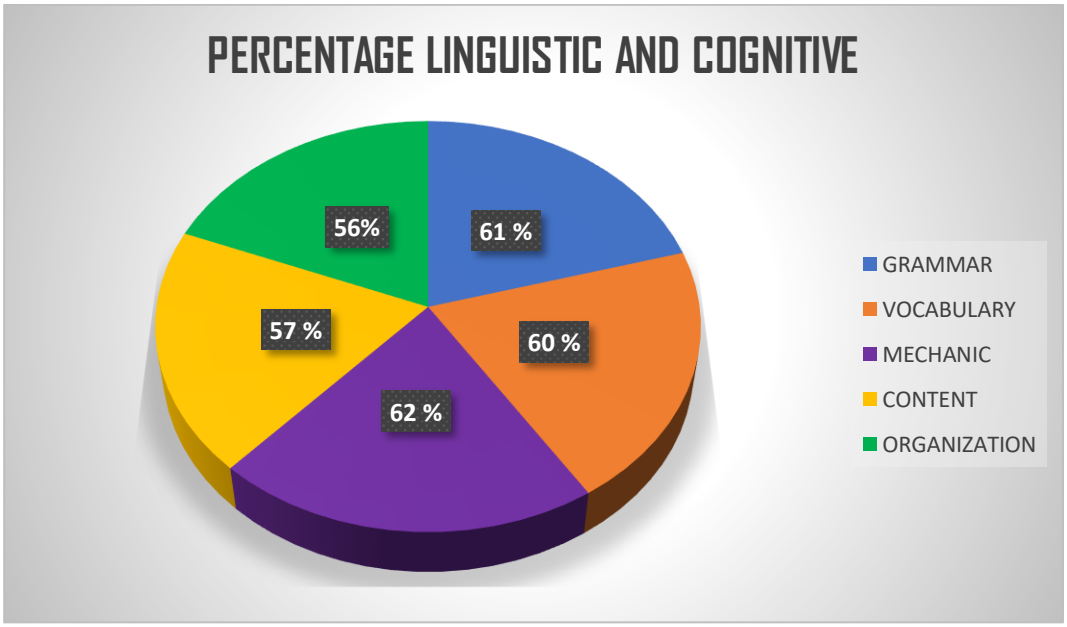
The Both of Aspect difficulties Linguistic and Cognitive, researcher showed pe item and aspect. The mean and total all the aspect of Linguistic (Grammar, vocabulary and mechanic) and aspect of Cognitive (Content and Organization) in table was described below:

NO	LINGUISTIC DIFFICULTIES	PERCENTAGE
1	GRAMMAR	61 %
2	VOCABULARY	60 %
3	MECHANIC	62 %
		TOTAL = 183: 3 x 100 MEAN = 61 %

NO	COGNITIVE DIFFICULTIES	PERCENTAGE
1	CONTENT	57 %
2	ORGANTIZATION	56 %
		TOTAL = 113: 2 MEAN = 56 %

The Both of Aspect difficulties Linguistic and Cognitive, researcher showed pe item and aspect. The mean and total all the aspect of Linguistic (Grammar,

vocabulary and mechanic) and aspect of Cognitive (Content and Organization) in chart was described below:



Based on the chart above, it can be seen that almost every linguistic and cognitive aspect has problems with almost the same or similar percentages but based on the assessment from the Likert scale used in the assessment in chapter 3 by looking at the percentage numbers and classification levels from 60% to 79.99% it has been categorized the level of the problem is high. So, the type of student difficulties in this research is Linguistic difficulties.

b). Causes of students' difficulties in writing procedure text

After finding out the type of student difficulties, the researcher found the results that according to the category that linguistic students have problems with high categories. Found more about why linguistic problems (grammar, vocabulary, mechanics) are held interviews. Interviews were

conducted based on the frequency of questionnaire results. Researchers saw and observed the question items per linguistic aspect that many students agreed / strongly agreed with.

