MINIMISING STUDENTS' ERRORS IN WRITING PROCEDURE TEXT: WHAT STRATEGIES DO TEACHERS EMPLOY?

By
Iqlima Sarah Kismawati[1], Siti Nur'aini[2], Faiza Hawa[3]
[1,2,3]English Education, University PGRI Semarang Indonesia
E-mail: [1]Iqlima.kismawati@gmail.com, [2]Sitinuraini@upgris.ac.id,
[3]faizahawa@upgris.ac.id

Abstract: *This study aimed at finding out errors students made when writing procedure texts and strategies the teachers employed to overcome the errors . This study used a qualitative method. This study was conducted at SMAN 01 Bae Kudus. Researchers employed observations, interview to teachers, and documentation to gather data. The study revealed that students made errors when writing procedure texts; those are interlanguage, intralingual, spelling, grammar, and punctuation. To minimise the errors,, the teacher used the "jembatan keledai" method and the Duolingo program. The success rate for using this strategy to minimize student errors is 50% for the Duolingo program and 70% for "jembatan keledai*

INTRODUCTION

People from all across the world can communicate with one another through language. Every area has a unique language used to interact with its culture. Through language, people can convey their thoughts and aspirations to others, such as when they require assistance from other group members. When one language predominates over another, it makes that language—English—the most frequently spoken worldwide. For the reasons above, proficiency in English is a crucial necessity for individuals, society, and our country as a whole as we face new challenges. Our government is working very hard to employ school-based curricula to raise English proficiency in our society. Students must possess the first four language abilities to master English in secondary schools.

Writing assignments are very important to express meaning in various forms. High school students must study multiple texts, including procedure, descriptive, recount, and narrative. Procedure text is used to explain something through a series of actions or steps in our daily lives. Based on the observation done by the researchers, the students encountered specific issues in writing, such as their inability to understand the material, especially procedure texts, which made them bored in joining the learning process. Other than that, the issue at hand is grammar, tenses, and spelling in writing procedural texts. In addition, students struggle to generate ideas to write. Students occasionally work to select the appropriate English terminology while writing, which causes their papers contain more errors. These are influenced by students' low desire and interest in studying English, particularly when it comes to procedural text. Health, intelligence, talent, interests, maturity, motivation, exhaustion, attitudes, attention, teachers, parents, friends, and environmental

conditions are among the factors that affect learning. Many teachers rarely employ models or other learning materials to stimulate their interest in the subject. Due to the numerous circumstances that create barriers in learning, students cannot achieve their full potential, are incapable of being serious, and lack focuses on the learning process. Those circumstaines are pictured when students are talking to others, playing unnecessarily, occupied with communication devices, and other behaviours that are frequently found in classroom settings. To cope those situations, an effort must be made to enhance the learning process, particularly in learning procedure text.

In learning English, students must develop specific skills, which are crucial. Students find it difficult to learn English due to lack of grammar, vocabulary, and pronunciation issues. However, the students also have challenges in developing their abilities, particularly in writing. Astrini et al (2020) discovered that writing majors experienced issues with coherence, cohesiveness, and grammar during the writing process. They discovered children who had writing problems, such as poorly organized paragraphs, poor diction, and misspelled terminology. Furthermore, they observed the students' minor writing flaws, such as awkwardly organized paragraphs, poor diction, and misspelled terms.

