

# Performance of Language: Structure and Elements Procedure Text for the Middle School Students

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## ABSTRACT

This study aims to describe the performance of the structure and linguistic elements of high school students' procedural text. This type of research is qualitative with descriptive methods. The data of this research are in the form of structure and linguistic elements of high school students. Data analysis was carried out in steps, namely (1) identifying common data elements, (2) identifying data based on the theory being used as a reference, (3) analyzing the data, (4) interpreting the analyzed data, and (5) concluding the results of the description. data by writing reports. Based on the research results, two things are summarized as follows. First, in writing a procedural text high school students have used all three procedural text structures, but there are still some errors. Second, in writing a procedural text, high school students have used all three linguistic elements of the procedural text, but there are still some inaccuracies in the use of these linguistic elements.

**Keywords:** *procedural text, structure, language element*

## 1. INTRODUCTION

Language is an activity to express one's ideas, thoughts, feelings and desires that must be understood by others. Through language, other people will be able to understand the meaning and message to be conveyed. In using students' language, it can be observed and seen based on the performance that is done. Basically, performance is a form of ability that a person or student has. According to Tarigan (in Rohmah, 2019: 92), performance is the use of actual language, which is what is done between the speaker and the listener based on knowledge of a language [1]. Language can be conveyed in two ways, namely spoken language and written language. Oral language is the language spoken by speakers, while written language is the language that is conveyed in written form.

Asriati, Maharani Dwi Putri, and Erizal Gani (2019: 226) revealed that writing requires students to think about putting ideas in writing based on their knowledge and experience [2]. Mustyka (2019: 81) also argues that writing skills are the ability to use language to communicate using good writing according to linguistic rules [3].

In writing the procedural text, students must be able to master the structure of the procedural text. Structure is the sequence of a text so that the text structure is

related to one another so that the text is arranged systematically. The structure of the procedural text consists of three structures, namely objectives, steps, and reaffirmation. According to Mustika (2018: 40) states that the text structure in each type of text has linguistic devices that are used to express the desired characteristics in each text structure [4]. Apart from structure, linguistic elements are also important in a text, especially in a procedural text. The linguistic elements of the procedural text, namely pronouns, conjunctions, and imperative sentences.

Based on the writer's observations in writing texts, many students still do not understand and have difficulty making texts, such as procedural texts. Arviyana (2017: 184) revealed in his research that students had difficulty writing because students lacked practice in writing text [5]. This has a negative impact on students and students are less able to express their ideas properly and correctly. Ulfa (2019) in his research argued that students in writing procedural texts were not in accordance with the structure and linguistic elements of the procedural text [6]. As in the structure section, it is still in the poor category. This is because it is in the destination section. In general, the objectives written by students have not used the objectives in making procedural texts. Furthermore, tools or materials, as well as steps. Finally, the closing section, students have not

been able to write a good closing in making procedural texts

Based on the background of the problems that have been described, this study is devoted to analyzing the performance of the structure and linguistic elements of high school students' procedural text.

## **2. METHOD**

This type of research is qualitative research. According to Moleong (2010: 6), qualitative research is research that intends to understand the phenomena experienced by research subjects by describing them in the form of words and language using scientific methods [7]. The method used in this research is descriptive method. According to Chaer (2011: 9), the descriptive method is a method that aims to describe or describe the process and results of research systematically and emphasize factual data [8].

The data in this study were the structure and linguistic elements of the procedural text of high school students. The data source in this study was the writing of the procedural text for high school students. The research instrument is the researcher himself. Researchers are also equipped with knowledge and theories relating to their research topics. In addition, researchers are assisted by a source book on procedural texts.

The data collection technique in this research was carried out through documentation study. This study collected data by borrowing assignments from high school students in the form of a collection of procedural texts to Indonesian language subject teachers.

## **3. RESULTS AND DISCUSSION**

Based on the results of data collection, the structure of the procedural text for senior high school students has three procedural text structures, namely objectives, steps, and reaffirmation. From the whole procedure text analyzed, it was found that all procedure texts had goals and steps, but not all students made reaffirmations. In addition, the linguistic elements of students' procedural text were found in three parts, namely pronouns, conjunctions, and imperative sentences. The following is the structure and linguistic elements of the procedural text for high school students and their analysis.

### ***3.1. Performance of High School Student Procedure Text Structure***

The structure of the procedural text consists of three, namely objectives, steps, and reaffirmation. Based on the findings that have been done, it can be concluded that in general the procedures for high school students already have three procedural text structures. The three text structure of the procedure will be explained as follows. First, Purpose. The objective contains an introduction related to the instructions that will be found in the discussion section. This section contains the objectives of the activity. This can be proven in the quotation below.

Sticky stickers are stickers that are made in a simple and hassle-free way. There are many benefits that can be learned from how to make these stickers. This sticker is very useful for providing information on jars or other containers.

The above citation shows the use of the procedure text objective part structure. The content in the quote above has provided a general description of the object to be worked on. The above quotation, the purpose of which was written by the students explained about sticky stickers, the purpose of the data is already an explanation of the title of the procedure text. Based on this explanation, it can be seen that in the procedural text structure of high school students there is a goal section, it's just that there are still students who are not precise in making the procedure text goals. This can be seen in the following quote.