In the grammar aspect of the questionnaire, question number three had twelve students answered agree (4). The agree statement sound *'I often make mistakes in the use of articles and quantifiers when writing procedure texts*. From this statement, the researcher created questions for interview related to article and quantifier in procedure text. Students had conducted interview about Grammar. In this research, researcher found that students have difficulties in understanding and using articles and quantifiers in writing procedure text because confusing when using article, a/an and much /many. It can be proved from students said "*Saya sering bingung kak kapan harus menggunakan 'a' atau 'an' karena itu tergantung pada bunyi awal kata. Kadang saya juga tidak yakin kak apakah benda itu sudah disebutkan sebelumnya atau belum''* and it also can prove from students said "*saya sering bingung kak kapan harus menggunakan 'much' dan 'many' karena kadang saya tidak tahu apakah kata benda yang saya gunakan bisa dihitung atau tidak*." In addition, students found difficulties used quantifier sentences because of the difference between Indonesian and English. It can prove from students said "*Dalam bahasa Indonesia, kita tidak menggunakan artikel seperti 'a' atau 'the', jadi saya kadang lupa menggunakannya dalam bahasa Inggris. Selain itu, quantifier juga tidak selalu ada dalam bahasa Indonesia, jadi saya merasa kesulitan untuk mengingat kapan harus menggunakannya*

dalam kalimat". It means them cannot think when writing, and they still used mother tongue when study English. And finally, students realized that students lacked writing practice and feedback from their teachers and when the researcher asked what efforts could be made by students to try to improve your difficulties in using articles and quantifiers "*Saya mencoba membaca lebih banyak buku berbahasa Inggris dan memperhatikan bagaimana artikel dan quantifier digunakan. Saya juga berlatih dengan teman-teman dan guru. Kadang-kadang saya menulis kalimat sendiri dan meminta mereka untuk memeriksa apakah saya menggunakan artikel dan quantifier dengan benar".* It means students have tried to make various efforts because students are less given feedback when writing by their teachers so students ask their friends to make their own sentences and lack of knowledge when writing English especially the use of articles and quantifiers makes students read more to write Incorrect use of articles and quantifiers also affects grammar in English writing. For example, the title sentence "How to make a coffee". The use of the sentence a cup is based on the article if students do not understand the context of the use of a and an when writing procedural texts, this will make the students' grammar considered lacking, especially students who write are high school students at the school. The use of quantifiers such as "Pour, a spoon of sugar" in this context if students do not have knowledge of quantifiers, they will write one sugar even though sugar is an uncountable noun. So, writing procedural texts students need articles and quantifiers but in this study students still have a lot of doubts and

ignorance and uncertainty in using quantifiers which means there are still mistakes when writing English especially in the grammar aspect.

In the vocabulary aspect of the questionnaire, statement number ten, nine students answered agree (4) The agree statement, '*I often use a dictionary or other aids when writing in English to find the right vocabulary'*. From this, the researcher created research questions related to vocabulary in writing procedure text. Students had conducted interview about vocabulary. In this research, researcher found students have word limitations that hinder their ability to write so students often use a dictionary because students' limited English vocabulary when writing English. It can prove from students said "*Saya sering kesulitan karena saya tidak tahu banyak kata yang tepat untuk digunakan*". In addition, students have limited knowledge of languages that are rarely used. It can prove from students said " *saya merasa kesulitan karena banyak istilah yang saya belum tahu, jadi saya perlu kamus untuk membantu."*. In this case, students lack new vocabulary and terms when writing so using a dictionary is very helpful. But on the other hand, students find it quite difficult to use the dictionary, making students slow in the writing process. It can prove from students said" *Kadang-kadang saya merasa itu membantu karena saya bisa menemukan kata yang tepat. Tapi di sisi lain, kadang-kadang saya merasa itu membuat saya lambat dalam menulis, karena saya harus berhenti sejenak untuk mencari kata-kata. Jadi, itu bisa jadi agak merepotkan juga."* The use of dictionaries to find the right vocabulary when writing due to limited

knowledge and new terms is a help for students. However, excessive use of dictionaries also provides its own obstacles when writing, namely when busy looking for vocabulary words, the time used for writing is reduced as a result students take longer to complete their writing. In addition, students feel troublesome when writing English because every time they want to write a word, they have to look up the word they are writing so that in this case students are categorized as not mastering English vocabulary.

