

AN ANALYSIS OF GENERIC STRUCTURE AND LANGUAGE FEATURES IN PROCEDURE TEXTS BY ELEVEN GRADE STUDENTS

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Info Artikel	Abstract
<p>Keywords: Procedure Text, Generic Structure, Language Features</p>	<p>The English language is an essential skill for students, as it plays a crucial role in academic achievement and global communication. Writing, one of the core skills in English learning, poses significant challenges for students, particularly in composing structured texts. Procedure texts, introduced in the second semester of eleventh grade, are considered one of the simplest types of text but are still challenging for many students. This study examines the ability of class XI 1 students at SMA Negeri 4 Pasuruan to apply the generic structure and language features in writing procedure texts. Employing a qualitative content analysis method, this study reveals that most students succeeded in structuring their texts but faced difficulties in consistently applying language features. These findings underline the importance of integrating targeted teaching strategies to improve students' competence in writing procedure texts.</p>
<p>Kata kunci: Teks Prosedur, Struktur Umum, Fitur Bahasa</p>	<p>Abstrak.</p> <p>Bahasa Inggris adalah keterampilan yang penting bagi siswa, karena memainkan peran penting dalam pencapaian akademis dan komunikasi global. Menulis, salah satu keterampilan inti dalam pembelajaran bahasa Inggris, memberikan tantangan yang signifikan bagi siswa, terutama dalam menyusun teks terstruktur. Teks prosedur, yang diperkenalkan pada semester kedua kelas sebelas, dianggap sebagai salah satu jenis teks yang paling sederhana tetapi masih menantang bagi banyak siswa. Penelitian ini meneliti kemampuan siswa kelas XI 1 di SMA Negeri 4 Pasuruan dalam menerapkan struktur umum dan fitur bahasa dalam menulis teks prosedur. Dengan menggunakan metode analisis konten kualitatif, penelitian ini mengungkapkan bahwa sebagian besar siswa berhasil menyusun teks mereka, tetapi menghadapi kesulitan dalam menerapkan fitur-fitur bahasa secara konsisten. Temuan ini menggarisbawahi pentingnya mengintegrasikan strategi pengajaran yang ditargetkan untuk meningkatkan kompetensi siswa dalam menulis teks prosedur.</p>

INTRODUCTION

English has become a global language that serves as a bridge for individuals from diverse linguistic and cultural backgrounds (Atasheva, 2024). Its role as a lingua franca enables effective communication across various domains, including education, business, and technology (Kubota, 2021). In the context of language learning, the globalization of English supports cross-cultural exchange and enhances students' academic and professional prospects (Rose & Galloway, 2019).

One of the text types introduced in senior high schools is the procedure text, aimed at developing students' ability to explain processes systematically. However, students often face challenges in adhering to its generic structure and language features. This study investigates how the eleventh-grade students of SMA Negeri 4 Pasuruan understand and apply these elements in their writing.

Procedure texts hold a vital place in language education, especially in teaching English as a second language. These texts not only serve as practical tools for giving instructions and guidelines but also significantly contribute to enhancing students' linguistic and cognitive abilities. In recent years, educational studies have placed greater emphasis on the structure and linguistic characteristics of procedure texts, particularly among high school learners. This paper seeks to examine the generic structure and language features of procedure texts written by eleventh-grade students, shedding light on the recurring patterns and language elements found in their compositions..

Understanding the structure and linguistic features of procedure texts is fundamental. (Derewianka, 2020) Highlights that effectively creating and interpreting such texts is essential for students as it improves their overall literacy and equips them for practical applications in daily life. This article focuses on analyzing the typical components of procedure texts, which generally consist of an aim, materials, and steps, alongside their linguistic features, such as the use of imperative verbs, sequential order, and technical terms. By reviewing procedure texts created by eleventh-grade students, this study identifies common strengths and challenges in their writing, offering insights to guide educators in refining teaching strategies and developing curricula.

