

AN ANALYSIS ON GENERIC STRUCTURE AND LANGUAGE FEATURES OF PROCEDURE TEXTS MADE BY SECOND YEAR STUDENTS OF SMA SEMEN GRESIK

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Abstract

English is an international language that has to be mastered in order to be able to face the development of new era nowadays. English, especially in educational aspect, has the significant impact for students. It is demanded for students not only being able to speak, but also to write. In some cases, the students who are learning English as a foreign Language faces a difficulty in writing an English text. Procedure text is one of several text types which are introduced to the Senior High School students in the second semester of the second year. The generic structures of this text are; title (goal), materials/equipment, and steps. The language features of the procedure text are imperative sentences, action verbs, connectives, adverbials, and simple present tense. Meanwhile, the procedure text is considered as the simplest text among the other text types, but there are still many students who get difficulty in organizing this text. Considering that phenomena, the writer is interested to conduct this analysis study which has two research questions. First, how is the second year of senior high school students' knowledge of generic structures in their writing procedure texts?. Second, how is the second year of senior high school students' knowledge of language features in their writing procedure texts?.

The research design of this study is text analysis design. This study concerns on procedure text compositions, which are written by the second year students at the second semester in XI IPA 3 class of Sekolah Menengah Atas (SMA) Semen Gresik. The writer describes and analyzes the data in the form of words or sentences. The result of this study is not the representative of the students' real ability in writing procedure text, since the text was written in a group.

The result of data analysis indicated that most of the eleventh grade students of SMA Semen Gresik were able to apply the generic structure of procedure texts, in this case: title (goal), materials/equipment, and steps. It was found that some groups made several errors in arranging "materials" and "steps" parts of generic structure but some other groups arranged a good generic structure with some minor errors. The finding also showed that most of the students still did not pay attention to the importance of their text's language features. There were several groups that did not use complete components of language features by missing the "connectives". Furthermore, some groups were inconsistent in using simple present tense. They mixed some grammatical forms including passive and gerund in composing the text. Some groups did not apply "adverbials" in their text which was important to show the exact need for the materials or action. Thus, in conclusion, they were still confused and made several errors in applying the language features of procedure text.

Key Words: *Procedure Text, Generic Structure, Language Features.*

Abstrak

Bahasa Inggris adalah bahasa internasional yang harus dikuasai agar mampu menghadapi perkembangan era baru saat ini. Bahasa Inggris, terutama dalam aspek pendidikan, memiliki dampak yang signifikan bagi siswa. Hal ini menuntut siswa untuk tidak hanya mampu berbicara, tetapi juga untuk menulis. Dalam beberapa kasus, siswa yang belajar bahasa Inggris sebagai Bahasa asing menghadapi kesulitan dalam menulis teks bahasa Inggris. Teks prosedur adalah salah satu dari beberapa jenis teks yang diperkenalkan kepada siswa SMA di semester kedua tahun kedua. Struktur generik teks ini adalah; title (tujuan), bahan/peralatan, dan langkah-langkah. Fitur bahasa dari teks prosedur adalah kalimat perintah, kata kerja, kata hubung, kata keterangan, dan present tense sederhana. Sementara itu, teks

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prosedur dianggap sebagai teks paling sederhana di antara jenis teks lain, tetapi masih banyak siswa yang mengalami kesulitan dalam menulis teks ini. Berkaca pada fenomena itu, penulis tertarik untuk melakukan studi analisis ini yang memiliki dua pertanyaan penelitian. Pertama, bagaimana pengetahuan siswa tahun kedua di SMA tentang struktur generik dalam teks prosedur tulisan mereka ?. Kedua, bagaimana pengetahuan siswa tahun kedua di SMA tentang fitur bahasa dalam teks prosedur tulisan mereka ?.

Desain penelitian dalam studi ini adalah desain analisis teks. Studi ini terfokus pada komposisi teks prosedur yang ditulis oleh siswa tahun kedua di semester kedua di kelas XI IPA 3 Sekolah Menengah Atas (SMA) Semen Gresik. Penulis menggambarkan dan menganalisa data dalam bentuk kata-kata atau kalimat. Hasil penelitian ini bukan wakil dari kemampuan nyata siswa dalam teks prosedur tertulis, karena teks ditulis dalam kelompok.

