

**THE DIFFICULTY LEVEL OF WRITING THE PROCEDURE TEXT FOR GRADE VIII STUDENTS IN JUNIOR HIGH SCHOOL 21 BENGKULU CITY**

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**Abstract**

This study aims to know the difficulties level in writing procedure text by Grade VIII Students at Junior High School 21 in Bengkulu City. This research design used descriptive quantitative method of research. The data collecting technique method used in this study was treatment. In this context, treatment research is referred to an intervention or treatment given to a research subject to observe a specific effect or outcome. In analyzing the data in this study the researcher using a scoring formula, categorized the difficulty level and determines the level of difficulty. The findings from both assessments reveal that Grade 8th Students at Junior High School 21 Bengkulu City face significant challenges in writing procedure texts, with most aspects falling into the difficult category. In conclusion, the findings from both assessments indicates that the difficulty faced by Grade 8 students at Junior High School 21 Bengkulu City is at the difficult level in writing procedure texts, this difficulty caused by the generic structure and language features. This research can be used as a reference to conduct research related to procedural texts.

**Keywords: *Difficulty, Writing, Procedure Text***

**Introduction**

Writing skills have a big role writing is one of the four basic skills, especially English. The education curriculum also emphasizes the importance of developing students' writing skills, including procedural text, so writing skills are very important because they serve as an important communication tool in various academic and non-academic fields. Procedure text is very important for junior high school students. Procedure text are important because they are use to provide instructions so that someone can do a job precisely. Procedure text is a text that contains imperative phrases or direct commands that the reader must follow. The goal is for the reader to follow the appropriate and correct directions. In this statement, procedure text can be called a type of command genre text.

The reader in this context is directed to perform certain actions according to the instructions given, so the term "command text"

becomes relevant. Procedure text is a text that contains steps or stages that must be done in completing an activity (Purba et al., 2024). But in the learning process there are still many students who have difficulty writing procedure text. In this research the researcher intends to find out the level of difficulty of students in creating procedure texts. Zahira et al. (2021) state many students have difficulties in writing English text, especially in written form. In writing procedure texts students often encounter many difficulties. These difficulties can take form of understanding the structure of the text proper language use, word choice, and correct grammar and spelling.

In this study, researcher have conducted previous study to find out the difficulties faced by student. This is done to make it easier for researcher in this study because researcher already have initial data that helps the further research process. In the previous study, the researcher examined 10 students' for the academic years 2023/2024 to write procedure text. The following table shows the result of the assessment process.

**Table 1.1 Previous Study Assessment Result**

No	Students Name	Goal	Equipment and material	Method	Language Features	Spelling Punctuation and Grammar	Percentage
1	M. Aldo Saputra	8	10	23	10	8	0.59%
2	Natasha Rizqi Julita	8	10	23	13	11	0.65%
3	Riyan Benzema	10	10	25	15	15	0.75%
4	Safa Mardestri	8	7	24	13	13	0.65%
5	Saskia Gusti Pratiwi	8	8	23	10	5	0.54%
6	Siti Maya Lestari	7	8	23	11	5	0.54%
7	Tiara Firlil	8	10	23	12	12	0.65%
8	Theofanny Afulina	8	9	24	13	14	0.68%
9	Umi Amalia	8	8	23	12	13	0.64%
10	Yudi Juliansyah	8	7	23	10	7	0.55%
<b>Total</b>							<b>6.24%</b>

In the goal section, students have no difficulty with writing an interesting title as the beginning of the goal of writing a procedure text. In the equipment and material used section students have difficulty because not writing quantities on the material needed. In the Method section have sufficient understanding in operating the procedure structure. In the Language features section students have difficulty because most of students did not use conjunctions in writing procedure texts.

In the spelling, punctuation and grammar section students have difficulty in writing punctuation and some spellings are still wrong. The result showed on the generic structure, difficulties faced by students do not write quantities of list material and equipment. In the other hand on language features, difficulties faced by students is not using the conjunction and a few grammatical, spelling or punctuation errors. The average score obtained is 0.624% and it can be concluded that the level of difficulty in writing procedure text in the preliminary research is at a moderate level.

Based on the above findings there are also several studies that have been conducted on the difficulty of writing procedure text such as

those conducted by Suryanto (2020) with the title Difficulties in Writing Procedure Text Experienced by Second Grades of SMA Purnama 2 Kota Jambi, The result in this study students are difficulties in learning English, lack of knowledge in writing procedure text, lack of grammar understanding and lack of vocabulary capacity.

And the other study conducted by Zai (2023) with the title Students' Difficulties In Writing Procedural Text at the Eleventh Grade Students of SMA N 10'O'U, The result in this study showed that students still got difficulties to understand how to construct a good procedural text because they have difficulties in writing and understand the language features and generic structure of procedural text. Based on the preliminary research in this study and previous study the researcher concluded that students had difficulty in using generic structure and language features causing difficulties in writing procedure texts.