(2) Anything homemade, would be more satisfying.

The above data citation is an example of the use of inappropriate procedural text objectives. The contents in the above quotation are not in accordance with the theory. The purpose of the data written by students does not explain the statement which states about the activities that the writer must do next. This makes it difficult for readers to understand.

Second, the steps. the steps are the methods taken so that the goal is achieved. The steps must be carried out in sequence or coherently from the first to the last so that the goal can be achieved. The steps for the appropriate procedural text written by senior high school students can be seen in the following quote.

How to make a sticker:

Look for an interesting picture in the magazine that you have provided, then cut the picture neatly. Take the manila cardboard, then stick the manila cardboard behind the pieces of the magazine using

paper glue, then mix and stir the vinegar with paper glue with a ratio of 1 to 2. Apply the vinegar glue mixture on the back of the manila cardboard that has no picture then wait a few moments for it to dry. If you want to stick a sticker that has been made, just give it a little water in the part smeared with the vinegar glue mixture then stick it where the sticky sticker will be attached.

Based on the quotation above, it is a structure of steps in the appropriate procedural text, because the quote is in accordance with the theory, because it contains a chronological order in making and doing something that is arranged systematically.

Third, reaffirmation. Reaffirmation is a section that contains statements that are used to convince readers. The way to reaffirm the procedural text is to refer back to the main things mentioned in the introduction and to repeat them with other words or synonyms or congratulations or to motivate people to do so. This can be proven in the quotation below.

- (3) Making stickers in this way is very easy and straightforward. good luck.

The data quotation above is an example of the correct structure of the procedure text for the reaffirmation section, because the quote already states how to reaffirm the procedure text, namely the section containing the repetition of the statement used to convince the reader.

### ***3.2. Performance of Procedure Text Language Elements***

First, pronouns. A pronoun is a word used to refer to someone or something. For more details regarding the proper and inappropriate use of pronouns written by high school students can be seen in the following quote.

- (4) Then you lift the entire patch.

The quote above is a sentence that uses the correct pronoun. The pronoun in question is you. Your pronoun is part of the second person pronoun. The data citation below, shows the part of the pronoun that senior high school students did not write.

- (5) Making stickers with your own hands is very easy and doesn't cost much.

The quote above is a sentence that uses a pronoun. The pronoun in question is that. The pronoun is a part of the pronoun designator because the pronoun used refers to a thing to indicate something, however, from the

point of view of the use of the pronoun it is not correct. It should just be eliminated

Based on this explanation, it was concluded that the procedural text written by high school students already contained pronouns. The pronouns that are written by high school students are in accordance with the rules described, namely the words used to refer to people, but there are still inappropriate uses because the use of pronouns is not in accordance with the established rules.

Second, Conjunctions. One of the linguistic elements of the procedural text is conjunction. Conjunctions are words that are used to relate word to word, clause to clause, or sentence to sentence, and paragraph to paragraph. Conjunctions in Indonesian are very diverse, including subordinate conjunctions, coordinative conjunctions, and correlative conjunctions. For more details, the linguistic elements are in the form of precise and incorrect conjunctions written by high school students in the following quotation.

- 6) Making stickers in this way is straightforward and straightforward.

The data quotation above is a sentence that uses a conjunction. The conjunctions in question, namely and. Conjunction and is a coordinative conjunction which states addition, because it connects two or more elements that have equal importance and position in one sentence element.

- 7) Making HVS stickers aims not to spend a lot of money on making stickers. These stickers are produced at a low cost compared to others, because of the low cost of raw materials and do not require a special printer.

The quote above is a sentence that uses a conjunction. The conjunctions in question are for, because, and as well. Conjunctions to belong to subordinative conjunctions. Conjunctions because they are part of a subordinative conjunction. Conjunction because it is included in the subordinative part because it states a causal relationship between two clauses or sentences. Conjunctions are also part of the accompanying coordinative conjunction because these conjunctions provide a companion meaning between one word, phrase, clause, or sentence.

Third, Imperative Sentences. An imperative sentence is also called a command sentence. interprets the figure of an order sentence as a speech which contains commands, forces, orders, invites, requests, so that the person who is ordered does what is meant in the order. For clarity, the linguistic elements of the exact imperative sentences written by the students.

- 8) Look for interesting pictures in the magazines that you have provided.

Based on the quotation above, it can be seen that the imperative sentence written is correct. This is evident from the completeness of the imperative sentence.

#### **4. CONCLUSION**

Based on the research results, it can be concluded that two things are as follows. First, structure. Procedure text written by high school students, it was found that students had written a procedural text using the three procedural text structures, namely objectives, steps, and reaffirmation. Of the three structures, the structure that students wrote the most were goals and steps, while the structure that students wrote the least was reaffirmation.

Second, the linguistic element. Procedure texts written by high school students tend to be constructed from fairly good pronouns, conjunctions, and imperative sentences. This is proven that high school students are able to utilize their learning outcomes about linguistic elements in writing procedural texts.

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