In the mechanics aspect of the questionnaire, statement number seventeen, twelve students answered in the strongly agree (5) The strongly agree statement sounds,' *I feel, I need more practice to improve my spelling in procedure texts'*. From this, the researcher created research questions related to spelling in writing procedure text. Students had conducted interview about Mechanic. In this research, researcher found that students still have difficulty in mastering English spelling rules because students are uncertain about the sound of a word which makes it difficult for students in writing. It can be proved from students said "*Saya sering kesulitan karena banyak kata yang mirip bunyinya, jadi saya kadang bingung mana yang benar"*.In addition, Students often make mistakes when spelling words when writing procedural texts because they are generally unsure of their correctness. It can be proved from students said "*Ya, saya sering salah eja kata 'empat' dan 'tepung'. Mungkin karena saya kurang sering menulisnya, jadi saya tidak terbiasa. Kadang juga saya tidak yakin dengan huruf yang tepat."*. In this case, students are still hesitant and often make mistakes in

spelling English words and sentences when writing procedure texts. This is because English has a different way of reading and writing. In addition, the factor of limited vocabulary also makes it difficult for students when spelling English to write procedural texts. Students' misunderstanding of hearing some of the same words also makes students wrong, for example “flour” and “four” are also almost the same when pronounced, making students wrong in writing.

Based on the analysis above, it was found that the reason behind the students' answers was that the average student did not know so they hesitated in writing. In addition, the use of mother tongue and foreign languages also affects students' difficulties in writing and the lack of practice and the lack of time given also makes students realise the difficulties faced when writing and the lack of teacher feedback makes students also feel confused and tend to ask friends to find the right words.

B. DISCUSSION

In this part, the researcher would like to discuss about the finding a type of students’ difficulties in writing procedure text as the first research question of the problem in this research. Beside the students’ difficulties, the researcher discussed the causes of students’ difficulties in writing procedure text as the second researcher question of the problem.

A. Type of students' difficulties in writing procedure text.

1. Linguistic Difficulties

Linguistic difficulties that make students hard in writing procedure text. In general, linguistics consists Grammar, Vocabulary and Mechanic. In this study, the researcher will discuss the reasons why it can happen based on questionnaire

a) Grammar

Students experienced several obstacles in writing procedure texts in English. The main difficulty lies in the proper use of tenses, especially in distinguishing the base and -Ing forms of verbs. In addition, students were also confused by the use of articles and quantifiers, as well as difficulties in constructing complex sentence structures. The proper use of conjunctions to connect steps in procedures was also a challenge. Overall, students felt that a strong understanding of English grammar is essential to improve their ability to write good procedure texts. In essence, students need to deepen their understanding of English grammar, especially in the context of writing procedure texts. By focusing on aspects such as tenses, verb usage, articles, sentence structure, and conjunctions, students can improve the quality of their writing.

b) Vocabulary

The main problem that students face in writing English is a lack of vocabulary mastery. Students find it difficult to find the right words to express their ideas, both when writing and reading. This limited vocabulary makes students often rely on dictionaries or other tools. In addition, the vocabulary taught in the classroom is considered insufficient to meet the more complex writing needs of students. Lack of understanding of the meaning of new words is also an obstacle in improving students' writing skills. In short, students need more relevant vocabulary and a deeper understanding of English to be able to write better and more confidently.

c) Mechanic

Students have difficulty in writing effective procedure texts due to several obstacles, namely: difficulty in spelling words correctly, confusion in using punctuation marks, and lack of confidence in writing due to spelling problems. Uncertainty in the use of punctuation and frequent spelling mistakes make students worry that the procedure text you write is not easy to understand when read. As a result, students feel frustrated and feel that they need more practice to improve their ability to write good procedure texts. In

essence, students want to improve the quality of writing, especially in terms of spelling and use of punctuation, so that the procedure text that students create is clearer, easier to understand, and professional.