Some studies related to students' errors have been done by some researchers. First, Bulqiyah (2021) in her article entlited *Investigating Writing Difficulties in Essay Writing: Tertiary Students' Perspectives* stated an important aspect of writing is the field of linguistics which has a great response in students' difficulties in writing essays. The primary goal of this research is to learn more about how college students perceive the challenges associated with writing essays. This study used an explanatory research design in which semi-structured interviews and an online questionnaire were used to collect quantitative and qualitative data, which who then evaluated independently. Six of the 21 undergraduate participants signed up for the survey's interview portion. According to this study, tertiary students' issues with the essay-writing course can be divided into three categories: affective issues, which result from the lecturers' and students' attitudes during the course's teaching and learning, cognitive issues, which are problems with the writing process, language transfer, and writing viewpoint, and linguistic issues with vocabulary, lexico-grammar, and essay structure. According to the results, these aspects of academic writing should receive serious attention from EFL students and instructors to solve the issues. The results of this study have consequences for researchers, especially in the fields of language and education, as well as for designers of EFL writing courses as fundamental data of material development. On the other hand, problems in vocabulary mastery are an important aspect of students' essay writing. Therefore, knowledge of linguistics as a major aspect of academic writing should get serious attention for EFL students and teachers. Therefore, suggestions for critical building are needed to advance a better understanding of the writing problem. These illustrate how challenging writing for students. To solve these issues, teachers must opt for appropriate and effective teaching and learning methodologies, strategies, and techniques. The second is the article entitled "Problems in Writing Narratives in English Faced by Students at Daar El Nayl Islamic Boarding School, Cilebut Bogor" by Simanjuntak (2019). This study aims to identify the difficulties and writing faults that students encounter when composing narrative texts in English. This investigation employed a qualitative methodology. The study's sample included four students from Daar El Nayl Islamic Boarding School Cilebut in Bogor Regency, who were

in grades 7 to 9. According to the study's findings, four students in grades 7 to 9 at the Daar El Nayl Islamic Boarding School Cilebut in Bogor Regency struggled with writing narratives in English because they lacked a solid grasp of the language's grammar. These students made two mistakes when writing English narrative texts, including errors with tenses/Kalas, articles, and prepositions. Third study is the study conducted by Lestari et al (2020) entitled "A Comprehensive Teacher Strategy For Successful Online Learning Process". This study reviewed the teacher's approach to achieve success in online learning in the literature. Teachers must create effective online learning strategies. Teachers can employ audio-visual presentations to hold students' attention, avoid assigning too many activities and offer context-relevant homework that applies to students' everyday lives. The research technique is a literature study with around 40 papers and books released from 2002 to 2020, with the topic being teachers. The selection of documents is based on their applicability to the subjects covered in online discussions during the Covid-19 pandemic. The researcher examines the literature in-depth and creates pertinent information to convey thorough and compelling knowledge. The study concludes that teachers must develop these online learning strategies to accomplish learning goals. Teachers in specific subject areas might gather data on students who do not have electronic devices for online learning and then employ various tactics. Instructors in guidance and counseling can provide traditional online tutoring by making assignments enjoyable for students rather than assigning them difficult work. If everything goes according to plan, online learning can be implemented successfully—possibly even more effective than classroom instruction. A study related to strategies to cope students' problems in making errors in writing is still under explored. To fill the gap, the researchers eagered to do this research concerning on teacher's stategies to minimise students' errors in wring. Teachers might utilize strategies as benchmarks when determining the level of student inaccuracy in writing procedure text during instructional activities.

LITERATURE REVIEW
1. Teachers' Strategies
Teaching strategies are comprehensive plans for lessons that explain the structure of expected learner behavior in terms of the instruction's goal and the planned techniques used to carry it out. According to Sarode (2018), teaching strategies are techniques used to help students learn the material in the intended course and create goals they can meet in the future.

Sarjan (2017) stated the basic lesson plans that the English teacher must learn to give the lesson to the students in the class contain structure, student behavior preferences, teaching goals, and summaries of methods needed to achieve these general lesson plans. As a result, the lesson will be as fully comprehended and used as feasible.

The researcher has concluded that teaching strategies are comprehensive plans for lessons that include structure and goals for students' behavior. In terms of teaching, a goal refers to strategies used to aid students in understanding the material in the desired course and create goals they can work toward in the future.

