

An Analysis of Students' Content and Organization in Writing Descriptive Text

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Abstrak

Ada beberapa poin yang harus dipertimbangkan oleh penulis dalam menyusun teks atau esai. Poin tersebut adalah konten, organisasi, kosa kata, penggunaan bahasa dan mekanika. Dalam penelitian ini, peneliti menganalisis teks tulisan yang dihasilkan oleh mahasiswa semester 3 di Jurusan Pendidikan Bahasa Inggris. Subjek penelitian ini adalah mahasiswa program penulisan deskriptif. Subjek penelitian ini berfokus pada siswa berprestasi tinggi yang dengan syarat mereka memiliki Indeks Prestasi Kumulatif (IPK) >3.50 dan memperoleh nilai A atau A- di kelas program menulis sebelumnya. Tujuan dari penelitian ini adalah untuk menjelaskan teks penulisan deskriptif siswa dalam hal konten dan organisasi. Penelitian ini menggunakan penelitian kualitatif. Peneliti menganalisis dan menjelaskan teks penulisan deskriptif mahasiswa dalam hal konten dan organisasi. Selanjutnya, peneliti sebagai instrumen utama menggunakan adaptasi rubrik penulisan dari Brown (2004) untuk mengeksplorasi data tulisan mahasiswa. Hasil penulisan deskriptif mahasiswa tergolong baik. Dari hasil temuan, menunjukkan bahwa siswa berprestasi tinggi dapat menyusun teks penulisan deskriptif dalam hal konten dan organisasi dengan baik.

Kata Kunci: Siswa Berprestasi Tinggi, Teks Deskriptif, Konten, Organisasi.

Abstract

There are several points that should be considered by the writer in composing text or essay. They are content, organization, vocabulary, language use and mechanics. In this study, the researcher analyzed writing text which produced by the students of the 3rd semester in English Education Department. The subject of this study is the students' descriptive writing program. The subject of the study is focused on the high achievers students which have >3.50 Grade Point Average (GPA) and eliminates them by the writing result in the previous class, Paragraph Writing, it should be A or A- score. The objective of this study is to explain the students' descriptive writing text in the terms of content and organization. This study was designed as qualitative study. The researcher analyzed and described the students' descriptive writing text in the terms of content and organization. Furthermore, the researcher set as the key instrument to explore the data by using adaptation rubric of descriptive writing from Brown (2004). The result of the students' descriptive writing was good. The findings showed that the high achievers students could compose the descriptive writing text in the terms of content and organization well.

Keywords: High Achievers Students, Descriptive Text, Content, Organization

INTRODUCTION

Being the students in university is required to be qualified in their major by having all skills related to the main basic. Specific skill must be had by graduated students which is in line with the program majored (Permendikbud, 2014). Thus, the curriculum in university level is developed based on the needs of the students' program. One of university which is designed to educate the pre-service English teachers is State University of Surabaya (UNESA). This university provides English Education program to support the pre-service teachers in mastering English skills. The students who major in this department should master not only in academic aspects but also knowledge about English including language skills and language components. It aims to have

graduates who are capable to participate in international competition. Besides, by the end of these programs, the students expected to master both spoken and written form. In addition, the basic language skills encompass listening, reading, writing and speaking while pronunciation, vocabulary and grammar contain in language components

According to Heaton (1979:138) writing is one of four skills has given an important contribution in English. The basic concept of writing is building a communication. Writing is the productive skill which cannot be separated in English Education program. Moreover, writing is the way for students to deliver their ideas, opinions, or feelings. In fact, writing is a skill which full of complexity (Nik et al, 2010). The writer

should create the senses of event and make connection with the reader. Writing skill must be practiced and learned through daily activity.

There are some kinds of the text which must be mastered by the students in English Education: they are descriptive, narrative, recount, procedure, report, explanation, anecdote, etc. In order to encourage the pre-service teacher, the department had been arranged the series of writing curriculum. In every semester the students of English Education program got different terms in writing program. Formerly, writing program in English Education program was designed in several varieties namely Writing I, Writing II, Writing III, Academic Writing I, and Academic Writing II. Then, there is evaluation based on students' progress (Guidance book, 2009). Latter, to make it specify the Department reformed the names into Paragraph Writing, Descriptive and Narrative Writing, Expository and Argumentative Writing, Paper Writing, and Thesis Proposal Writing. It was restructured based on students' need (Guidance book, 2014).

