

**EXPLORING STUDENTS UNDERSTANDING IN DIFFERENTIATING
DESCRIPTIVE TEXT AND PROCEDURE TEXT**

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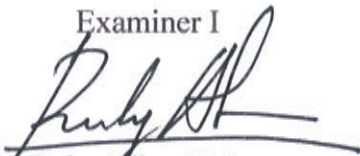
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*Exploring Students Understanding in Differentiating Descriptive Text and Procedure Text.*" untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Yang membuat pernyataan




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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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ABSTRACT

Risa Ulfa, 2022. Exploring Students Understanding in Differentiating Descriptive Text and Procedure Text. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). DR. Fakhurrazi, M.Hum. **(2)** Husnul Khatimah, M.Pd

The aim of this research was to describe about students understanding in differentiating descriptive text and procedure text, to know the students' obstacles in differentiating descriptive text and procedure text at the second grade and to know students face difficulties in differentiating descriptive text and procedure text at the second grade of SMPN 4 Langsa. The method of this study was qualitative with descriptive design. Subject of the study was one teacher and 10 students of VIII.2 of SMP Negeri Negeri 4 Langsa. The data were collected by using observation, interview and documentation. Based on the result, the students were able to differentiate the descriptive and procedure text. The students understood the meaning of the text properly and also understood the components contained in the text such as a language features. Meanwhile, the students obstacles in differentiating descriptive text and procedure text can be classified into three groups, such as limited vocabulary knowledge, did not got information about theme clearly, and translating language. Furthermore, The students faced difficulties in differentiating descriptive text and procedure text due to lack of understanding of text meaning. They originate from a lack of understanding of the explanation of the meaning of the text, the teacher's explanation was too fast, and the last reason was because students did not memorize material had just been explained and learned.

Keywords: *Students Understanding descriptive text and Procedure Text*

CHAPTER I

INTRODUCTION

A. Background of Study

Process of learning language, there are four skills that must be mastered by the learner. It is reading, writing, speaking and listening. Writing is one of the important skills in language learning and teaching to accelerate the process receiving and comprehending knowledge or information. Writing has an important role in learning process and in our life, as Hyland states that “writing is the central of our personal experience and social identities, and we are often evaluate by our control of it.”¹

Based on Hyland quote, writing indicates our identity in the society and expresses our experiences in it. Though the process of writing, we can share our ideas and experiences to our society. For example, people create a composition of manuscript of a story, then that manuscript of story interprets into a movie that everyone can see and follow the story. Through of it, the idea or the story in the manuscript can be share with other people.

Ariffudin stated that “writing is a complicated skill to be assessed”.² Learners might have a good ability in speaking, but it is not a guarantee that they are able to write English well. Learners were often found to get difficulty in writing. Furthermore, Rass stated, “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues

¹ Ken. Hyland, *Second Language Writing*. (New York: Cambridge University Press, 2009), 2.

² Arifuddin, *Language Assesment: Competence-based Approach*. (Lombok: Arga Puji Press. 2007), 167.

such as content, organization, purpose, audience, vocabulary and mechanics as well as punctuation, spelling, and capitalization”.³ When writing, the students need to know and understand some aspects in order to produce a good writing, such as grammar, vocabulary, and mechanic. In learning process, the teacher plays an important role to support the ability of students to be able to write well.

According to Brown “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.”⁴ Writing is the result or act of mind that interpret by the writer into a written. When people, start to write something, the first thing that should people do is researching a lot of references, such as read some books, journals, articles, magazines or online media to get enough information to starts writing something and share our ideas. But, some people are difficult to start writing something and their ideas.

Furthermore, it can be seen in the activities implemented by teachers SMPN 4 Langsa who require their students to write in the form of motivational words in English, poetry, or diaries which they will display on their school wall magazine. This is of course closely related to Hyland's theory where through writing other people can enjoy it to add information or motivate students to write. Thus, it can be said that teachers provide students with English writing exercises for them to display and also get used to writing activities in English.