2. Writing
If students desire to write well, they must teach them the necessary skills and use intentional tactics to improve their writing proficiency. Students must complete all four to complete their English learning. Students immediately learn to listen first, talk, read, and

write when they study English as a foreign language. The conventional wisdom, firmly backed by the structuralist and behaviorist schools, was that "writing only reproduces the spoken language while spoken language is the true embodiment of language." We must acknowledge that when we write, we automatically convey how effective the fusion of our spoken words is. The four linguistic skills are connected and intertwined (Pharr, D., & Buscemi, 2014).

Additionally, there are other elements that pupils must understand to produce such excellent writing. According to Llach, (2011) learning the writing approach entails going through all the steps involved, such as planning and outlining the piece, coming up with ideas, writing several drafts, reading it aloud, revising, restructuring, and editing. This study may guide students to use process text to explain their ideas.

3. Genre

According to Knapp & Watkins (2013), a genre is a setting with structures for occasion, function, behavior, and interaction. The definition of the genre is a staged, purposeful social process. These use language to engage with participants in a typical, step-by-step design.

The genre-based writing involves a strategy for how to see and perceive paper. That is to say, approaching a report from a genre perspective will result in regular information.

4. Procedure Text

According to Walter (2015), procedure text describes the process that must follow to produce a successful result. It indicates that when we operate, plan, or produce something, we need to know the procedures to take to reach the aim. The purpose of instructions, regulations, and processes is to guarantee that something is done correctly and successfully. Text that explains how something operates or how to follow operating instructions or manuals, such as how to use a computer, a movie, or a photocopier. Instructional texts describe how to carry out specific tasks, such as recipes, game rules, science experiments, and traffic safety regulations. People are already accustomed to procedure texts from everyday life, such as instructions for making something, game rules, recipes, manual steps, and destination directions . The researcher require the standard text arrangement used when composing procedure text to arrange a suitable process text.

METHODOLOGY

The researchers employed descriptive qualitative in this research. Qualitative research describes and analyses the abilities, forms, uniqueness, and variations of words produced by teachers in classes (Sugiyono, 2019). According to (*Moleong, L*, n.d.), qualitative research approaches produce descriptive data in spoken words from persons whose behaviour may be observed. This research focuses on teachers' strategies for minimizing student errors in writing procedural texts. It describes the strategies used by the teacher in SMAN 01 Bae Kudus to minimise the errors made by students in writing procedure text. To collect data for this research the researchers did it, through observation, interview, and documentation.

FINDING AND DISCUSSION

The researcher presents the study's findings based on the information collected in this chapter. In this case, the researcher went through the teaching strategy used by the two first-grade English teachers in the academic year 2022–2023 to reduce errors made by first-graders when writing procedural texts, SMAN 01 Bae Kudus.

    A. Research Findings

        1. Students Errors in Writing Procedure Texts

One of the fundamental skills that are required of language learning competencies when learning English at school is the ability to write procedure texts. Students are usually expected to illustrate or describe how to produce or create something using correct and sequential procedures. The study discovered that many first-graders continued to make errors in text writing methods based on the findings of interviews with English teachers.

            a. Grammar

Students' failure to follow school regulations and their inability to learn English are additional factors that contribute to their writing faults. These caused the two first-grade teachers to approach students more to reduce errors in drafting process manuals.

            b. Tense

Tenses are changes in the form of verbs based on the description of time and the nature of activities or events. Students usually make errors in this section when writing procedural texts. Using a different past tense is incorrect, such as the simple past tense. Thus that is the main issue.

        2. The Teachers' Strategies in Teaching English at First Grade

            a. Jembatan Keledai

According to Solso, R. L., Maclin, O. H., & Maclin (2008) "jembatan keledai" method approach used keywords or abbreviations to help people remember and comprehend a piece of data faster and easier. It would also make used of images and words. Which involves making the title special finite, was employed to reduce student errors.