Basically, one of the sequences in writing program is Descriptive Writing. It is sequel program in writing competency. This program is formed for the students that take 2 credits in the 3rd semester. This program arranged into two periods, the half of semester will be taught descriptive and the rest will be taught narrative writing text. The student can be part of the program after passed Paragraph Writing in previous. The objective of this program is to improve the students' ability in composing essay or a text. In the end of the program, it is estimated that all students can construct their writing essay in the next semester obviously. Therefore, by having prior knowledge, the students will be able to keep up with the next writing class without difficulties.

Descriptive Writing is one of the curriculums to support the students' skills in composing essay or a text. Descriptive text is a description of a specific person, thing, or place. It is used to demonstrate the particular subject or object by describing its features without including personal opinion. Moreover, descriptive text conveys about the appearance and the characteristics. Descriptive text exposes how it looks, sounds, tastes, feels or smells (Hogue, 1996). There are two components in writing descriptive. They are generic structure and language features of the text. The generic structure is structure of text that will be guided the writer to organize their idea step by step. The generic structures of descriptive text are identification, description and

conclusion. whereas the language features are some particular components of grammatical aspects. The language features of descriptive text are using present tense, action verb, noun phrase, adverbs adjectives and figurative language.

In order to construct a good descriptive text, the students have to recognize about the elements in writing. When the students construct the text, they have to involve with several points in writing target regarding the necessity and perception of the reader. There are some essentials that have to be assessed in writing. According to Heaton (1988:135) content, organization, vocabulary, language use and mechanics belongs to the basic elements in writing.

a. Content

The content deals with the relevant information being explored by the writer. It delivers the information that is relevant with the topic and sufficient supporting details to illustrate compare or define factual information.

b. Organization

The organization delivers how the writer set up the unity in each paragraph. It shows structural framework of the text.

c. Vocabulary

The word choice and word count belongs to vocabulary. An appropriate word or idiom can be reached by the variety of arrangement and interrelationship the words.

d. Language use

The language use demands students' writing in the term of grammar. It performs the use of relative clauses, verbs forms, prepositions, modals, articles and sequence of the tenses.

e. Mechanics

Mechanic covers students' ability to use the right capitalization, punctuation, spelling, and hand writing. This part is given little proportion in writing assessment, still, quite important to notice.

On the other hand, without any discipline to go along with those elements, the writer will get difficulties in constructing essay or a text. The researcher concluded that those elements which mentioned above represent the whole aspects in writing.

These days, there are still many students who think that become proficient at writing is difficult. It is because the writer does not consider the basic elements of the writing. Kisworo (2016) in his study entitled *An Analysis of Narrative Text Made by the Indonesian Students on International Junior High School in North Jakarta* has observed and investigated in order to know

the quality of their writing composition including content, organization, vocabulary, language use and mechanics. In short, the findings shown that the students have good ability in composing their text in the terms of those compositions; most of them got good to average mark. Another study is written by Prihatnas (2015) which entitled *An Analysis on Generic Structure and Language Features of Procedure Text Made by Second Year Students of SMA Semen Gresik* has been finished. From the result of her study, the students can construct the generic structure of procedure text good, but they still have weakness is using appropriate language feature.

From those previous studies above proved that students face the difficulties in composing the essay or a text. Those researchers did an observational study to analyze the problems in writing. There is an equivalences part between these studies with the recent study. Both of the studies come together on analysis students' writing in specific item of the text. To avoid the similarity, the researcher will choose another genre of the text, it is descriptive writing text. Afterwards, the researcher will observe another level of the subject, it is university level.