³ Abu R Rass,. *Integrating Reading and Writing for Effective Language Teaching*. *English Teaching Forum*. Vol 10. 2001. 167.

⁴ Brown H Douglas. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. (2nd ed). (New York: Addison Wesley Longman, Inc. 2001), 112.

It is in line with the fact that for majority students, writing is one of difficult skills for students who are learning English as their foreign language. They assumed that writing is one of skill which needed hard ideas, thinking, vocabularies and strategy to support their skill. They often find it difficult to express their feelings and ideas when they are asked to produce a text by the teacher and there are also some students who still often find it difficult to distinguish the difference between descriptive and procedure texts.

Referring to the Junior High School Competency Based Curriculum, every student is required to be able to communicate in English through spoken and written form. In a written form, the students are expected to be able to write narrative text, recount text, procedure text, descriptive text and so on. To be specific, in descriptive text, the students are taught to write the genre of descriptive text with the right order of the generic structure and use the language features correctly. Furthermore, based on the national curriculum in Indonesia, being able to write a descriptive text is one of the requirements in learning English especially for the students who are at the Eight grade of junior high school.⁵

Writing became the most difficult skill to be mastered by foreign language learners, According Meida the English teachers (2020) in SMPN 4 Langsa have found that students often have difficulties in writing a descriptive and procedure text. Whereas, based on the national curriculum in Indonesia, the students are required to be able in differentiating descriptive and procedure well. It is because in language teaching, writing is an indispensable aspect of interaction beside

⁵ TH.M Sudarwati,. and Grace Eudia. *Look Ahead 2: An English Course for Junior High School Students Year XI*. (Jakarta: Erlangga. 2005), 173.

reading and speaking. Concerning the sets of problem mentioned above, it could not be denied that the research on writing ability is essential as the effort to overcome those problems. That is the reason why the researcher is interested in conducting this research.

Procedure text and descriptive text are texts about describing something. It's just that procedure and descriptive text are two very different texts, where procedure text is a text that is used to describe something in detail. For example, someone wants to make a food. Then, described is the tools and materials needed to make the food in detail. While, descriptive text is a text that is used to describe and provide information related to a place, character, and so on.

Based on the experience of the researcher before conducting the research, the researcher saw the fact in the field that students were still confused in differentiating descriptive text and procedural text. In fact, the two texts are very different where descriptive text is a text that explains in detail about the object to be discussed such as characters, places, and others. While procedure text is a text that has a goal that aims to have information on the purpose of making or implementing related to materials, materials and steps. However, there are some students in the second grade of SMPN 4 Langsa who still find it difficult to distinguish the two texts by making an exact paragraph between descriptive text and procedure text. Then, they are also still difficult in expressing ideas related to the themes they discuss.

Based on the fact above, The phenomenon or problem where junior high school students sometimes did not pay attention to their ability in understanding

text. Thus, the researcher would try to explore students' descriptive and procedure text with entitled "*Exploring Students Understanding in Differentiating Descriptive Text and Procedure Text*".

B. Research Problem of Study

Based on the background, the problems of the research can be formulated as follows :

1. How was students' understanding in differentiating descriptive text and procedure text at the second grade of SMPN 4 Langsa?
2. What were the students' obstacles in differentiating descriptive text and procedure text at the second grade of SMPN 4 Langsa?
3. Why students faced difficulties in differentiating descriptive text and procedure text at the second grade of SMPN 4 Langsa?

C. Purpose of Study

The purposes of study were follows:

1. To describe students understanding in differentiating descriptive text and procedure text at the second grade of SMPN 4 Langsa
2. To know the students' obstacles in differentiating descriptive text and procedure text at the second grade of SMPN 4 Langsa.
3. To know students face difficulties in differentiating descriptive text and procedure text at the second grade of SMPN 4 Langsa.

D. Significance of Study

Based on the objective of the study the writer expect the benefit of this study are:

1. Theoretically

This study aims to determine the ability of students to identify genres in several written texts and to find students' weaknesses in writing with certain genres.