In general, she constantly emphasized grammar to her students as soon as she entered the classroom. In an interview with the researcher, she claimed, "in essence, all tenses may be broken down into two types of phrases: nominal sentences and verbal sentences. Whatever the tenses, if students can fundamentally master them for sentence formation, it will get easier later ".

In addition to focusing on grammar queries, she also used the "*jembatan keledai*" technique she learned at school. Additionally, she added that applying this strategy to linguistics helps students write or use it when they practice speaking. Therefore, if students thoroughly investigate the context of sentences, both simple sentences, and sentences that are already complex, basic and simple finite forms can at least be applied more simply.

            b. Duolingo application

Duolingo application is a platform based on learning English. It turns out that students still

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feel the effects of yesterday's pandemic. She said, "For instance, several students continued to make errors when writing English texts, particularly when writing procedural pieces, forcing she to start over, especially with grammar." She usually experienced grammar issues with his students as well. Other than grammar issues, she frequently employed other strategies.

    a) Investigating the causes of students' continued writing errors.
    b) After realizing the error, she will divide the class into several groups.
    c) Students who will complete the test by creating phrases using the Duolingo app.

Discussion

1. Students Errors in Writing Procedure Texts

Students occasionally make errors when creating procedure material. Common mistakes made by students include:

a. Grammar

The least amount of errors is made by students during passive building. Students also make errors in this part while writing sentences that are not used in passive sentences. The usage of to be, which did not correspond to the subject of the phrase, was the student's error in subject-verb agreement. The topic, for instance, is plural but is used as if it were singular, and vice versa. Students erred in the article part by failing to place the article in the appropriate noun. The most troubling of the misunderstanding errors, according to Tizazu (2014), is the incorrect usage of linguistic elements, which takes the shape of wholly wrong word choices, incorrect collocations, incorrect syntactic categories, incorrect word forms, borrowing, and currency. Using capital letters is another error that students make when writing; they either fail to do so after periods or do it in a manner appropriate to the context, such as in the middle of a phrase. Researchers also discovered that many students did not pay attention to punctuation, did not utilize punctuation marks, or used punctuation marks that were inappropriate for the context, which led to vague or ambiguous phrases or paragraphs. Example:

For intance they forced plural form in the singular form as follows:

  1) Put is pan in the refrigenerator, up till one days.
  2) Next, turn on the blender and wait until one minuts.

b. Tenses

According to Rahman et al (2017), researchers categorize errors into ten categories based on the interpretation of the results: errors in verb tenses, sentence structure, connectors, passive construction, and subject-verb agreement. Agreements, word choice, article placement, diction, mechanics, and concepts are unclear. Several mistakes were discovered, such as incorrect vocabulary, where who should have used verb one, but some students used verb two or verb three or verb-ing. There is also the issue of using the incorrect word; some students use noun groups in sentences when a verb is more appropriate. According to the study, the choice of singular/plural nouns and countable/uncountable nouns was also frequently incorrect.

Example:

They used past tense for imperatives sentences like the following:

  1) First, prepared the material ...
  2) Next, blended fried rice with ...

3) Heated and add other....
Their verb instructions were followed by s, as follows:

1) Cuts is mango and put in to bowl
2) And then, prees orange or mixed with....
3) Third, shells a banana....

Many students first underrated procedural text content and believed it to be simple. Still, after learning about the structure and traits of procedural text from researchers, they recognized that procedural text material was more complicated than they had initially believed. These are influenced by students' low desire and interest in studying English, particularly when it comes to procedural text.

According to an interview with the first English teacher at SMAN 01 Bae, lack worked 70% successfull in this application in teaching english. These indicate that many students comprehend. The remaining students, however, need to learn due to a lack of students who understand the subject matter, students who need to pay attention in class, and a lack of students who comprehend the meaning of the word in English itself, especially when the teacher is instructing students in text procedure lessons.

Specifically, students need help comprehending how to construct sentences and their ignorance of the definition of an English term or sentence. The study discovered the causes of mistakes in writing procedure texts produced by SMAN 01 Bae Kudus students.