Based on the study's background, the researcher intends to examine students' outcomes in writing procedure texts by framing the following research questions:

1. What is the level of understanding of second-year senior high school students regarding the generic structures in their procedure text writing?

2. How well do second-year senior high school students comprehend the language features in their procedure text writing?

RESEARCH METHOD

This research uses a qualitative approach with content analysis to evaluate procedure texts written by students of class XI 1 at SMA Negeri 4 Pasuruan. The data consists of texts written in groups, analyzing their generic structure (goal, materials, steps) and language features (imperative sentences, action verbs, connectives, adverbials, and simple present tense (Derewianka, 2020).

The subjects of this study were eleventh grade students first semester at Senior High School (SMA) SMAN 4 Pasuruan in the academic year 2024-2025 which is located at Hasanuddin Street. The author chose this school because procedure text is taught in the first semester of eleventh grade. In addition, for the research setting, the author chose class XI 1 consisting of 36 students to conduct the analysis study. This class was chosen because from the English teacher's statement that although procedure text procedure texts are often encountered by students in their daily lives, they still have difficulties in writing procedure texts. Although students often encounter procedure texts in their daily life, they still have difficulties in writing procedure texts. Seeing the teacher's statement, the writer interested in conducting an analytical research to reveal students' ability in writing procedure text.

The data source for this study is derived from a collection of procedure texts created by several groups of eleventh-grade students at SMAN 4 Pasuruan during the 2024-2025 academic year. These texts, which serve as the research material, are in written form. To ensure the representation of all students' abilities in the class and to make the process more efficient, the teacher suggested utilizing a teamwork approach. As a result, the students were divided into six groups. Each group comprised students with varying levels of English proficiency, identified based on their most recent daily exam scores. The teacher then organized the class into eleven groups, each consisting of twenty-two students, ensuring a balanced distribution of students with higher and lower English proficiency within each group.

The teacher collected data by assigning writing tasks for students to create procedure texts in groups. To better represent the abilities of all students and make the process more efficient, the teacher suggested organizing the students into teams. Each group should include both students with higher English proficiency and those with lower proficiency. The author categorized the students' work into three levels of knowledge regarding the generic structures and language features of procedure texts: "excellent to very good," "good to average," and "fair to poor." The data was described and analyzed through several steps, as follows:

1. Identification: The writer selected sentences that contained the components of generic structure and language features in the texts for observation.
2. Classification: The selected sentences were categorized using a checklist and scoring profile.

3. Description: The findings were described according to the criteria of generic structure and language features.
4. Analysis: The students' knowledge of procedure text compositions was evaluated based on the scores related to the criteria of generic structure and language features.

RESULT OF THE STUDY

This section presents the results of the analysis of the generic structure and language features in the students' procedure texts. The results are divided into two parts, corresponding to the two research questions of the study. The first part discusses the analysis of the generic structure of the procedure texts created by the students, while the second part focuses on the analysis of the language features in the students' procedure texts. To address these two research questions, the students were grouped, and the writer selected one procedure text from each group for analysis.

Generic Structure of Procedure Text Organized by the Students

Procedure texts are documents designed to provide clear and organized instructions for completing a specific task or process. This section will examine the generic structure of procedure texts written by eleventh-grade students, focusing on the key elements that make up these texts. The analysis draws on recent educational research, emphasizing the importance of understanding structure to improve writing skills.

1. Title

The title is the first component of a procedure text and typically identifies the task or process being described. In the students' texts, titles were mostly direct and concise, effectively conveying the topic. Examples include titles like "How to Make a Fruit Salad" or "Steps to Create a Simple Website." (Gibbons, 2018) notes that a well-crafted title grabs the reader's attention and sets expectations for the content.