2. Practically

- a. The teacher will also find out what problems make it difficult for students to write and understand about descriptive text and procedure text
- b. Students will solve their own problems in understanding and differentiating about descriptive and procedure text
- c. For other researcher, To enlarge students understanding in writing English genre with pictures.

E. Terminology

1. Definition of Writing

Writing is a very complex skill that must be mastered by students, especially in learning English. where in mastering writing students must have a pen in writing. mastery of vocabulary, ideas and also information

2. Definition of Descriptive Text

Descriptive text can be said as a text that tells and describes in detail about a place, character or person or describes something

3. Definition of Procedure Text

Procedure text also a text that contains steps or stages to do something, either to do a certain activity or to make something that is presented sequentially and logically procedure text is part of linguistic text.

CHAPTER II

LITERATURE REVIEW

A. Definition of Text

Oxford Advanced Learner's Dictionary stated that text is the main written or printed part of a book or page, contrasted with notes.⁶ Creating a text requires us to make choices about the words they use and how they put them together. If they make the right choices then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

In other references also state at the same point that text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary. And Longman Dictionary of Applied Linguistics stated that text/ teks/ is a piece of spoken or written language. A text may be considered from the point of view of its structure and/ or its functions.⁷ Thus from the explanation above, the researcher concludes that text is a passage that has composition on which a note is written, also it has structure and function.

1. Type of Text

There are two types of the text, they are:⁸

⁶ A. S. Hornby, *Oxford Advanced Learners Dictionary*, (NY: Oxford University Press, 1987), 1234.

⁷ Jack Richards and friends, *Longman Dictionary of Applied Linguistics*, (England: Longman, 1990), 292.

⁸ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan Education Malaysia, 1997), 1-3

a. Literary texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about our life and consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

b. Factual texts

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

2. Types of Genre Text

There are twelve kinds of genre, they are:⁹

a. Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

b. Report

⁹ Mark Anderson and Kathy Anderson, *Text Types in...*,5.

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

c. Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

d. Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or socio cultural phenomena.

e. Exposition (Analytical)

Exposition: analytical is a piece of text that persuades the reader or listener that something needs to get attention.

f. Exposition (Hortatory)

Exposition: hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.

g. News item

News item is a piece of text that informs readers, listeners and viewers about events of the day which are considered newsworthy or important.

h. Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

i. Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

j. Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

k. Description

Description is a piece of text that describes a particular person, place or thing.

l. Review

Review is a piece of text that critiques an art work, event for a public audience

B. Writing Descriptive Text

Writing is one of language skills learnt by students in their school. For almost students think that writing is unbearably difficult. They consider writing as the most difficult skill to be acquired. This opinion is supported by Richards and Renandya states that writing is the most difficult skill for second language learners to master.¹⁰

¹⁰ Jack C, Richard and Willy A, Renandya, *Methodology in Language Teaching* (New York: Cambridge University Pers, 2002), 303.

Writing descriptive text, the writer ought to attempt to make it appear as though the reader can see, experience, sense what is being defined. The writer ought to be able to describe in detail the usage of sure words that are able to offer a “intellectual image” of the object this is felt with the aid of the reader. There are at the least three that may be defined, namely, human, beings, locations and matters. Vocabulary in writing descriptive text have to be relevant to the item being defined, that is defined in real and additionally abstractly.¹¹

The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. But the writer believes that everyone can master and manage the writing skill if they want to do practice well. Gordon Taylor says that writing is the seed, the fruit and the pickle of our understanding.¹² So, writers need to know what they are talking about if they want to write well. There are many definitions about writing given by experts from many resources. Harmer states that writing is a basic language skill, just as important as speaking, listening and reading.¹³ It means that writing is one of the basic important skills that give influence to other skill

On the other hand, Besral says that “writing is a process of thinking deeply and transfer it into the form of written text by considering the reader and also the

¹¹ E. Imawati, Pengaruh Pembelajaran Berbasis Teks Terhadap Kemampuan Menulis Teks Deskriptif. *Literasi: Jurnal Bahasa dan Sastra Indonesia serta Pembelajarannya*, 2017. 1(1), 53-63.