Regarding with the case, the researcher will investigate the students' writing in English Education program. The researcher chooses descriptive text because it is taken by the students in English Education in the 3rd semester. Besides, the researcher wants to know how the students' descriptive writing text in the terms of content and organization. Brown (2004) stated that those aspects give big percentage in the elements of writing. Hence, the researcher concerns on the content and organization only.

Based on the background of the study, the researcher formulated the research question as: "How is the content and organization of the student' descriptive writing in English Education program?" the aim of this study is to describe the students' descriptive writing in terms of content and organization.

RESEARCH METHODOLOGY

This research was aimed to describe the students' descriptive writing result in the mid-term session. In order to know the development of students' descriptive writing in the terms of content and organization, the researcher applied qualitative research. It is supported by Ary et Al. (2010) qualitative focused on the explanation of common phenomena in natural setting. It was supposed to become proper methodology to find out the answer of the research questions in this study.

The descriptive writing result in mid-term test session was taken as the data of this study. The researcher will analyze the writing result in the terms of content and organization. The subject of this study concern with high achievers students. The researcher took 7 students. In addition, the researcher chooses high achievers students which have > 3.50 Grade Point Average (GPA) and limits the subject by their scoring in previous writing program, paragraph writing. Only students who have A or A- were selected as subject in this study.

In collecting the data, the researcher is the main instruments of this study. The researcher will analyze the students' descriptive writing that has been collected in the form of soft file. Furthermore, the researcher will categorize the level of students' writing in the terms of content and organization based on the adaptation rubric of descriptive writing from Brown (2004). To answer the research questions of this study, the researcher used rubric to identify the students' descriptive writing essays. The use of this rubric is considered because this rubric has all of the aspects that are asked by the research questions. This rubric has set certain criteria and score for each aspect, and it is thoroughly designated since the limitation of the good essays indicators has been clearly stated

The Assessment in writing is the accomplished activity to cover a much wider domain (Brown, 2004). In the method of assessing writing product, a researcher needs to involve more on a wider domain rather than only focus on one certain sub skill. In order to know what good writing product is, the researcher, in this case as the one who has a privilege to give the evaluation towards the students, needs to have a good rubric for assessing their students because writing skill has the complex aspects to score. The rubric can be seen below.

Descriptive Writing Rubric

Aspect	Score	Performance description
Content	Excellent	The topic is complete and clear and the details are related to the topic
- Topic	Good	The topic is complete and clear but the details are almost related to the topic
- Details	Poor	The topic is not clear and the details are not related to the topic

Organization	Excellent	The identification, descriptions and conclusion are understandable
- Identification		
- Descriptions	Good	The identification, descriptions and conclusion are almost understandable
- Conclusion	Poor	The identification, descriptions and conclusion are difficult to understandable

Adopted from Brown (2004)

There were some techniques to conduct the data in this study. First, the researcher examined and evaluated the students' descriptive writing text. The researcher will scan the writing product carefully. Second, the researcher classified the students' descriptive writing text in the terms of content and organization by using adaptation rubric of descriptive writing from Brown (2004). The researcher will highlight the sentences using symbol or sign which created by the students. Since the criteria had been set in the rubric, the researcher can expose whether their ability in constructing content and organization are excellent, good or poor. Last, the researcher explained the result of this study. The researcher will interpret the data based on the criteria in the descriptive writing rubric deeply.

RESULT AND DISCUSSION

In this stage, the findings, which have been collected through analyzing the documents that were composed by the students' descriptive writing text in the terms of content and organization, are reported. In discussing those two components, the researcher refers to the related theory. The researcher analyzed and categorized the students' text using adaptation rubric of descriptive writing from Brown (2004).

The researcher found that the levels of the students' writing were excellent and good. The result of the students' descriptive writing in the terms of content and organization was shown below.

Table 1. The Result of Students' Descriptive Writing in the Terms of Content and Organization.

ID	Content	Organization
Student 1	Excellent	Excellent

Student 2	Good	Good
Student 3	Excellent	Good
Student 4	Excellent	Excellent
Student 5	Excellent	Good
Student 6	Good	Good
Student 7	Excellent	Excellent

It can be seen from the table above that there were five students were labeled in excellent level. and two students classified in good level in the terms of content. In composing descriptive text, the students need to carry out the content as the central part in writing. According to Brown (2004) the content put emphasis on the logical elaboration of the ideas which is described by the writer. It will facilitate the reader get the main point of the text easily.