### **Research Methodology**

This research design used descriptive quantitative method of research. This method used data that could be measured and analyzed. The subjects of this study were class 8 three with 25 students of junior high school 21 Bengkulu City. By choosing this class data collection is more organized and efficient. The researcher can manage the time for collecting students' writing result at the same time and location. The instrument that was used in this study was procedure text topic, assessment tool and measuring tool difficulty level. This was a type of research where children's writing skills were evaluated based on the writing tasks they performed. The study involved the use of a scoring rubric to assign grades to the writing based on various criteria in procedure text such as generic structure and language features. To collect the data, the researcher conducted a study at the school. Aiming to collect data from the sample to be studied. The method used in this study was treatment. In this context, treatment research is referred to an intervention or treatment given to a research subject to observe a specific effect or outcome.

### **Finding And Discussions**

#### **Finding**

This research was conducted to find out the difficulty level in writing procedure text faced by 8<sup>th</sup> grade students in junior high school 21 Bengkulu City. The data in this research is taken from students' writing the procedure text performance. A Total of 25 students participated in this study, representing the academic year 2024/2025. After collecting the data about the difficulties students face in writing procedure texts, the researcher analyzed the factors causing to these difficulties. In processing the data, the researcher used the formula of measuring difficulty level of writing as a reference for determining the difficulty level of writing the procedure text. The following are the results of the first and second studies.

#### **Student Difficulties in Writing Procedure Text**

##### **Table Combined Assessment Result of The First and Second Studies**

No	Students Name	Goal	Equipment and material	Method	Language Features	Spelling Punctuation and Grammar	Percentage
1	Abdi Sutan	10	9	16	13	11	0.59%
2	Achmad Mubaroch	10	12	20	13	11	0.66%
3	Ahmad Rafi	10	9	15	12	6	0.52%
4	Angga Pratama	10	10	15	12	5	0.52%
5	Anton Prakoso	10	9	16	12	6	0.53%
6	Chila Syaqla	10	9	20	14	11	0.64%
7	Danu Derja	10	9	18	14	6	0.57%
8	Emier Baihaqi	10	12	21	15	11	0.69%
9	Faaiz Rayhan	10	9	17	12	5	0.53%
10	Fadlan Atha	10	8	20	14	11	0.63%
11	Farel Hamizan	10	9	18	13	8	0.58%
12	Farhan Paris	10	12	18	9	6	0.55%
13	Kevin Aldiono	10	16	16	11	7	0.60%
14	Kevin Miftahu	10	10	17	12	10	0.59%
15	Meisya Aliyah	10	11	17	12	10	0.60%
16	Meysya Salsa	10	11	17	13	6	0.58%
17	M. Dafa	10	13	18	12	7	0.60%
18	M. Fauzi	10	9	18	13	8	0.58%
19	M. Mandala	10	12	20	13	8	0.63%
20	M. Rizky	10	14	17	14	7	0.62%
21	Nadhif Bintang	10	9	18	15	8	0.60%
22	Raina Qonita	10	10	19	13	7	0.59%
23	Rizky Andra	10	11	16	14	10	0.61%
24	Selly Marselina	10	11	19	13	12	0.65%
25	Yudha Prawira	10	10	17	12	8	0.57%
	<b>Total</b>	<b>250</b>	<b>264</b>	<b>443</b>	<b>132</b>	<b>205</b>	<b>14.83%</b>

The combined analysis of student scores from the first and second assessments reveals only a marginal improvement in their performance. The total score for the first study was 7.34%, with an average of 0.2936%, while the second study showed a slightly higher total score of 7.49%, with an average of 0.2996%. The improvement between the two assessments is minimal, with an increase of only 0.006%. When the scores from both assessments are combined, the overall total score is 14.83%, which, when averaged over the two assessments, results in 7.415%. Dividing this by the 25 students involved yields an average score of 0.2966% per student. The conclusion from the two previous findings shows that students experienced various levels of difficulty in writing procedure texts, with most aspects being in the high difficulty category. The Goal/Title aspect is the only one that is classified as too easy, because students only need to write a predetermined goal or title. A significant difficulty arose in the Equipment and Materials Used aspect, where many students did not include the number of materials and a complete list of tools. This shows a lack of understanding of the importance of detail in writing this section. The Method aspect was assessed to have a moderate level of difficulty, as students were able to structure the steps of the procedure logically and sequentially, although some still needed additional guidance to improve the structure. However, the biggest difficulties were found in the Language Features and Spelling, Punctuation, and Grammar aspects. Many students did not use the necessary conjunctions, so the steps were not cohesive. Errors in grammar, spelling, and punctuation also showed weak mastery of the basics of writing. These two aspects are at a high

level of difficulty. Overall, the results of these two findings confirm that students still face great challenges in writing procedure texts, especially in understanding the importance of details, using language features correctly, and improving basic skills in grammar, spelling, and punctuation. Efforts on effective teaching methods are needed to help students overcome these difficulties.