¹² Gordon Taylor, *A Student's Writing Guide* (New York: Cambridge University Pers, 2009), 2.

¹³ Jeremy Harmer, *How to Teach English* (Cambridge: Addison Wesley Longman, 1998), 79.

components of writing itself.¹⁴ By writing, we can share our idea, feeling or anything that exists in our mind, and then it is written on a paper or nowadays on a computer screen. In addition, Harmer says that writing is “a form of communication to deliver through or to express feeling through written form.”¹⁵ Then, Mary Fitzpatrick says that you need to explain things to the reader and give them examples so that they can experience the things you have seen and heard.¹⁶

From definition above, the writer can conclude that writing is the language skill that used to communicate with reader to express things and feelings in written form to make the readers understand and they can experience the things and feeling you conveyed in the text.

1. Definition of Descriptive Text

Description in writing is the process of create communication image through words. According to Oshima and Hogue states that “description is writing about how something or someone looks and uses space order.”¹⁷ Moreover, Knapp and Watkins states that describing is also a central feature of narrative text providing the means for developing characterization, sense of place, and key themes.¹⁸ In addition, Dorothy E Zemach also states that descriptive paragraph

¹⁴ Besral and Ningrum Wisma Indah, “*The use of Picture Word Inductive Model (PWIM) in the Teaching and Learning Process of Writing,*” *Research in Language Teaching, RiELT Journal*, Vol.I, No.1(April,2015),30.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Pearson Education, 2001), 79.

¹⁶ Mary Fitzpatrick, *Engaging Writing Paragraphs and Essays* (New York: Pearson Education, 2005), 1.

¹⁷ Alice Oshima and Ann Hogue, *Writing Academic English* , (Longman Pearson,2006), 78.

¹⁸ Peter Knapp and Megan Watkins. *Genre, Text, Grammar* (Sydney: University of New South Wales Press Ltd, 2005) ,97.

explains how someone or something looks or feels.¹⁹ As stated by Wardiman, et.al “a descriptive text is a text that describes the features of someone, something, or a certain place.”²⁰ In addition, from explaining about description above, we can conclude that when writing the descriptive text, the writer must be able to explore their idea into the text, in order to make good description and the reader can feel the object in the descriptive text.

To make the text become a good description, there is a trick from Oshima and Hogue, they state “A good description is like a word picture; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader.”²¹ In short, writing a descriptive text is a way of picturing images verbally in speech or writing and arranging those images in order so the reader can feel the situation that was described.

2. Types of Descriptive Text

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time.²²

a. Describing people

¹⁹ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford:Macmillan, 2005) ,25.

²⁰ Artono Wardiman, et.al. *English in Focus: for Grade VIII Junior High School* (SMP/MTS), (Jakarta:PusatPerbukuan, DEPDIKNAS, 2008), 16

²¹ Alice Oshima and Ann Hogue, *Writing Academic..*, 79.

²² Alice Oshima and Ann Hogue, *Writing Academic..*,50.

It is usually people who are interesting to readers. Their appearance is interesting, especially as it reflects personality. When description is mentioned, one tends to think mainly about adjectives and perhaps adverbs. It is sometimes surprising to find that a particularly vivid description has resulted chiefly from the accurate use of verbs. To say that a person shambles or stumbles when he or she walks, for example may give a better picture of that a person than a large number of adjective could.

b. Describing place

How place look, smell, and sound is important. There are some ways to judge description of place; are impressions other than sight included? Is the picture caught at a single moment in time? Are the details arranged in logical order? Is the same point of view kept throughout? Are the adjective vivid, and are the noun and verb specific and descriptive. 3) Describing unit of time Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day. Notice how the description of a unit of time sets a certain mood, or emotional tone, in each of the following selections.

3. Generic Structure of Descriptive Text

Wardiman, et. al. specify the generic structure of descriptive text into two parts, 1) Introduction is the part of the paragraph that introduces the character; and 2) Description is the part of the paragraph that describes the character.²³ This

²³ Artono Wardiman, et.al. *English in Focus: ...*, 18.

indicates that a descriptive text has two elements, an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristics.

