Understanding Indonesian Secondary-Level Students' Procedure Texts Writing: An SFL Approach-Comparative Analysis to Expert Text

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Abstract: Albeit there have been many studies conducted in respect of procedure text writing enhancement, very little of them show a proper procedure text as an example which leads students to missapplications in their writing. This study, therefore, aims to clarify an expert procedure text and also use it as a cornerstone to find students' misapplications in their writing. The expert used in this study was taken from TOEIC examination and three different levels of secondary students' writing as the representatives. Comparative document analysis under descriptive qualitative design was employed to obtain adequate information. Purposively, the instrument used in this study was a guideline taken from Halliday's work regarding interpersonal, ideational, and textual metafunctions and Derewianka's language features of a procedure text. The findings indicated that the TOEIC procedure text meets the requirements considering the transparencies of its stages and registers used. Such reflection also provided another insight that in any level of students' writing, there are still identified some impediments, i.e. absence of adverbial details, lack of appropriate vocabularies, and lack of cohesive sentence construction. In conclusion, the three students still had some difficulties related to the format, style, and register. Further study may be worth doing to concern on what pedagogical implications are beneficial to employ in maintaining students' creativity in the writing of procedure texts under GBA approach.

1 INTRODUCTION

As texts become one of the instructional tools in teaching English, teachers have utilized texts as a major resource in developing student's cognitive skill. One of the texts is procedure text. In terms of the implementation of genre-based learning in 2013 Curriculum, it is under the assumption that students should learn the target language through that language itself. However, teachers mostly teach their students deductively (i.e., as a general concept without giving specific registers). In this case, in giving a better picture of creating procedure text, teachers should be able to provide students with a clear cut evidence of an appropriate procedure text.

Thus, explicit analysis and comparison between the expert's text and students' texts are helpful in terms of seeking and providing analytical transparency to enhance students' comprehension before producing a procedure text. It involves the capabilities on absorbing a particular knowledge and comprehending it for use and on applying the components of language knowledge across contextualized registers. In its classroom practice, students are encouraged to be capable of selecting, processing, and organizing those components leading to adequate competence in writing a procedure text properly as the product of genre literacy and genre-based pedagogy under SFL perspective.

2 LITERATURE REVIEW

2.1 Overview of Procedure Text

The genre of procedure text is a genre tells about ways of to do something (Derewianka, 1990). Generally, procedural text or instructional text communicates information in several stages of processes or sequences of activities towards specific main purpose or goal. Some of the examples are recipes, game rules, appliance manuals, how-to-do-it kits, or directions. Specifically, phases of writing or creating a procedure text is based on components or most

frequently known as generic structures. The first structure of procedure text normally starts with the heading or the goal that is meant to be achieved.

Furthermore, the second structure will cover the list of material or equipment. To conclude, the sequence of steps will systemize the text into a whole package of procedure text. Majorly, a procedural text has some specific characteristic. Relating to conduct a procedural text, commonly it contains active verbs. Since procedure text engages readers to do certain actions towards goals, it mostly uses imperative clauses. Certain writers prefer to use some simple conjunctions in respect of making sequence of actions in procedural text, yet others pick some numbers out into the writing stages. A detail procedure text, some writers would also use adverbials to emphasize the readers' manner towards the sequences.

A procedure text ideally has at least seven characteristics or language features (Derewianka, 1990). It uses *generalized non-human participants* to indicate a class of things like ingedients, tools, or the specific ones like the kites. The *audience is referred in a general way* by using one, you, or not mentioned at all. *Linking words* are the most important feature; particularly related to time of sequence like first, then, so on. Because of the generalization of the audience, *action verbs or imperative form* is used in which the tense is timeless by using *simple present tense*. Also, *precise information and detailed commands* are given in each of the stages.

2.2 Metafunctions of Procedure Texts in Functional Grammar

Interpersonal meaning is considered as a useful measurement when dealing with how the language used can have impact on the relationship between the interactants or writer and reader as well as the consideration of how each other maintains the interaction flow meaningfully. There are two major speech roles to understand the interpersonal meanings in an interaction including exchanging information and exchanging goods and services (Eggins, 2004). Declarative and interrogative are the available clauses dealing with exchanging information (giving or demanding) process, while the two clauses plus imperative one can be expressed in the process of exchanging goods and services (Butt, et.al., 2000). The two speech roles consist of quite similar fundamental metalanguage that describes how the pattern or grammar of such interactions occurs (Butt, et.al., 2000; Eggins, 2004).