2. Cognitive Difficulties

Cognitive are difficulties that make students hard in writing procedure text. In general, linguistics consists Content and Organization. In this study, the researcher will discuss the reasons why it can happen based on questionnaire.

a) Content

Students experienced several obstacles in writing procedure texts, including difficulties in identifying the main idea to be conveyed, uncertainty about relevant information to include, and lack of confidence in explaining the steps in detail and using appropriate vocabulary. In other words, students still need to improve their ability to understand the structure of procedure texts, select relevant information, and use language that is clear and appropriate to the context.

b) Organization

Students experience several obstacles in writing procedure texts, including difficulties in organizing the steps logically and sequentially. In addition, students feel a little confused about the prefix word and the next word, and have

difficulty using the right connecting words between steps. It is also a challenge for you to create a clear and easy-to-follow text structure. As a result, the procedure texts that students create often look poorly organized. In summary, students need help in composing procedure texts that are more structured, coherent and easy to understand.

B. Causes of students' difficulties in writing procedure text

Linguistic Difficulties.

Linguistic difficulties that make students hard in writing procedure text. In general, linguistics consists Grammar, Vocabulary and Mechanic. In this study, the researcher will discuss the reasons why it can happen based on Interview

a) Grammar

This difficulty arises due to the significant differences between the English and Indonesian language systems, especially in terms of the use of number and type words. It is happened because of the language difference between the mother tongue and the foreign language, making it difficult for students to recognize it. The difficulty in distinguishing between mother tongue and foreign language in students can be caused by several factors. First, there is a lack of in-depth understanding of the concepts of the two languages. Second, difficulties in identifying the

characteristics of each language, such as sentence structure or vocabulary. The strong influence of the mother tongue is also an obstacle, where patterns of thought and communication in the mother tongue are often carried over into foreign language learning. In addition, limited experience in using foreign languages in real contexts, lack of support from teachers, and the influence of increasingly complex media and technology also complicate the learning process.

In conclusion, differentiating between mother tongue and foreign language is a complex challenge for students, and requires a holistic learning approach and consistent support from various parties.

b) Vocabulary

It can happen because Limited vocabulary among students can be caused by several factors. Lack of regular reading habits prevents students from being exposed to a variety of new words. Apart from that, the lack of writing practice makes it difficult for them to apply the vocabulary they have. Limited life experience is also an obstacle in enriching vocabulary, as is the lack of effective vocabulary learning at school. The habit of using common words and lack of feedback from teachers or friends also contribute.

Lastly, limited time and lack of motivation to write can hinder students' vocabulary improvement.

In conclusion, increasing student vocabulary requires a comprehensive approach, starting from encouraging interest in reading, providing sufficient writing practice, enriching student experience, and providing effective vocabulary learning. Apart from that, motivation and support from the surrounding environment are also very important to help students develop their vocabulary.

c) Mechanic

It can happen because difficulty mastering English spelling rules is often caused by several factors. First, a lack of basic understanding of spelling rules, such as the use of capital letters and punctuation marks, is a major barrier. Second, limited opportunities to practice writing intensively make it difficult for learners to develop good spelling skills. Thirdly, the complexity of English spelling rules, especially the difference in similar words and the proper use of punctuation marks, is often confusing. In addition, the influence of different native languages can also be an obstacle. Lack of feedback, limited access to resources, and difficulty in choosing the right words further aggravate the situation.

In short, it is the combination of these internal and external factors that cause many people to struggle to master English spelling well.

Based on the discussion of the interview above, it can be concluded that students experience a lot of confusion in the use of English words that are correct according to grammar. In addition, the lack of practice in writing English words affects students in spelling English words when writing and memorizing the correct English vocabulary

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion of the research and suggestion for developing the students' difficulties in writing procedure text at ninth grade of MTsN 8 Agam. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on this research, researcher can conclude the analysis of students' difficulties in writing procedure text in class IX MTsN 8 Agam is as follows:

1. What were the type of students' difficulties in Writing procedure text?

There are two types of difficulties from Byrne's theory that researchers examine, namely linguistic difficulties and cognitive difficulties. In this study, the type of difficulty of students in writing procedural texts is linguistic difficulty as much as 61%, which is already in the high category in a level of difficulty put forward by the Likert scale theory. In addition, cognitive difficulties also exist where the results of this study reached 56% but have not been categorised as problematic or moderate difficulties.