In addition, in general descriptive text consists of two elements as follow:²⁴

Table 2.1
Text Elements

Text Element	Content
Identification	An introduction to the objects/ things described which includes who or what, when, where
Description	A description of an object. For example the color, the size, the smell, the taste, what makes it special, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.
Conclusion	Summary points

4. Language Features of Descriptive Text

The language features of descriptive text uses are: Firstly, has certain noun/clear noun, for example: my House, my cat, etc. Secondly, using simple present, for example: I live in a simple house, the house is very beautiful, it has a

²⁴ Lilies Setiasih Dadi, *How to Write A Short Essay in English Academic Writing*, (Bandung: Alfabeta,2015), 171.

wonderful park. And then using some kind of adjectives that have describing, numbering, and classifying something, for example: two strong legs. Using action verbs, for example: my cat eats a meat; etc. and the last is figurative language; like simile or metaphor. For example: Her hair is black as ebony.

In addition, the descriptive text has dominant language features as follows;²⁵

- a. Using Simple Present Tense
- b. Using action verbs
- c. Using adverbs
- d. Using special technical terms

5. Most Commons students obstacles encountered in writing Descriptive Text by English Learner

There are some of the obstacles students in understanding descriptive text according to Wetswood are:²⁶

- a. limited vocabulary knowledge
- b. not fluent in reading
- c. less familiar with the material
- d. text difficulty level
- e. did not get information about the theme clearly
- f. translating language

²⁵ Lilies Setiasih Dadi, *How to Write A Short Essay in English Academic Writing...*, 173.

²⁶ Westwood, *What Teacher Need to Know About: Reading and Writing Difficulties*, Journal of Educational Science , 2008. Vol 4 no 1

6. Students understanding in learning text

According to Kraft that a person can be said to understand the text they are studying if they fulfill the following steps:²⁷

- 1) students understand well about the topic being discussed
- 2) students are able to set goals from the topics or themes discussed
- 3) students are able to understand the meaning of the text properly and clearly
- 4) students are able to make a writing framework that will be poured into their writing
- 5) students can understand the components contained in the text

C. Writing Procedure Text

Procedure text is also a text that contains steps or stages to do something, either to do a certain activity or to make something that is presented sequentially and logically procedure text is part of linguistic text. In learning often students responded that the procedure text is an easy text to make. Even though In learning procedure text, you must know the aspects contained in the text procedures that include aspects of objectives, material aspects, aspects of steps.

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar.

Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks.

²⁷ G. Kraft, *Argumentasi dan Narasi*, (Jakarta : Gramedia Pustaka Umum, 2007), 25.

Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).²⁸ As procedure, therefore, is a piece of text that gives us instructions for doing something.²⁹

Thus, from the explanation above, the researcher concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

1. Definition of Procedure Text

A text can be seen from two keys perspectives. They are a thing that can be recorded, analyzed and discussed and a process that is the outcome of a socially produced occasion.³⁰ One of the text which is learned by the Junior High School is procedure text. A procedure is a piece of text that gives us instructions for doing something. From that statement, can be understood that procedure text gives us the direction or the ways to do something.³¹ Meanwhile, the procedure text explain the way or steps to do or to make something, it also consists of what tools or ingredients should be prepared.

²⁸ Jenny Hammond and friends, *English for Social Purposes*, (Australian: Macquarie University, 1992), 2.

²⁹ Jenny Hammond and friends, *English for Social..*, 6.

³⁰ Petter Knap & Watkins, *Genre, Text , Grammar, Technologies for Teaching and Assessing Writing* (Australia : University of New South Wales Press, 2005), 13.

³¹ Petter Knap & Watkins, *Genre, Text...*, 14.

Mark and Kathy Anderson added that the examples of procedure text are recipes, itineraries, instruction manuals, and direction.³² Knapp and Watkins said that procedure text is concerned with showing information to someone how to do something. From this statement, the procedure text generally organize with the goal, materials/ equipment and steps.³³ A procedure enable people to do or to make things something new for them and it is also make sure that they should do or make something in correct order.