Ideational metafunction deals with how the speaker or writer realizes the meanings of reality by using the language. It consists of two components: experiential meaning (through which the reality is expressed regarding one's experience) and logical meaning (the meaning across clauses), according to Eggins (2004, p.213). Thus, metalanguage of experiential meaning covers: participant, process, and circumstance.

Textual metafunction drives the mode of ideational and interpersonal meanings; so that the message becomes coherent with the other ones. Thus, it has textual meaning, which is considered by Butt, et.al. (2000, p. 134) as "the grammatical resources to signpost the way through clauses, clause complexes, and paragraphs within a text, from the beginning to the end." In a more clear-cut definition, textual meaning has something to do with the way the speaker/writer "constantly organize the way their message is worded in order to signal to them how the present part of their message fits in with other parts", according to Thompson (2014, p.145). Thus, this metafunction takes role as the driving resources from which the synchronization between ideational and interpersonal meanings can be properly managed. Since it deals with the first element of a clause, there are only two divisions: Theme and Rheme.

2.3 Previous Studies

In recent years, enormous studies of procedural text have been conducted among scholars. A related study done by Nevanti (2009) who conducted the lexicogrammar features of procedure text of recipe texts in Indonesian language. Based on the 28 samples of recipe texts, the finding shows that each text has similar context of function and general structure. Correspondingly, the analysis of lexicogrammatical shows 379 clauses that could be interpreted in *transitivity*, *mood*, and *textual (cohesion)*. The *transitivity* analysis indicates material process is perfectly implemented in procedural texts and the circumstance of time analyzed was mostly about time. The *mood* analysis displayed *imperative* clause which is generally used in procedural text. On the other hand, the *cohesion* analysis expresses one grammatical cohesion device is used (i.e., ellipsis) and three lexical cohesion devices are analyzed (i.e., repetition, synonym, and hyponym).

Second study completed by Akhsan (2014) who found generalized human agents, simple present tense imperative clauses, temporal conjunctions, material processes, and minor sentences using continuous tense. Thus, these related studies could be used as

references of this study to show which part of this study will cover based on the objectives.

3 METHODOLOGY

The design of this study was qualitative; particularly documents analysis. One expert and three students' procedure texts were analysed using three metafunctions from the work of Halliday. The expert text was taken purposively from TOEIC (Test of English for International Communication) examination since it is internationally approved and appropriate. Three students' texts were taken based on their level of achievement (high, medium, and low).

4 FINDINGS

This section unpacks the following research question: *"How are the transparencies of expert's and students' works?".*

Table 1: Issues in expert's-students' metafunctions.

Metafunctions	Occurrence			
	Expert	S1	S2	S3
Interpersonal				
Subject	-	2	6	1
Finite	13	2	8	-
Finite: Modal	-	-	1	-
Ideational				
Relational	1	2	5	-
Mental	-	-	3	1
Place	-	7	1	1
Matter	-	1	1	-
Extent	3	3	-	1
Textual				
Textual	3	6	16	2

Based on interpersonal metafunction, the finding showed students' works have some differences in terms of *subject* and *finite*. They mostly use affirmative sentences instead of imperative sentences, which is indicated by the use of subject and auxiliary verb (to be) as well as modal. Along with it the use of linking verb also detected as relational process in ideational metafunction. Also, the words such as *"keep"* and *"wait"* were used to change the material process, while the students would like to give information related to the steps of procedure text. However, this issue is the opposite with what the expert's text presented. The students' text also presented the overuse of circumstances specifically

matter (e. g. with butter, with any topping). Referring to student's 2 procedure text the use of circumstance (extent) was not present. But, arguably it was because whether the students did not know specific information for time or the student did it intentionally.