2. What were the causes of students' difficulties in Writing procedure text?

Because students' difficulties have been answered in the previous research question, namely linguistic difficulties. In this section, the researcher finds out what causes difficulties in the aspects studied, namely

aspects of grammar, vocabulary and mechanics. The researcher found that in the grammar results students often made mistakes in the use of articles and preferential quantifiers because students were confused and did not understand and the use of Indonesian and foreign languages was different. In addition, the researcher also found results on the vocabulary of students who often use dictionaries to accommodate students who have limited vocabulary because students are confused especially if it is a new term. Students look for ways by using a dictionary. And finally, the researcher found the results on mechanics, students felt that they needed more practice in correcting the spelling of words because students felt that they often misunderstood the writing of words that were spelled due to the use of native language and foreign language where English has a different language between pronunciation and writing and students also lacked practice in writing so that in correcting it students felt that they needed a lot of practice in honing the spelling used to write.

B. Suggestion

Based on Conclusions above, the researcher would offer some suggestions it is hopefully can be useful for:

1) For the English teacher

Researchers suggest that teacher pay more attention to students again and provide feedback in the form of correction of students' writing results and increase learning creativity in writing in order to reduce problems in linguistic aspects in writing.

2) For the students

The researcher advises students to read more and see what examples look like from any source in order to learn and know about writing procedure texts. In addition, the researcher suggests that students practice writing a lot and be active in class to learn and ask questions. Finally, the researcher suggests that students memorize a lot of vocabulary and explore English grammar and know the spelling of the memorized words.

3) For other researchers

The researcher hopes that other researchers can continue this research with the same topic and find out what difficulties other than linguistic and cognitive difficulties. In addition, the researcher also recommends other researchers to find solutions by applying certain methods or strategies in overcoming the problems that the researcher revealed in this study.

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APPENDIX 1

QUESTIONNAIRE INSTRUMENT GUIDELINE

Variable	Sub -Variable	Indicator	Number of Statement	Total of Statement
Difficulties in Writing Procedure text	• Linguistic Difficulties	Grammar	1,2,3,4,5,6	6
		Vocabulary	7,8,9,10,11	5
		Mechanic	12,13,14,15,16,17,18,19	8
	• Cognitive Difficulties	Content	20,21,22,23,24,25	5
		Organization	26,27,28,29	4

APPENDIX 2

Researcher of Survey Questionnaire

Research Tittle: AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN WRITING PROCEDURE TEXT AT NINTH GRADE OF MTSN 8 AGAM

NAME : Ahsanul Fikri ..... kelas : IX-2

Instructs: Ceklislah pernyataan dibawah ini sesuai dengan pendapat kamu

Rating Scale:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

	Questionnaire	05	04	03	02	01
1.	Saya merasa kesulitan dalam menggunakan tenses yang tepat saat menulis teks prosedur dalam bahasa Inggris.				✓	
2.	Saya sering bingung dengan penggunaan kata kerja bentuk dasar dan bentuk -ing dalam teks prosedur.	✓				
3.	Saya sering melakukan kesalahan dalam penggunaan artikel (a/an) (quantifier) saat menulis teks prosedur.			✓		
4.	Saya merasa kesulitan dalam mengatur struktur kalimat yang kompleks dalam teks prosedur.		✓			
5.	Saya sering merasa bingung dengan penggunaan kata hubung yang tepat untuk menghubungkan langkah-langkah dalam teks prosedur.	✓				
6.	Saya merasa bahwa pemahaman saya tentang grammar bahasa Inggris mempengaruhi kemampuan saya dalam menulis teks prosedur.		✓			