Every step in procedure text need to be done. Procedure text itself provides a good information both for teacher and students because it provides the project that can be applied. Procedure text is not only learned as a text based in learning, but also it can be learned through project based. The project can be used in daily life, so procedure text is important to be learned and practiced. Procedure text in material for Junior High School, it consists of various kinds of procedure. It is not only talk about how to make some foods or handcraft but also how to operate or do something. But in this study, the writer will be focus on the improving students in writing procedure text because regarding to the research questions, the writer would like to seek the information about does the demonstration method can be effective in improving students' writing procedure text.

2. Types of Procedure Text

As we know, every text has their own type and it is different each other. Beard mentions four type of the texts which are to persuade, to instruct or advise,

³² Mark Anderson and Kathy, *Text Type in English* (Australia: Macmilan Education , 2003), 123.

³³ Petter Knap & Watkins, *Genre, Text , Grammar, Technologies...*, 157.

to entertain and to inform.³⁴ Procedure texts persuade the reader to follow the step or instruction in order to reach or get the purpose. Besides that, the reader also can get advice in making something, so that the reader can do the step correctly. In addition, procedure texts provide information about how to make or do something. As we know that most of our instructional stuff is included the procedure text. So, the examples of procedure text we can find them easily around us.

Procedure is written for different audiences. In writing a procedure text, it is required to think about the audience and consider the following in order to achieve the purpose which is to construct or advise the audience to do something.³⁵ Each categorized of audience will need different kind of procedure based on their need or purpose. Here is the consideration of procedure text:

a. The age of audience

The consideration of age is the text is suitable for whom. If the procedure text is purposed for the kids, the instructions or steps should suitable for the kids with the simple sentences. Meanwhile, if the procedure text is purposed for adults, it should consists of more complex steps because it should adjust with their background knowledge.

b. Whether the audience has any previous experience of the procedure

The second consideration still relate to the first consideration. It should consider the previous knowledge of the reader because the process will be successful based on their understanding about the steps or

³⁴ Mark Anderson and Kathy, *Text Type in English* (Australia: Macmilan Education , 2003), 173.

³⁵ Mario Keir , *An Introduction to Literary Studies*, (London: Routledge, 2009), 114.

instruction. So, the writer should make sure that the reader can understand about the procedure.

- c. Whether the audience will need special instruction about the equipment needed or about the steps to be done.

In summary procedure text includes in the category of texts that has a purpose to instruct or advise and to inform the reader how to make, to operate, to create, to do something in sequence steps. Besides that, it also provides an instruction to the reader what they should do to achieve the goal

3. Generic Structure of Procedure Text

According to Swales, structure of texts is a device that supports communicative purpose.³⁶ Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb construct, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are:³⁷

- a. An Introductory statement that gives the aim or goal.

³⁶ J.Swales, *Genre Analysis*, (UK: Cambridge University Press,1990),.42.

³⁷ J.Swales, *Genre Analysis...*, 34

- b. A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- c. A sequence of steps in the order they need to be done, because → goal followed by a series of steps oriented to achieve the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function.

4. Language Features of Procedure Text

Besides having social function and generic structure, procedure text also has significant grammatical features that support the form of a procedure text.

They are:

- a. Simple Present Tense Especially imperative form Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.
- b. connective of sequence Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

- c. Numbering The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

5. Most Commons students obstacles encountered in writing Procedure Text by English Learner

There are some of the obstacles students in understanding descriptive text according to Wetswood are:³⁸

- a. the use of strategies in studying the text is less effective and inadequate
- b. Weak verbal reasoning
- c. problems in information processing
- d. problems remembering information
- e. difficulties in understanding of paragraph

D. Previous of Study

There are some researchers who have done research about descriptive and procedure text. There were five studies that conducted about examining descriptive text in junior high school in Indonesia. Astuti (2018) Explore students descriptive text at MA An-Nur Cirebon using qualitative methods. Her descriptive qualitative result found that students less ability in collecting their ideas into one paragraph so that many students still have difficulty in exploring their writing skills. Then, Himmaturijal (2018) refers more to the ability of students to explore