From the first result of this study which concentrates on the content, it can be concluded that the students who were in excellent writing text have addressed the topic clearly; the writer also developed the topic by describing a concrete supporting details. While a good descriptive text has clear topic, but the development of the topic are almost interconnected so the text is somewhat of the topic.

One of the titles which got excellent level in term of content was "Mammy, My Beloved Second Mother". It was taken from student 4.

"Have you ever had your most admirable person except your own families? I absolutely have. It is 'Mammy', my pretty and wise Vocational High's teacher. Actually, her lovely real name is Henny Heriati. I call her Mammy because she has almost all my mother's qualities within it. Instead of calling her Mammy, all my friends prefer to call her 'Bunda', 'Bundahara'. It is just because her role as treasurer and Business Economics teacher at my previous school. Released from the uniqueness of her name, I truly become her biggest fans toward the way she dresses up and her good personality." [Par 1]

The researcher also showed another text which consists of excellent level in term of content. The text was the part of the student 5 writing descriptive text. It

presents bellow. The title of this text was “My Adorable Little Brother”

“When you love someone, it is easy for you to tell and describe about them. It could be their looks, behavior, or even how they treat you in a daily life. For supporting this statement, I got one to describe. Someone, whom I loved so much since he was born and came to my life. He is my little brother. I prefer to call him as my adorable brother because from his looks, the way he interacts with me and our parents, and also how he behaves with his friends outside of the house, are telling such thing.” [Par 1]

While the researcher obtained text which consists of good level in term of content. The title of this text was “A Resilient, Positive-Minded Mother of Mine”. It shows bellow.

“Her positive mindset affects the way she deals with things. It leads her to find the lights in any given situations. As a result, she has the ability to remain strong in difficult times. Even when my father passed away several years ago, it didn’t make her given up on life. The heartwarming smile of her is still apparent on her face, though I know that beneath that tough exterior, her heart had been shuttered like the rest of our family. Regardless, it doesn’t ease up her endeavor to give the best for us.” [Par 3]

The researcher also revealed another text which categories of excellent level in term of content. The title of this text was “A Plain Girl with Beautiful Heart”. It exposes bellow.

“Nila might seems plain at the first glance, but she has a natural beauty underneath. First time I met her, she had a long pompous stride. I thought it was the way she walked, but it was not. An accident on her infant made her has unproportional feet length. Once she was telling about a funny experience when she had her first flight. Her thin lips could not stop moving. She did not need to apply any lipstick, her lips has been naturally pink. Right below her straight thick eyebrow, a pair of beady black eyes was shining. Those eyes were framed by thick curved hairs perfectly. In the end of her words, she laughed. Showing a row of her upper crooked teeth. Her sloping-shoulder was shaking and she barely breath.” [Par 2]

Furthermore, there were three students were labeled in excellent level and four students classified in good level in the terms of organization. In constructing descriptive writing, the students have to take notice towards the organization of the text. This is significant because in creating descriptive text, the indicator whether the text is good or not can be remarked in the essay that is consistently written in coherence by using linear outline of organization (Kaplan, 1977).

Based on the result of the analyzing from the text, the researcher labeled this text into excellent level in term of organization. The title of the text is “Beyoncé: An Inspiration to All” it is stated bellow.