Hasil analisis data menunjukkan bahwa sebagian besar siswa kelas XI SMA Semen Gresik mampu menerapkan struktur generik dalam teks prosedur, dalam hal ini: Judul (tujuan), bahan / peralatan, dan langkah-langkah. Ditemukan bahwa beberapa kelompok membuat beberapa kesalahan dalam mengatur "bahan" dan "langkah" bagian dari struktur generik tetapi beberapa kelompok lain mengatur struktur generik yang baik dengan beberapa kesalahan kecil. Temuan ini juga menunjukkan bahwa sebagian besar siswa masih tidak memperhatikan pentingnya fitur bahasa di dalam teks mereka. Ada beberapa kelompok yang tidak menggunakan komponen lengkap fitur bahasa dengan tidak menggunakan "kata penghubung". Selain itu, beberapa kelompok tidak konsisten dalam menggunakan present tense sederhana. Mereka mengkombinasikan beberapa bentuk gramatikal termasuk pasif dan gerund dalam menyusun teks. Beberapa kelompok tidak menerapkan "kata keterangan" dalam teks mereka yang penting untuk menunjukkan jumlah kebutuhan yang tepat untuk bahan atau tindakan. Jadi, kesimpulannya, mereka masih bingung dan membuat beberapa kesalahan dalam menerapkan fitur bahasa teks prosedur.

Kata kunci: teks prosedur, struktur generik, fitur bahasa.

INTRODUCTION

Although English is not the language with the largest number of native or 'first' language speakers, it has become a 'lingua franca'. As Harmer (2008) stated in his book, a 'lingua franca' can be defined as a language that widely adopted for communication between two speakers whose native language are different from each other and where one or both speakers are using it as a 'second' language.

Since English has been declared to be an international language, there is no doubt that English becomes a very important language to communicate across nations in many aspects. Harmer (2008) stated that there is no doubt that English will remain dominant among world languages and will remain a vital linguistic tool for many business people, academics, tourist, and citizens of the world who wishes to communicate easily across nationalities for many years to come.

Easy communication across nationalities arises in the globalization era. It is caused by the limitation decrease among countries. Then, the interactions possibility among people from different countries who have different languages increase. In this part, English functions in uniting them in communication. That is, in order to have interaction by communicating, people need the communication competence to communicate across nations and open the window of abroad knowledge, especially for foreign students.

Seeing this fact, communication competence, of course, is needed by the students to deal with their academic society. Chen (2005) stated that communication competence as the ability of individuals to adapt and to regulate the environment. Moreover, Chen (2005) continued that "competence" has long been considered as an indispensable quality for human beings to build

bridges and alliances for surviving, maintaining, and extending the life span of the society. It means the importance of communication competence is not only important for students' academic society, but also their 'real' society.

By considering the needs for English communication competence in globalization era, the Indonesian government wants to improve Indonesian students in communication competence step by step from the school curriculum. Two curriculums are still used in Indonesia; those are 2013 Curriculum and School-Based Curriculum (KTSP). In 2013 Curriculum, as the factor in developing 2013 Curriculum, Permendikbud (2013) stated that a key challenge is how we ensure that a lot of human resources at productive age can be transformed into competent and creative human resources through education. Then, Permendikbud (2013) continued that external challenges consist of the relation to globalization and the various issues related to environmental issues, the advances in technology and information, the rise of the creative and cultural industries, and the development of education at the international level. It shows that the government needs to improve the Indonesian students' competence. In the other hands, related with School-Based Curriculum (KTSP), Depdiknas (2006) stated that Communication competence is discourse competence. It means the learners understand and are able to produce text in oral or written. Those targets can be applied in the four skills; listening, speaking, reading, and writing. Furthermore, Depdiknas (2006) stated that, there are three purposes of learning English in senior high school. They are; first, developing communicative competence in oral and written to get informational literacy level. Informational level is when learner can access abroad knowledge. Second, the learner is aware of the importance of English to increase the competency in global society. Third, the students can develop their

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understanding of the relation between language and culture. One of the realizations of those three purposes is implemented to the tenth grader students who have to produce some English texts that will be presented to their academic environment. They are procedure, descriptive, recount, narrative, and news item. Besides, from the first purpose which is stated by Depdiknas (2006) above, the writer gives more attention about analyzing the senior high school students' writing competence in the procedure text.