³⁸ Westwood, *What Teacher Need to Know About: Reading and Writing Difficulties*, Journal of Educational Science , 2008. Vol 4 no 1

students' descriptive writing at SMPN 2 Selong using descriptive quantitative methods. The result of his research students at SMPN 2 Selong have the good quality in explore their writing descriptive text based on the paragraph of research. Besides, Giyang (2017) examines students' writing using clustering techniques for the level of SMAN 1 Semarang by using the classroom action research method. The result of Giyang research in cycle II clustering techniques made students more improve in writing descriptive text with percentage 87%. While, Oka (2018), analyzed students' descriptive writing skills using the clustering technique by using a quasi-experimental research method using one group pre-post test designed. The quasi result the student of post test more higher then pretest with mean 79,81 in post-test and 67,5 in pre test. Furthermore, Khoiri (2020) analyzed the ability to write descriptive students in SMP Unismuh Makassar by using a research method, namely descriptive quantitative research. Where, the result of Khoiri research, was that 89% students were able in writing descriptive text.

In the other side the previous research about procedure text discussed by Rustyana (2019) examining students perceptions and students' understanding in writing procedure text writing at SMK Jabir Al-Hayyan. The method used was a qualitative method using a questionnaire. Based on the result of questionnaire students perception about descriptive text was not difficult if we have information about something being described. Then, Febriani (2014) examined students' exploration of writing procedure texts using picture media at SMPN 3 Mertoyudan. The method used by Eka is the classroom action research method. The result of cycle I and II have different improvement of students with 90%.

Next, Raya (2018), discussed the difficulties of students in understanding procedure texts using the qualitative descriptive method. The result of qualitative descriptive was that students had difficulties in writing descriptive text because they were less vocabulary mastery in writing paragraph. Meanwhile, Aiman (2019) discusses the students' ability to understand procedural texts using the media of video animation. The research method used was experimental research by using two experimental groups and a control class. In experimental class the score of mean students 87 and control class only 60,5. Furthermore, Abdillah (2018) examined students' obstacles in writing paragraph procedures. The method used in this research was descriptive qualitative method. The result of students obstacles more from collect their idea.

As for the research that discusses two different texts, namely combining descriptive and narrative texts, it was carried out by Abbas (2019) which discusses exploring students' abilities in distinguishing Narrative and Descriptive texts at SMKN 3 Pare Pare. The method used by this researcher was descriptive qualitative method. The result of distinguishing narrative and descriptive their more improve in writing descriptive text. Then, Mei (2019) discusses students' understanding in distinguishing descriptive and narrative texts at Vocational High School using descriptive quantitative methods. The result of the distinguishing students not difficulties in distinguishing the texts. While, Hadi (2018), analyzed students' abilities in writing descriptive and narrative texts at SMKN 1 Sleman. The method used in this research was descriptive qualitative. The result of his research students have good ability in writing texts. Meanwhile, Naram's 2017)

discussed students' understanding and difficulties in writing descriptive and narrative texts at SMPN 1 Pekanbaru. The method used was descriptive quantitative. The result of study was that the students did not have difficulties in writing descriptive and narrative. Letter, Pranatya (2019) discuss about improving students' writing descriptive and narrative skills using *Mading* media at SMA 2 Padang. The method used was quantitative method. The result was that the media improved students in writing descriptive and narrative skills.

Furthermore there is also research that examined procedure text and narrative text conducted by Hasballah (2018) examined students' abilities in writing procedure texts and narrative texts using descriptive quantitative research. The result of students ability in writing descriptive and procedure more was increase. Then, Rosna (2015) examined students' interest in understanding procedural and narrative texts using descriptive quantitative methods. Her result was students more interest in writing procedure text. Then, Andini (2017) examined students' abilities in writing procedure and narrative texts using quantitative methods. The result of test students more understanding in writing procedure text. Lastly, research by Pratama (2016) examined the difficulties of students in understanding procedure and narrative texts using quantitative descriptive methods. The descriptive quantitative method showed that students were difficulties in writing descriptive text.