Therefore, it is not contrast with the exact information procedure text has. In textual, the overuse of conjunction as the opening of the sentence were also identified. Some reasons related to this are students do not know how to organize the procedure text properly or students do not know that most procedure text have been provided with points or numbers.

The findings addressed the first research question: *"How are the transparencies of expert's procedure text?".* To make the analysis easier, the text expert directions were divided into clauses. The clauses division would be presented below along with text analysis by using three metafunctions (see Appendix A for the complete analysis of expert's text):

Special Vegetable Soup
Ingredients (Serves four)
2 tbsp olive oil
1 onion (finely chopped)
2 gloves of garlic (crushed)
400g potatoes (lightly chopped)
1 carrot (finely chopped)
4 cups low-sodium vegetable broth
400g can diced tomatoes
2 cups water
2 x 300g cans soybeans (rinsed and drained)
1 bunch spinach (trimmed, washed and chopped)
1/3 cup parsley leaves (chopped)
Directions
1. Heat oil in a large saucepan over medium heat. Cook onion, carrot, and garlic until slightly softened. Add potatoes and cook, tossing for a couple of minutes.
2. Add broth, tomatoes and water. Bring to the boil. Reduce heat to medium and simmer, uncovered, for 20 to 25 minutes.
3. Stir in soybeans and cook, uncovered, for 6 to 7 minutes.
4. Stir in spinach and parsley. Cook until spinach gets softened. Season with black pepper.

Clauses:
1. Heat oil in a large saucepan over medium heat.
2. Cook onion, carrot, and garlic until slightly softened.

3. Add potatoes and cook, tossing for a couple of minutes.
4. Add broth, tomatoes and water.
5. Bring to the boil.
6. Reduce heat to medium and simmer, uncovered, for 20 to 25 minutes.
7. Stir in soybeans and cook, uncovered, for 6 to 7 minutes.
8. Stir in spinach and parsley.
9. Cook until spinach gets softened.
10. Season with black pepper.

Table 2: The transparencies of the expert's text.

Category	Occurrence			
	Interpersonal	Ideational	Textual	Cohesion
Mood:				
Subject	-			
Ellipsed subject	13			
Finite	13			
Finite: modal	-			
Residue:				
Predicator	13			
Complement	8			
Adjunct: Cir	8			
Adjunct: Text	2			
Adjunct: Conj	4			
Process:				
Material		12		
Relational		1		
Mental		-		
Verbal		-		
Behavioral		-		
Circumstance:				
Manner		3		
Place		-		
Matter		-		
Extent		3		
Theme:				
Textual			3	
Topical			13	
Reference				-
Conjunction:				
Additive				1
Causal				1
Ellipsis&Substitution				-

Table above shows that the expert's procedure text conforms to the language features proposed by Derewianka (1991). In terms of interpersonal metafunction, all of the thirteen clauses have got Ellipsed Subject and Finite along with the Predicator indicating the fundamental form of a procedure text employing imperative sentence. Thus, Modal Finite was not found in the expert's text since the purpose of a procedure text is to provide readers information in detail and exact number or size, which contrast to the use of modals. Interestingly, even though it is a series of steps to be done, the text employed few Textual and Conjunctive Adjuncts in providing signals of transition. It means that both adjuncts do not become major constituents without which the readers still can understand what to accomplish after another.

In terms of ideational metafunction, the Participant is, of course, ellipsed leaving out only the Process and Circumstance. Since a procedure text is a series of steps or instructions, no Mental, Verbal, and Behavioral processes found within the expert's text. The majority of the clauses have got Material and Relational processes since it conforms to action verbs and referencing. Besides, some Manner and Extent Circumstances were used indicating detail information related to the Process.

In terms of textual metafunction along with cohesion system, first, Topical Theme indeed was used in all clauses within the text. While, Textual Theme has got little occurrence due to the aforementioned purpose of a procedure text; providing exact steps without many transition signals. Second, the conjunctions used, therefore, were not many in which only Additive and Causal ones were found without employing any Ellipsis or Substitution patterns.

Three students' procedure texts were taken as the sample in which three of them has different level of writing ability: S1=high-achiever; S2=middle-achiever; and S3=low-achiever. The findings addressed the second research question: *"How are the transparencies of students' procedure texts compared to the expert's text?"*. Regarding the comparison between the students' texts, the general format that conforms to an ideal procedure text is only S1 using numbers to indicate the sequential series of actions, while the other two students used paragraph format.