### **The Difficult Found**

After calculating the average student score of 0.2966%, then determine the level of difficulty. In accordance with the title of this study, the answer to the research question has been addressed, and it can be concluded that the level of difficulty in writing procedure texts by the students is at a *difficult level*. This conclusion is drawn based on the consistent findings from the data, which indicate that the majority of students are experiencing challenges in mastering the necessary skills to effectively write procedure texts. The difficulties encountered likely include aspects such as organizing steps logically, using appropriate language features, and ensuring clarity in their writing. Therefore, this research highlights the importance of focused instructional interventions to help students overcome these challenges and improve their ability to compose procedure texts successfully.

### **DISCUSSION**

The findings from the two analyses above illustrate that Grade 8<sup>th</sup> students at Junior High School 21 Bengkulu City still face many difficulties in writing procedure texts. In the first assessment results, the goal assessment aspect is at a medium level with an average score 0.5 this shows that students have understood the goal as the main stage in the process of writing procedure texts. While in the equipment and material used assessment aspect is at a difficult level with an average score of 0.284, this result shows that this aspect is a challenging part with a lack of understanding of writing the number of equipment and material needed causing a low average score. On the other hand, the method assessment aspect is also at a difficult level with an average score of 0.284 this result shows a low score also. In this aspect student understand enough about the structure in writing procedure texts but still need more direction to create organized writing results. Meanwhile, the language features aspect is at the medium level with an average score of 0.324, this figure shows that students' understanding in this aspect still lacks understanding of the importance of conjunctions in writing procedure texts as a link between sentences. In the last aspect or in the spelling, punctuation and grammar section is at difficult level with an average score of 0.202 this shows that students still do not fully understand about punctuation, spelling and grammar this is evidenced that this aspect is the most difficult aspect based on the average number compared to other aspects. Overall, it can be concluded that the average score of this first study assessment result is 0.2936 which places the position at the difficult level.

Meanwhile, in the second study assessment result the goal assessment aspect is at a medium level with an average score 0.5 this shows that students have understood the goal as the main stage in the process of writing procedure texts. On the other aspect in the equipment and material used assessment aspect is at a difficult level with an average score of 0.244, this result shows that this aspect is a challenging part with a lack of understanding of writing the number of equipment and material needed causing a low average score. In the next aspect, the method assessment aspect is also at a medium level with an average score of 0.306. In this aspect student understand enough about the structure in writing procedure texts but still need more direction to create organized writing results. Meanwhile, the language features aspect is at the medium level with an average score of 0.336, this figure shows that students' understanding in this aspect still lacks understanding of the importance of conjunctions in writing procedure texts as a link between sentences. In the last aspect or in the spelling, punctuation and grammar section is at difficult level with an average score of 0.208 this shows that students still do not fully understand about punctuation, spelling and grammar this is evidenced that this aspect is the most difficult aspect based on the average number compared to other aspects. Overall, it can be concluded that the average score of this second study assessment result is 0.2996 which places the position at the difficult level.

This section discusses the results of topics one and two in the previous discussion explaining the result of each difficulty in the aspects assessed in writing procedure texts. The findings from both assessments reveal that Grade 8<sup>th</sup> Students at Junior High School 21 Bengkulu City face significant challenges in writing procedure texts, with most aspects falling into the difficult category. In both studies, the Goal aspect consistently scored at a medium level, indicating that students understood The Goal of procedure texts. However, the equipment and material used and spelling, punctuation and grammar aspects were consistently rated as a difficult. These aspects highlight students' struggles with providing accurate details and their weak grasp of basic writing mechanics. Although there was a slight improvement in the overall average score from 0.2936 in the first assessment to 0.2996 in the second assessment, the difficulty levels remained largely unchanged. In the Method aspects, there was an improvement from the previous difficult level to the medium level, but still need more direction to create organized writing results. In another aspect, namely language features consistently scored at a medium level but students still require additional guidance to strengthen their understanding use of conjunctions. These results underline the need for focused teaching strategies and targeted practice to address specific challenges and improve students' overall writing proficiency.

## **Conclusion and Suggestion**

### **Conclusion**

In conclusion, the findings from both assessments indicates that the difficulty faced by Grade 8 students at Junior High School 21 Bengkulu City

is at the difficult level this difficulty caused by generic structure and language features. While students demonstrated a medium level of understanding in the Goal and Language Features aspects. Other aspects such as Method, Equipment and Materials Used, and Spelling, Punctuation, and Grammar posed significant challenges. These results indicate a lack of understanding in providing detailed and accurate information, as well as weaknesses in fundamental writing skills.

### **Suggestion**

The researcher would like to suggest: Solve students difficulties according to the level of difficulty and this research can be used as a reference to conduct research related to procedural texts.

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