- Identification

“If we talk about an Inspirational public figure, I am certain almost all of public figures that we acknowledge are inspirational. But one public figure that really stands out to me, and influence me in so many ways is none other than Beyoncé Giselle Knowles-Carter. She is considered as one of the greatest performer to ever grace the stage, along with the likes of Michael Jackson and Tina Turner. Her beauty falls squarely within the realm of respectable black beauty; fair skinned, light eyes, and silky brown hair, which made her the Most Beautiful Woman in the World by People Magazine in 2012. Her beauty is not the quality that makes her inspirational. Instead, her unflagging hard work and outstanding talents are the qualities which make her inspirational to all, especially me.” [Par 1]

- Description

Topic Sentences	Supporting Details
Body 1 “.... There are plenty of extremely talented singers, dancers, and actors out there, but there are a select few of those who have hit the trifecta and can do all three—Beyoncé is one of them”	<ul style="list-style-type: none"> - She is rated as a Star Vocalist by the critics, meaning that she is able to sing long and complex melisma effortlessly, and in key. - Her breath control allows her to dance while singing without sounding tired. - It can be seen after an unforgettable headlining show at Coachella, Beyoncé appears not only as a force to be reckoned with, but also an

	unbeatable one.
Body 2	<p>“Her talent really is a complement to her hard work.”</p> <ul style="list-style-type: none"> - Beyoncé is considerably the hardest-working artist the music industry has ever seen. - She is one of the only hard-working superstars who need not preoccupy herself with prevailing trends to stay relevant. - She works extremely hard, puts lots of effort, and makes unflinching sacrifices which I believe makes her stand out in the entertainment industry. - It was proven from her recent Coachella performance in April this year where she was a headliner. - As a matter of fact, she is the first black female artist to headline Coachella since its inception in 1999.

• Conclusion

“I could continue with lists of how she inspires us by her splendid talent and work ethic. I’m not saying that we should all aspire to be Beyoncé; However, I do believe that if we give 100% to the things that we are passionate about, to what drives us. If we really invest our time into developing our talents, abilities, and strong work ethic, we might just surprise ourselves with what we are capable of.” [Par 4]

The researcher also performed another text which showed as the excellent level from the scoring rubric. The text is entitled “Mammy, My Beloved Second Mother” was composed by student 4. This text was determined into excellent level in terms of organization. It is presented below.

• Identification

“Have you ever had your most admirable person except your own families? I absolutely have. It is ‘Mammy’, my pretty and wise Vocational High’s teacher. Actually, her lovely real name is Henny Heriati. I call her

Mammy because she has almost all my mother’s qualities within it. Instead of calling her Mammy, all my friends prefer to call her ‘Bunda’, ‘Bundahara’. It is just because her role as treasurer and Business Economics teacher at my previous school. Released from the uniqueness of her name, I truly become her biggest fans toward the way she dresses up and her good personality.” [Par 1]

• Description

Topic Sentences	Supporting Details
Body 1	
“Mammy is extremely high-skilled at organizing her physical appearance.”	<ul style="list-style-type: none"> - She dresses up nicely inside or even outside the classroom. - Furthermore, the cutest part that spoil everyone’s attention is a black-round agate ring encircling on her finger. - Furthermore, the cutest part that spoil everyone’s attention is a black-round agate ring encircling on her finger. Mammy always applies natural look make up series with a bit more power of eyeliner and soft-red lipstick-
Body 2	
The physical beauties are also completed by her well-educated behavior.	<ul style="list-style-type: none"> - She professionally and patiently teaches us toward every single subject we are going to finish in the whole semester. She is also known as a humble and loyal teacher among others.

• Conclusion

“No words can explicitly describe how pretty her look and personality are. Indeed, God has given such a great blessing toward her beautiful soul. She is absolutely amazing in how she treats me and her students like her biological children. When I got the tears falling down through my problems, she is the number one person I can run on to. She is more than just a teacher, but also my second mother in my life journey. She deserves a

beautiful face, as beauty as her personality.”
[Par 3]

The researcher appeared another writing which categorized into good level in term of organization. The title was “A Beautiful Soul”

- Identification

“The first thing that comes in my mind when people ask who is my favorite person or idol is my sister. Many people have a sister, but few of them have a relationship like we have. I don’t know what my mother craves when she got my sister in her stomach, but my sister is totally a complete package she’s beautiful inside and out, kind hearted, and a really good friend who reliable.” [Par 1]