Procedural texts are common factual genres that provide instructions on how to do something. Students face procedural texts in most learning areas; in their Home (recipes), in Science (experiments), in Technology (how to...), and their other activities at school time. The purpose of procedural texts is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways. Knapp and Watkins (2005) explained that procedural instructions such as recipes and directions are concerned with telling someone how to do something and stages of procedural instructions are goal, materials and sequence of steps. The writer concern about procedure text that is written by second year students in senior high school because they are supposed to learn some genres of text, including procedure text and have to write and arrange their procedure composition based on the criteria.

In some cases, the students who are learning English as a foreign Language faces a difficulty in writing an English text. Knapp and Watkins (2005) stated that learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning. Besides that Schleppegrell and Go (2007) argued that writing is difficult for students who are learning English, as they often struggle to express what they really want to say. Learners of English need guidance and models for constructing the clauses and sentences that present these complex meaning. So, this question arose in the writers' mind. Do the students really understand the explanation from the teacher and capable to write a good procedure text?. Kasanga (2006 in Mungungu (2010)) stated that the field of second language (L2) learning is broad and has been a fertile field for researchers. Error analysis in particular is one of the aspects of L2 learning processes that have received much attention from researchers.. From that statement, the writer pushes forward to conduct an analysis study.

Romadhaniati, S. (2008) has done an analysis study. In her skripsi conclusion, she stated that the seventh grade students of SMPN 1 Sumenep are not so fluent and proficient in organizing the procedure text in terms of its generic structure and language features. Based on this previous study, then the writer is curious to conduct a study about the procedure text in the higher level of high school. The writer is going to Sekolah Menengah Atas (SMA) Semen Gresik to analyze the students' capability in writing the composition and the organization of procedure text.

In line with the background of the study above, the writer would like to observe the students' result in

writing a procedure text by formulates the research questions, as follows:

1. How is the second year of senior high school students' knowledge of generic structures in their writing procedure texts ?
2. How is the second year of senior high school students' knowledge of language features in their writing procedure texts ?

RESEARCH METHOD

This research study focused on describing procedure text analysis made by second year students in order to comprehend their knowledge in implementing an appropriate generic structure and language features. It dealt with qualitative study method. According to Ary, Jacobs et al. (2013), qualitative studies are a distinctive type of research in education and the social sciences that can produce vivid and richly detailed accounts of human experience. Considering that the data of this study were students' written texts, the approach of this qualitative study was content analysis. Ary, Jacobs et al. (2013) stated that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

The subject of the study was the second year of senior high school students of Sekolah Menengah Atas (SMA) Semen Gresik 2014-2015, which was located at Jl. Veteran Gresik. The writer chose this school since procedure text was taught in second semester of the eleventh grade. Besides, for the setting of the study, the writer chose XI IPA 3 which consisted of 22 students to conduct the analysis study. The class was chosen because of the English teacher's statement that although the procedure text often faced by the students in their daily life, they still have some difficulties in writing procedure text. Consider the teacher's statement, the writer interested to conduct an analysis study to reveal the true ability of students in writing procedure text.

The sources of data were from several procedure texts made by several groups the second year of Sekolah Menengah Atas (SMA) Semen Gresik 2014-2015. The data was in the form of written texts. In representing the ability of the whole students in the class and to make it more efficient, the teacher had an advice to conduct it with teamwork. Thus, the students were divided into two levels. There were the students who had more knowledge of English and less knowledge of English. The measurement of students' knowledge of English was taken from their last score of daily exam. Then, the teacher divided eleven groups from twenty two students. Each group should consist of the student who has more knowledge of English and student who has less knowledge of English.

A procedure text was chosen in this research because of two reasons. First, a procedure text is often faced by the students in most learning areas in their daily

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life; in their Home (recipes), in Science (experiments), in Technology (how to...), and their other activities at school time (Knapp and Watkins, 2005). The second reason, based on school-based curriculum (KTSP), a procedure text is given to the second semester on eleventh grade of senior high school. It showed that writing procedure text was one of the competencies that should be mastered.