2. Aim or Purpose

The aim or purpose section explains the goal of the procedure. It answers the question, "What is the result of following these instructions?" In the examined texts, students usually included a short statement of purpose, such as "This procedure explains how to make a delicious smoothie." This part is important as it provides context for the reader and explains the significance of the instructions (Derewianka, 2020)

3. Materials or Ingredients

This section lists the materials, ingredients, or tools needed to complete the task. The level of detail varied in the student texts. Some students provided thorough lists, while others mentioned only the basic items. For instance, a student writing about cake baking might list flour, sugar, eggs, and baking powder.

4. Steps or Instructions

Diagram or Illustration (Optional)

Although not always included, diagrams or illustrations can improve the clarity of procedure texts. Some students added images or drawings to support their written instructions. For example, a student explaining how to assemble a model might include a diagram showing the

parts and their arrangement. (Hidayati et al., 2024) suggest that visual aids can greatly enhance understanding and retention of procedural information.

Language Features of Procedure Text Organized by the Students

In addition to understanding the structure of procedure texts, it is important to examine the language features that define these texts. Language features are vital for conveying instructions clearly and efficiently. This section looks at the key language features found in procedure texts written by eleventh-grade students, referencing recent research to underscore their significance in effective communication.

1. Use of Imperative Verbs

A key feature of procedure texts is the use of imperative verbs, which give direct commands or instructions. In the analyzed texts, students predominantly used imperative forms to guide the reader through each step of the process. Examples include "Chop the vegetables," "Preheat the oven," and "Stir the mixture." (Riaz, 2018) highlights that imperative verbs are crucial in procedural writing, as they establish a sense of immediacy and clarity, prompting the reader to take action.

2. Sequential Connectors

To ensure a clear progression of information, students frequently used sequential connectors or transitional phrases. These help indicate the order of steps and direct the reader through the procedure. Commonly used phrases were "first," "next," "then," and "finally." The use of such connectors was widespread in student texts, reinforcing the chronological order of actions. (Lofgren, 2023) argue that effectively using sequential connectors improves the coherence of procedure texts, making it easier for the reader to follow the instructions.

3. Technical Vocabulary

Using technical vocabulary specific to the task is another important feature of procedure texts. Students showed different levels of proficiency in using relevant terminology for their topics. For instance, in cooking-related texts, terms such as "sauté," "knead," and "marinate" appeared (Fitri, 2024) emphasize that correct use of technical vocabulary not only enhances the precision of the instructions but also strengthens the writer's credibility and authority on the subject matter.

4. Present Tense

Procedure texts are generally written in the present tense, as they describe actions to be performed. In the students' texts, the present tense was predominantly used, reinforcing the immediacy of the instructions. For example, sentences like "You need to mix the ingredients" and "The cake rises in the oven" were common.

5. Clear and Concise Language

Clarity and brevity are essential in procedure texts to prevent confusion and misunderstanding. Students were encouraged to use simple, direct language and avoid unnecessary complexity. While many students succeeded in providing clear instructions, some texts featured overly complicated sentences that could hinder comprehension.

CONCLUSION

This study does not fully reflect the individual abilities of students, as the texts were written in groups. The author cannot guarantee that the findings accurately represent each student's

personal capability in writing procedure texts. However, it is hoped that the results provide a general overview of the students' understanding of writing procedure texts, especially since the teacher did not assign individual tasks for students to write their own procedure texts. Although the assignment was done in groups, it is expected to assist students in identifying areas where they need improvement in writing procedure texts. Based on the analysis and discussion in Chapter IV, several conclusions were drawn in response to the research questions.

Firstly, the study found that most of the students in Class XI at SMAN 4 Pasuruan were able to correctly apply the generic structure of a procedure text. This was evident from the analysis, which showed that nearly all groups included key elements such as the title (purpose), materials/equipment, and steps in their procedure texts.

Secondly, some groups did not fully incorporate all the necessary language features. The importance of using these language features became clear when students omitted certain components. For example, when they failed to include "connecting words," it disrupted the logical flow and coherence of the procedure text. This suggests that many students still do not fully recognize the significance of language features in structuring their texts effectively.

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