Four categories of error causes—interlanguage transfer, intralingual transfer, learning environment, and communication strategy—are used to classify sources of error Brown (2018). The study discovered the causes of mistakes in writing procedure texts produced by SMAN 01 Bae Kudus students.

1. Interlanguage transfer

Interlingual transfer, also known as negative transfer, is the first type of error that can occur because of influence from the learner's mother tongue. Example:

1) Wait some minute....(correction: wait some minutes)
2) There is many food in the refrigerator....(correction: There are many food in the refrigerator)

2. Intralingual transfer

The study identified numerous sources of errors in intra-lingual transfer, including the formation of errors when students apply the structures they have studied but in different contexts and the adoption of aberrant sentence structures by students. Based on the analysis, here are same examples of errors which were caused by intralingual transfer:

1) He put the rice in the magicom (Correction: he puts the rice in the magicom)
2) Mix litle cheap until flatten. (Correction: Mix little cheap until flatten).
3) Then pour a juice to six glases. (Correction: Then pour a juice to six glasses)

3. Learning environment

Many students first were undervalued and felt the material for procedure texts was simple. Still, after learning about the structure and features of procedure texts from researchers, they recognized that the material for procedure texts was more complex than they had originally imagined.

4. Communication strategy

Communication strategy is the final area where students make mistakes. Researchers have identified several contributing factors, including students' lack of interest in learning.

2. The Teachers' Strategies in Teaching English at First Grade

As previously stated, the SMAN 01 Bae Kudus teacher uses two different teaching methods when instructing first-graders in English. The *"jembatan keledai"* approach is used in this procedure. The *"jembatan keledai"* approach offers benefits and disadvantages. One advantage is that students may concentrate on receiving instruction, while a penalty is stopping participating actively in their education.

The teacher's approach is to highlight grammar with the class, create a *"jembatan keledai"* to make it simpler for students to write procedural texts, and have them practice writing sentences correctly using the dual language app. Clear class objectives, demonstrating and telling, flexible scheduling, lots of practice, providing students feedback, questions to gauge learning, and getting students to collaborate are additional strategies, according to teachers, who can enhance the teaching and learning process by using successful strategies.

The teacher added that the *"jembatan keledai"* strategy was well-liked by the students. They enjoy it because it allows them to participate more actively in their education. Even though some are not interested in this method, most students enjoy it when the teacher uses student presentations. So they ought to have more self-assurance. Because they put students on the passive side, lecturing and multimedia methods are rarely used by teachers.

The study discovered that most students were more successful when employing the *"jembatan keledai"* method based on the findings of the interviews. They prefer group discussions over other instructional strategies. At the same time, many students dislike group discussions because they find the teacher's repetition of the material boring.

CONCLUSION

Based on the findings of the study of the research data approach used by English teacher's strategy to minimise students' errors in writing procedures text for 1st grade at SMAN 01 Bae Kudus, specifically:

1. Students often need help with creating process documents. The issues encountered are, of course, distinct according to the findings of the interviews with the two teachers. The results of the initial teacher's interviews revealed that errors in writing grammar, punctuation, and spelling were among the reasons students made problems when writing procedural texts. While the challenges experienced were not significantly different from those of the first teacher, the results of interviews with the second teacher showed that they made more writing errors during the interlanguage transfer and intralingual transfer.
2. The two teachers' approaches to their students are undoubtedly different based on their strategies. The first teacher employed the *"jembatan keledai"* method. Using these methods, 70% of students could write procedural texts in line with the rules, reducing procedural text writing errors. In comparison, the second teacher's approach used the Duolingo program. Students can embrace this approach because almost 50% no longer make mistakes when composing procedural texts, so the teacher can reduce student errors in producing procedural texts using the second way.

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HALAMAN INI SENGAJA DIKOSONGKAN