Considering the two research questions that were needed to be answered in this research study, research instrument was presented. As the key instrument, the first instrument of this study was the writer himself. He analyzed and described the result of the procedure texts made by the second year students.

The second instrument was the representation table and scoring profile. Those were needed to answer each research question. The representation table was needed to reveal the criteria lists of good procedure text composition and give the appropriate score. Meanwhile, the scoring profile was needed to determine the level and score of students' knowledge of procedure text composition using appropriate criteria. The tables were adapted from Sri Yuni Romadhaniati (2008) thesis. She modified those tables from the theory of Heaton, Harmer et al. (1988) (Scoring of compositions) and Bhatia (2002) (Genre analysis).

The data were collected by the teacher which conducted the writing task for the students to make a procedure text in group. In representing the ability of the whole students in the class and to make it more efficient, the teacher had an advice to conduct it with teamwork. Thus, the students were divided into two levels. There were the student who had more knowledge of English and less knowledge of English. The measurement of students' knowledge of English was taken from their last score of daily exam. Then, the teacher made eleven groups from twenty two students. Each group should consist of the student who has more knowledge of English and student who has less knowledge of English. The writer divided the students' work into three stages of student's knowledge of generic structure and language features of procedure text; they were "excellent to very good", "good to average", and "fair to poor". There were some steps in describing and analyzing the data. Those were:

1. Identification: The sentences that included the generic structure and language features component in the texts were chosen to be observed by the writer.
2. Classification: The sentences were classified by using checklist and scoring profile.
3. Description: The results were described based on the criteria of the generic structure and language features.
4. Analysis: The knowledge of the students' procedure text compositions were judged based on the scores of the generic structure and language features criteria.

RESULT OF THE STUDY

This part described about the result of the analysis of generic structure and language features from the students' procedure text. There are two parts of the result since there were two research questions for this study. In the first part, the writer described about the generic structure analysis of procedure text organized by the students. Besides, the second part, the writer described about the language features analysis of procedure text organized by the students. In answering those two research questions, all of the students were divided into some groups. Thus, the writer only took one procedure text on each group.

Generic Structure of Procedure Text Organized by the Students

Every genre of text needs a generic structure to organize and show the different from other text. The generic structure of the procedure text according to Knapp and Watkins (2005), they stated that procedure text is concerned with telling someone how to do something. For this reason, procedure texts generally organize with title (goal), materials/equipment, and steps.

In writing a procedure text, goal is the first component that has to be included. It represents the main target of a procedure text. It directs the writer (in this case, students) to determine the main points that become the first impression for the readers. If the students fail to write a good goal (title) of their procedure texts, they will confuse the readers. From the analysis result of the generic structure, all of the groups had already understood in making a good procedure text's title (goal). Group of Students that got high score had no difficulty in writing the title (goal). They (text 10) wrote about food recipe which was so interesting for some readers. That group was able to write a good title (goal) for their procedure text. Besides, some groups of students that were included in the average score were also able to write good titles (goal) which are familiar to the reader. So the reader could understand the main point easily. Although there was one group that got minimum score, they could still make a good title of procedure text. It was found that all of the students in this class were able to produce a good title (goal) of procedure text. The students should keep this progress, because the title (goal) was one of three important parts that could direct the readers in comprehending the students' ideas. They should elaborate the title (goal) that is easy to be understood by the readers.

After made a good title (goal), it was always followed by materials / equipment. Generally, if the students knew the basic rules of procedure text's generic structure, they would be able to organize "materials / equipment" part easily. They should not have any difficulty in composing the material/equipment part, because they only had to make a list of materials and/or equipment which were necessary or important to prepare for the aim of their procedure text. Considering the

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sample of procedure text which has high score and some average score, they presented good organization and classified the needs for their procedure as two parts. Those were materials and equipment parts. Some groups did not put their procedure text this way. It was important to organize the procedure text in this way, because it would present not only the materials which were needed but also the equipment/tools. Although most of groups have been understood how to organize the materials part, some groups of students still made some unconscious errors. However, those errors would not classify as mistake, but it should be put in the right order. Some groups mentioned the equipment things in the materials part. Meanwhile, there was a group that mentions a brand of materials. It should not be put that way, because the students were not a sales promotion person and also it was not a kind of advertisement. While the other groups still had difficulty in writing proper words for their procedure needs. There were some words and phrase that indicate the inappropriate words usage which were found in students' procedure text. The most fatal error of this part happened in text 8 which did not have "materials/equipment" part in it. But overall, the students were good in composing the "materials/equipment" as one of the three important components of procedure text's generic structure. The students only made a few unconscious errors in composing the "materials/equipment" part.