Table 3: The transparencies of students' text regarding interpersonal metafunction.

Category	Occurrence					
	Student's text 1	Number of clause	Student's text 2	Number of clause	Student's text 3	Number of clause
Subject	2		6		1	
Ellipsed subject	13		15		11	
Finite	14		24		13	
Finite: Mod	-		1		1	
Predicator	17	17 clauses	22	25 Clauses	12	14 clauses
Complement	14		17		10	
Adjunct	14		16		6	
Adjunct: Text	5		7		2	
Adjunct: Conj	2		8		1	

Table shows that the all three students have got the same patterns of metalanguage used regarding the interpersonal metafunction. First, Ellipsed Subject was dominantly used in which no Modal Finite was used; except S2. Besides, they also used Subject at the beginning of the clause indicating a declarative form of instructional expression. Below are some of the examples from Student 2 text and Student 3 text. In terms of its explicity, Complement and Adjunct were also found dominantly used. Since Student 2 and 3 employed paragraph format, they also used Conjunctive Adjunct. Interestingly, Student 1 also used the same metalanguage to give transitional signal from an action to another one, whereas the format has been in numbers (see Appendix B for the complete analysis of each student's text).

Student 2 (S2) - Clause 14
When it's done,

Table 4: When it's done.

When	It	's	Done
Adjunct: conj	Subject	Finite	Predicator
	MOOD		RESIDUE

Student 3 (S3) - Clause 14
U can add toping grated cheese, meses, or etc.

Table 5: U can add toping grated cheese, meses, or etc.

U	Can	Add	*toping grated cheese, meses, or etc.*
Subject	Finite: Mod	Predicator	Complement
MOOD		RESIDUE	

In terms of ideational metafunction, The table has shown that from Student 1 and 3 texts, material dominated the processes in ideational metafunction from procedure text was made by the students. The similar thing happen in relational process appeared in students' text. They put the same number of relational process sentences. Meanwhile, in Student 2 text, the number of relational process was greater than the others. It is believed that there was different quantity of clauses that they have made. In circumstance aspect, there was a significant difference among the students' text. At least, there occurred four circumstances in the text that students have made. There were manner, place, matter, and extent circumstance.

Table 6: The transparencies of students' text regarding ideational metafunction.

Category	Occurrence					
	S1	Number of clause	S2	Number of clause	S3	Number of clause
Processes:						
Material	15		14		8	
Relational	2		5		2	
Mental	-	17 clauses	3	25 clauses	1	13 clauses
Circumstances:						
Manner	2		4		5	
Place	7		1		1	
Matter	1		1		-	
Extent	3		-		-	

In terms of textual metafunction, Topical Theme was found dominantly used in all of the three students' texts. Meanwhile, some Textual Themes were also used to indicate transitional signal of one action to another one.

Regarding the cohesion system, the text shows that the most used reference in Student 1 text was anaphoric reference which was not properly referring. It means the reference in the text tried to shows *it* is actually *the dough*. Yet, the text shows the use of the verb *mix* is actually indicating *whisk*, thus the use of the reference in this text seems exophoric. The use of sequential procedural type displays fewer occurrences of conjunctions. Moreover, in this text, it could be seen that student is not sure how to express the *kue cubit* is already prepared then, the student uses the conjunction *when it's done*. The last yet not least is neither particular elliptical cohesion nor substitution was found.

Table 7: The transparencies of students' text regarding textual metafunction.

Category	Occurrence					
	S1	Number of clause	S2	Number of clause	S3	Number of clause
Textual	6	14 clauses	16	26 clauses	2	13 clauses

In Student 2 text, references are really needed since the writer of procedural text is trying to show the readers of steps to do or create something. It will be confusing if the text does not meet that kind of requirement. Moreover, this student's text still lacks of accuracy. Since, the type of this procedural text is a descriptive-procedural text. More conjunctions are needed. Nonetheless, the use of the conjunction in this student's text is still lack of accuracy. First, the

word *'after that'* was used in this text. The conjunction does not show exactly what kind of process is the writer tried to show. This kind of problem may affect readers with multi-interpretations. The last yet not least is neither particular elliptical cohesion nor substitution was found as well.