7.	Saya merasa kesulitan menemukan kata yang tepat saat menulis dalam bahasa Inggris.		✓			
8.	Saya merasa terbatas dalam jumlah kosakata yang saya kuasai saat menulis.		✓			
9.	Saya kesulitan memahami makna kata-kata baru yang saya temui saat membaca, sehingga mempengaruhi kemampuan menulis saya.			✓		
10.	Saya sering menggunakan kamus atau alat bantu lainnya saat menulis dalam bahasa Inggris untuk mencari kosakata yang tepat.			✓		
11.	Saya merasa bahwa kosakata yang saya pelajari di kelas tidak cukup untuk membantu saya menulis dengan baik.				✓	
12.	Saya sering mengalami kesulitan dalam mengeja kata-kata dalam teks prosedur.			✓		
13.	Saya merasa bingung tentang penggunaan tanda baca yang tepat dalam teks prosedur		✓			
14.	Saya merasa kurang percaya diri dalam menulis teks prosedur karena masalah ejaan.			✓		
15.	Saya tidak yakin kapan harus menggunakan tanda baca tertentu dalam teks prosedur.	✓				
16.	Kesalahan ejaan saya sering mengganggu pemahaman pembaca terhadap teks prosedur yang saya tulis.		✓			
17.	Saya merasa perlu lebih banyak latihan untuk memperbaiki ejaan saya dalam teks prosedur	✓				
18.	Saya sering merasa frustrasi ketika harus memperbaiki kesalahan tanda baca dalam teks prosedur.		✓			
19.	Saya merasa bahwa pemahaman saya tentang ejaan dan tanda baca mempengaruhi kualitas teks prosedur yang saya tulis	✓				

20.	Saya merasa kesulitan dalam menentukan ide utama yang harus disampaikan dalam teks prosedur.		✓			
21.	Saya sering bingung tentang informasi apa yang perlu dimasukkan dalam teks prosedur.			✓		
22.	Saya merasa tidak percaya diri dalam menjelaskan langkah-langkah secara jelas dan terperinci dalam teks procedure			✓		
23.	Saya kesulitan dalam menggunakan kosakata yang tepat untuk menjelaskan teks prosedur.		✓			
24.	Saya merasa bahwa saya tidak memiliki cukup pengetahuan tentang topik yang saya tulis dalam teks prosedur.	✓				
25.	Saya kesulitan dalam menyusun langkah-langkah prosedur secara logis dan berurutan.	✓				
26.	Saya sering merasa bingung tentang bagaimana cara memulai dan mengakhiri teks prosedur.		✓			
27.	Saya merasa sulit untuk menggunakan transisi yang tepat antara langkah-langkah dalam teks prosedur.			✓		
28.	Saya kesulitan dalam membuat struktur yang jelas dan mudah diikuti dalam teks prosedur.		✓			
29.	Saya merasa bahwa teks prosedur yang saya tulis sering kali tidak tersusun dengan baik		✓			

APPENDIX 3

Interview Guidelines

Dimension	Aspect of writing problem
Introduction After the students' writing was analysed by the questionnaire, the researcher got the results of students' writing which was very complex in the writing aspect. some of these students will be interviewed to ask the causes of students' difficulties in writing procedure text.	Grammar (article and quantifier) Vocabulary (Using Dictionary) Mechanic (Speeling in writing)
Research Question	**Interview Question**
What is the cause of students' difficulties in writing procedure text?	**A. Grammar** 1. What do you know about using the articles "a," "an," and "the"? Why do you find them difficult to use? 2. How did you understand the use of quantifiers such as "some," "any," "much," and "many"? What did you find difficult? 3. Do you feel there is a difference between the use of articles and quantifiers in English and Indonesian? How does that affect your understanding? 4. What did you do to try to improve your difficulty in using articles and quantifiers? **B. Vocabulary** 1. What usually makes it difficult for you to choose words when writing? 2. How often do you use a dictionary when writing

	school assignments? Why? 3. Are there certain situations where you find it more difficult to find the right word? 4. How do you feel when you have to use a dictionary while writing? Does it help or does it make it more difficult? **C. Mechanic** 1. What usually makes it difficult for you to spell words when writing? 2. Are there certain words that you often misspell? Why do you think that happens? 3. How do you try to correct spelling mistakes when writing? 4. How important do you think practice is in improving spelling, and what would you like to do to improve your skills?
Interview flows	**Reason**
First, the researcher came to the school with the names of the students to be interviewed. Second, the researcher asked the teacher to call the student to be interviewed. Next, the researcher and several students met in a room such as a library which had been provided by the teacher for the interview. After meeting, the researcher said an opening greeting and made a brief introduction to the students. the researcher starts permission to the student who will be interviewed to be photographed, his	This is because looking at the results of the questionnaire percentage which shows that students experience difficulties in the field of grammar, vocabulary and mechanics. so that the interview questions asked to students become as above. The questions designed are also not arbitrary. The questions asked were based on which statement items were most agreed or strongly agreed by students which became the benchmark for researchers to make interview questions.