Furthermore, in combining the materials/equipment, it needed the "steps" part. In the generic structure result table, the writer only gave a general description phrases such as: complicated organization of steps, logical order of steps, adequate arrangement of steps, and, simple organization of steps. It was only used to represent the students' "steps" part. Complicated organization meant that the steps were written in complex and complete way. Logical order meant that the steps were written with a good sequence of sentences. Adequate arrangement meant that the steps were written. Simple organization meant that the steps were written in a short way. The sequence of steps must be referred to the title (goal), because some sentences which were organized in steps stage explained how the aim of the title (goal) should be achieved through a good order of several sequences of activities. From the analysis, the writer found that there were some students organize their steps in proper way. However, there were some students make some errors. Some students wrote their steps in complicated way while others wrote their procedure texts in a short and simple way. It was not wrong to give a long and complicated steps explanation to the readers, but sometimes simple steps may be easier to be followed than the complex one. Some groups that make simple compositions were able to arrange the steps in a right and understandable order. Although the compositions are so short and simple, the ideas are clearly stated and easy to follow. In contrast, a group that got the high score writes long and complex steps. That group was able to compose well-organized steps. Although some groups that got an average score still had some minor errors, they arranged it in a logical order of

steps and organized it in terms of generic structure. For a group that got minimum score, they still could write a "steps" part in a good order, but had some mistakes in the word choices and grammar, such as using gerund at the first sentence instead of imperative sentence. Based on the explanation, it was found that generally students had some difficulties in choosing proper words because of their lack of vocabulary and some grammatical problems. From all of the groups that wrote the text, it is found that each group has the different ability, but basically, they have more knowledge about the generic structure than the junior high school students as stated by Romadhaniati (2008) in chapter two that seventh graders are not so fluent and proficient in organizing the procedure text in terms of its generic structure. In organizing "title (goal)", "materials/equipment", and "steps", Except one group that missed "materials/equipment" part, generally the students were able to write a procedure text in good order.

Language Features of Procedure Text Organized by the Students

Generic structure and language features in procedure text should be related each other. Students who are able to consistently use all of the language features would produce a good organization of procedure text. According to Knapp and Watkins (2005), There are five general components of language features in the procedure text. Those are imperative sentences, action verbs, connectives, adverbials, and simple present tense.

The instruction to do something or to give cautions is presented by imperative sentences. Imperative sentence have the strong relation to procedure text, but some students were not able to write a good imperative sentence. According to the table of students' language features, there were some groups of students that capable to organize a good "imperative sentence" in their procedure text. The table of language analysis presented that more groups had fair construction of imperative sentences. The students who made occasional error of imperative sentences were classified as group of students with fair construction of imperative sentences. There were some groups that had good imperative sentences construction. They wrote a clear instruction by using the correct form of imperative sentence. In contrast, the writer found some groups that wrote fair construction of imperative sentences. There were some significant differences of "imperative sentences". Good construction of imperative sentence is organized in form of instructions or commands. The students were able to choose the appropriate words that were organized in the correct form of procedural instructions. In the other case, fair construction of imperative sentences indicated that students used inappropriate word or tenses, for examples: passive form, present continuous tense, to+ infinitive, and etc. Those kinds of error could influence the meaning of the sentences. So, it means that the students are still lack of knowledge about how to use or write the imperative sentences which are common in English usage. The

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students have to avoid those errors. They should organize the imperative sentences in a right way that make the sentences are understandable and easy to follow.