- Description

Topic Sentences	Supporting Details
Body 1 She’s the definition of natural beauty	<ul style="list-style-type: none"> - A curly eyelashes that make her hooded eyes more perfect. - I always love her snub and small nose and her oval shaped face. - Another thing that I love from her face is her bow-shaped with a natural pink lips. - Last thing that completed her breathtaking face is her natural curly hair.
Body 2 The true beauty is when you have a heart as pretty as your face, and she has both of them.	<ul style="list-style-type: none"> - She always helps our parents even if they don’t ask for it. - She’s been through a lot in this tough life. When this life seems unfair or she has been hurt by people, she never took revenge on them instead she still did good to them. - She loves to share her blessings with others, she always give and give.
Body 3 You are a lucky person if you	<ul style="list-style-type: none"> - She’s not a judgmental person, she’ll respect all your decisions

become her best friend because she’s really a great friend and she’s very loyal	<p>and your opinions.</p> <ul style="list-style-type: none"> - She’ll support everything that you do. - You can talk about anything with her because she’s an open minded person. - I share anything that I’ve been through whether it is a good or bad things that I’ve done, but she never judge me and she always got my back.
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- Conclusion

“Her beauty was complemented by her good heart and her loyalty. There’s nothing perfect in this world but she’s perfect for me and she’s a blessing for me. If I have to choose, I prefer lose a friends rather than lose her.”
[Par 5]

The researcher also found another writing which can be concluded as a good level. It was produced by student 6. The title was “A Resilient, Positive-Minded Mother of Mine”. It described as below.

- Identification

“Do you have a person that you adore wholeheartedly? Perhaps a person whose characteristics have attracted you at some point, or a person whose personality is unbelievably good that you want to be like them? If you ask me, I do have one. I really adore my mother for her positive mindset and her way to deal with things.” [Par 1]

- Description

Topic Sentences	Supporting Details
Body 1 My mother has a really positive mindset, not only towards people but also in any situations.	<ul style="list-style-type: none"> - She always tell me that no matter how bad people may look like from the outside, there will always be something good inside. - Whenever she has a hard time, never do I hear a single complaint coming out of her mouth. - Whenever I have a hard time, she will remind me that there is

	always a good reason why certain thing happens.
Body 2	
Her positive mindset affects the way she deals with things.	- It leads her to find the lights in any given situations.

- Conclusion

"In short, the positive mindset and the way she deals with things are the characteristics I adore most about my mother. The fact that she could find the brighter side of anything and remain strong in difficult situations is one of the reasons why I wholeheartedly adore my mother."

Based on the result in this study, it can accomplish that the students can reach excellent and good level in the terms of organization. The students' writing which obtain excellent level can create proper identification, descriptions and conclusion. The students can organize the generic structure of descriptive text in harmony. As stated by Onukwhuga (2006) that a good organization is effectively assistance the readers to get framework of the text. Meanwhile, the students who can build up the text with almost understandable identification, description and conclusion are obtained good level.

CONCLUSION AND SUGESTION

Based on the findings of the data in this study, the result of the high achievers students in writing descriptive writing text can be concluded that

First, the content of descriptive text composition written by high achievers students of the 3rd Semester was categorized into 2 grades: excellent and good level. There were five students who were labeled as excellent and two students belong to good level. Their composition exposed that their competence in writing descriptive text is good enough. The writers constructed their idea clearly. They could create their idea by giving coherent supporting details to make their text easy to figure out.

Second, the organization of descriptive composition written by high achievers students of the 3rd Semester was classified into excellent and good level. There were four students who are placed in good level and three students are grouped in excellent level. The students' compositions show that they were almost clear in organizing the generic structure of descriptive writing

text. They give explanation their idea in brief details. The supporting details are reliable with main idea.

Based on the data interpretation and previous conclusion, the researcher has some recommendation to the lectures, the students and future researchers. The lecture can place high achiever students as a role model or peer work to hold up their friend who meets difficulties in developing their writing. They can share ideas to increase their ability in composing text. Therefore, the high achiever students still need to take note about the features in writing to improve their ability. For the next researcher, the writer would like to invite them to accomplish similar studies to make improvement by choosing another aspect to get more different and deeper results. They can also select diverse level of the subject as well.

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