Table 8. The transparencies of students' text regarding cohesion system.

Category	Occurrence		
	Student's text 1	Student's text 2	Student's text 3
Ref: Anaphoric	6	9	2
Ref: Cataphoric	-	1	-
Ref: Exophoric	-	1	-
Conj: Temporal	2	8	1
Conj: Extension	1	1	2
Conj: Causal	-	1	1
Ellipsis & Substitution	-	-	-

The text shows the most frequently used reference is anaphoric reference. The reference in the text tried to shows the word *them* refers to some materials that should be stirred together. Still, the text shows the use of the verb *mix* is actually indicating *whisk*. The text shows the Temporal, Extension, and Causal Conjunctions are used in the text. The temporal *then* is used to propose next step after another since the text uses descriptive procedural text. The extension *and* is used other materials that should come along together, while or indicates the optional materials that readers may use. Again, neither particular elliptical cohesion nor substitution was found.

Based on the transparencies of the three students' texts and the expert's text, there seem still a number of deficiencies regarding the quality of the students' procedure texts particularly in terms of registers used. First, several colloquial words were used like *U, &, lil bit,* and *etc* in Student 3 text. Second, the use of unnecessary and ambiguous reference was also found in all students' texts like *it*.

#Student 1
Clause 3   : Add **the melted butter** into the bowl
Clause 4   : and mix *it* again.
Clause 5   : Add **3 eggs** into the batter
Clause 6   : and mix *it* again.

Third, Student 2 and Student 3 used inappropriate format of a procedure text by using paragraph instead of bullet points or numbers. This will possibly make readers confused of the steps that should be done (see Appendix B). Fourth, Student 3 also used unnecessary pronouns *you* at the beginning of a sentence since it is not suitable with a written mode of procedure text unless it is in a spoken form.

#Student 3
Clause 3   : Then add **your** flour & baking powder,
Clause 5   : Pour **your** melted butter, milk and vanilla.
Clause 11   : **& you** done.
Clause 14   : **U** can add toping grated cheese, meses, or etc.

Fifth, it was found that there was inappropriate use of process preceeding the noun it describes on. Such deficiency leads to ambiguity in meaning of the action that the readers should do. Sixth, inappropriate use of temporal conjunction was also found like *after that* without any relation to the previous process.

#Student 1
Clause 11   : and *add* it with **butter**.
#Student 2
Clause 1   : First, *butter* **the pan**.
Clause 5   : Then, *enter* **the flour**.
#Student 3
Clause 1   : *Beat* **the egg and sugar**
Clause 8   : *Coat* with lil bit of **butter**.

The last yet not least is the absence of in-detail manner circumstance like the use of specific adjective and adverb was also not used properly, whereas one of the characteristics of a procedure text is exact information about every single action or step.

5 CONCLUSION

The findings indicated students have already had the gist of creating a procedure text, as seen from the students' arrangement of the generic structure. However, as clarity is the major part of procedure text, students tended to lose clarity and exactness as to create their own work. It was probed by the use of informal language such as *u, & (ampersand), lil bit,* and etc. in low-achiever work. Moreover, the use of inconsistent references was also found generally in all students' work. The issue raised here is the references were supposedly constructed based on their projection on speaking context which led to confusion to the readers. Next problem identified in the text is

the use of inappropriateness text structure. In this case, two students (medium- and high-achiever) wrote their text without providing numbering but paragraph that would make readers taking more time to identify the steps. The finding also concluded that one student (low-achiever) proposed the application of *you* which is not appropriate with the structure of procedure text.

Based on the analysis, the notable issue is students would likely use the same pattern in almost every contexts of their writing. Therefore, what teacher should do is creating more variation and procedure in developing their students' ideas into their work, especially in writing. Since the evidence regarding to the circumstances (matter, place, and extent), the data shows that need more development in terms of cohesion. Further pedagogical implication needs to be explored as the foundation of leading a better genre based-learning.

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