voice recorded and a short video as evidence of conducting the interview. After that, students were asked to come forward one by one to sit in front of the researcher's table to be asked their opinions regarding the results of their writing. The researcher will explain the results of the analysis and improvements that students should write in analysing student work in the form of procedure text. After that the researcher will enter the interview stage why and what causes students to find these difficulties, if it is finished the students return to their original place and the researcher calls the name of the next child. this is done in an orderly manner in order to maintain school order. After all students were interviewed, the researcher closed the interview session by saying gratitude and greetings and escorted the students back to their classes to continue the lesson. The researcher expressed gratitude, thanks and greetings to the teacher who allowed and gave time for his students to be interviewed.	

APPENDIX 4

INTERVIEW

Grammar

Researcher: What do you know about using the articles "a," "an," and "the"? Why do you find them difficult to use?

Respondent: "I know that "a" and "an" are used when we don't regard the things. But it is difficult for me to understand what article it is necessary to use before how, because it depends on the first letter of words. Sometimes, I also cannot understand whether that thing was mentioned earlier or not."

Researcher: How did you understand the use of quantifiers such as "some," "any," "much," and "many"? What did you find difficult?

Respondent: "I know that 'some' and 'any' are for uncertain amounts and 'much' is for uncountable things and 'many' is for countable things. But I'm often confused about how to use 'much' and 'many' because often I do not know if the noun, I'm using is countable or not."

Researcher: Do you feel there is a difference between the use of articles and quantifiers in English and Indonesian? How does that affect your understanding?

Respondent: "Yes, there is a difference. We do not use articles in Bahasa Indonesia – like a and the – so I always forget to use them in English. The quantifier is also not always set in Bahasa Indonesia so I find it hard to remember when I should use it in a phrase."

Researcher: What did you do to try to improve your difficulty in using articles and quantifiers?

Respondent: "I read more English books and pay attention to particles and quantifiers. I practice with friends and teachers too. Sometimes I write sentences myself and ask to see if I'm using articles and quantifiers properly."

Vocabulary

Researcher: What usually makes it difficult for you to choose words when writing?

Respondent: I have a hard time doing this often because I don't know a lot of the right words. Although I have to look it up in a dictionary, sometimes I want to explain my ideas well, but I feel that my vocabulary is limited.

Researcher: How often do you use a dictionary when writing school assignments? Why?

Respondent : Especially when I am writing essays or reports I use a dictionary often. I want my writing to seem nice and be extra lively, so I search for phrases I can use.'

Researcher: Are there certain situations where you find it more difficult to find the right word?

Respondent: Yes, especially when I am called to write about things I have never heard of. Because for example I know none of the names when I learn science or history, so it makes it very hard so I need a dictionary.

Researcher: How do you feel when you have to use a dictionary while writing? Does it help or does it make it more difficult?

Respondent: But sometimes I feel like that helps, because I can find the word I want to use. On the other hand, sometimes I think that it makes me slow in writing, because I am stopping to look up words. So, it can be a little inconvenient as well

Mechanic

Researcher : What usually makes it difficult for you to spell words when writing?

Respondent : There are a lot of words that sound the same that I still often have trouble with, so I get kind of confused as to which one is the right one. Also, I've never really learned the spelling rules.

Researcher : Are there certain words that you often misspell? Why do you think that happens?

Respondent : yes, I misspell "four" and "flour" a lot. Perhaps I don't write them often enough, so I'm not accustomed to it. Might sometimes not know the right letters either

Researcher : How do you try to correct spelling mistakes when writing?

Respondent : I attempt to read more books and articles. I also write a lot and then get my friends or teachers to check my writing. A spell checker is also the app I used

Researcher: How important do you think practice is in improving spelling, and what would you like to do to improve your skill?

Respondent: By practice, I mean I will be more confident when writing since practice makes you perfect. So, with that, I would like to begin writing a regular schedule of writing every day, and maybe taking an extra class in Indonesian.

APPENDIX 5

DOCUMENTATION