The other general component of language features of procedure text was "action verbs". Action verbs refer to physical actions or activities done by the subject. There were some kinds of action verbs which were found in students' procedure texts, such as: put, pour, mix, blend, and etc. According to the analysis, most of the texts had appropriate action verbs for the sentences. The problem was the appropriate word choice. Several texts showed the appropriate and correct action verbs in their procedure text. In contrast, there were some groups of students that chose inappropriate word, because of their lack of vocabulary. They occasionally used incorrect "action verbs" or forms. The writer also found that there was a group that in their steps part, there was one step which only had some adverbials without any action verb. All in all, it is considered that some groups of students use inappropriate "action verbs". Generally, they mistranslate and misunderstand the chosen word as the "action verbs" in writing their procedure text.

Besides, Connectives are the word that indicates logical relations between two clauses or sentences. It is needed to make a chronological order of instructions in procedure text. It will make the readers understand that the instructions should be done one after another (in a sequence). From the analysis, there was only a group that did not include "connectives" word in their procedure text. The other groups included "connectives" as the important part in their procedure text. Several groups wrote a good sequence of sentences by using "first, second, finally, and etc." as the part of connective words. Although there were some errors in the grammatical usage, but those groups put the "connectives" word in their procedure text. Connective word helps the readers to follow the steps orderly. Meanwhile, there were some groups that inconsistent in using the sequence of "connectives". There were also some groups that include "connectives" word only one or two among several steps. It shows that most of the students do not aware that the "connectives" word usage is very important for their procedure text.

An adverbial is one of several components of language features in procedure text to represent time, size, weight, and etc. for examples: 2000gr of sugar, 15 seconds, 4 inch, and etc. According to the analysis, some groups of students understood the usage of adverbials in their procedure text. There were several groups of students that included it in their procedure text. But, the other groups did not write the adverbials in their procedure text. A good written adverbial could show the exact measurement of the needs. In some cases, the students could not write the good sentence, but they had added the "adverbials" in their sentence correctly. This "adverbials" will show a clear explanation about "how much the materials should be provided?" or "how long the time needed for doing the particular activity?".

The last component of language features is simple present tense. Simple present tense refers to the tense or sentence which shows the present time. It is one

of several important language features' components in procedure text. Based on the analysis, there were some groups that organize a consistent usage of simple present tense. They had understood that procedure text should be organized in simple present tense. Several texts showed the consistent usage of present tense. In contrast, some groups of students still made some errors in using simple present tense. There were many groups that were inconsistent in using appropriate tense which were required in writing a procedure text. The writer found that some groups combine present tense, present continuous tense, past tense, gerund, to+ infinitive, and also passive form. It actually could make the readers confuse in following the steps. Inconsistent usage of present tense showed by some groups, they use several forms randomly to organize their procedure text. They should write the several steps by using simple present tense, since the steps in procedure text were organized in terms of "imperative" form. If there are still many inconsistency usages of sentence forms, it will causes the misunderstanding and unclear sentences. Different kinds of sentence forms can indicate the different setting of times and events. All in all, from all of the groups that wrote the text, it is found that each group has the different ability, but basically, they have knowledge about the language features not more than the junior high school students as stated by Romadhaniati (2008) in chapter two that seventh graders are not so fluent and proficient in organizing the procedure text in terms of its' language features, because there are still some frequent confusion and inconsistent usage of sentence patterns found in students' procedure text.

CONCLUSION

This study does not represent the individual ability of students, since the text was written in a group. The writer cannot guarantee that the result will be able to be said as the representative of the student's real ability in writing a procedure text. It is hopefully that the result covers the students' understanding in writing a procedure text since the teacher did not give further task for the individual students to write their own procedure text. Although it is a group work, it is also hoped that it will help students in understanding their deficiency in writing a procedure text. According to the analysis result and discussion in the chapter IV, there are some conclusions which are referred to each research question.

First, it is found that most of the eleventh grade students of SMA Semen Gresik are able to apply the generic structure of procedure texts. It can be seen from the analysis that almost all of the groups have applied the generic structure in their procedure text, for example; title (goal), materials/equipment, and steps.

Second, there are several groups that did not use complete components of language features. The importance of language features usage appeared while the students missed the component of it. For example when they missed "connectives", it caused they could not make logical and coherent procedure text. Thus, most of the students still did not aware the importance of their text's

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language features. They still confused and made several errors in applying the language features of procedure text.

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