Lastly, Jaisyan (2020) Studied about writing ability. The research about Students' Ability in Writing Descriptive Text and Procedure Text at Eighth Grade of SMP Unismuh Makassar. This research aimed to find out the ability of the

students' writing descriptive text with vocabulary, mechanics and organization. This research focused on students' ability to write descriptive texts and procedure text. In collecting data, Jaisyan uses a writing test as instrument. However, the researcher used observation and interview in collecting the data. Jaisyan's research setting is in Makassar while researcher used in Aceh. Based on the interview of Jaisyan's result the students ability in writing descriptive and procedure text is very good because they can explore their idea in writing.

Therefore, this research filled the knowledge gap that is not touched by previous research as none of research that fully similar with this one. That is why the research by previous wanted to know students understanding in differentiating descriptive text and procedure text. Then, to get more information about research, the researcher conducted from the eight grade toward their understanding with used qualitative method.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative research. Qualitative research used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved.³⁹ The central purpose of this study was to understand the world or the experience of another.

The kinds of research is descriptive qualitative. According to Creswell qualitative descriptive in what the researcher is interested in process, meaning, and understanding gained through word or picture.⁴⁰ Moreover, the design of study provides a systematic, factual, and accurate description of situation.

B. Place and Time of Research

The research conducted at SMPN 4 Langsa which is located on Matang Seulimeng, Prov Majid Ibrahim street, Langsa Barat. The researcher selected the second grade of SMPN 4 Langsa in the Academic Year of 2022. From all Junior High Schools in Langsa city, the researcher chose SMPN 4 Langsa as the research location because before doing research at the school, the researcher had teaching experience at this school. Moreover, during the teaching practice process, the

³⁹Ary Donald and Friends. *Introduction to Research in Education* (USA: Wadsworth Group,2010), 453.

⁴⁰ Jhon w Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed*. (Yogyajkarta: Pustaka Belajar, 2016), 145.

researcher saw that there were still many students who had difficulty understanding the texts. Then, during the process of conducting teaching practice, the researcher found problems related to the title which would be examined more deeply and to obtain clearer information, the researcher decided to conduct a research study at the school. The schedule of research was from October 03th 2022 until 19th 2022.

C. Research Participants

Subject in a study required to get the needed information. Ladico et.al reveal “depending on the types of question asked, the researcher will want to select the subject so that they will be able to provide the key information essential for the study”.⁴¹ Thus, in this research, the researcher used purposive sampling to achieve the subject of research. According to Arikunto purposive sampling is the process of selecting sample that taking subject that is not based on the level area, but it is taken based on the specific purpose.⁴² Purposive sampling helps a researcher to select individuals that can provide the needed information to understand the case, to answer the research question, and to address the purpose of the research.⁴³

In this research the researcher focused on one class of the VIII.² grade of SMPN 4 Langsa. Based on the selection of participants, the researcher used a

⁴¹ Marguerite G.Ladico. *Method in educational research from theory to practice* San francisco Bass. 2006. [http// jurnal method.ac.id](http://jurnal.method.ac.id), di akses pada tanggal 11 February 2022 pukul 09.00.

⁴² Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta,2019), 102.

⁴³ C. R Jack., & A. R Willy., *Methodology in Language Teaching: An Anthology in Current Practice*. Cambridge: Cambridge University Press,2008), 88.

purposive technique, namely choosing only one class from all VIII classes because based on the results of observations before the study, the researchers found problems related to students' ability to distinguish descriptive and procedure texts in that class. Based on the results of these observations, the researchers decided to choose 1 class namely VIII.².

The researcher chose the participants regarding the characteristics or required criteria. The criteria of research the researcher chose 10 students as research participants they are MR, KZ, NAB, HM, MNH, FQ, SF, MAS, MT, and ALK. The reason why the researcher chose only 10 people was to see 5 students who were categorized as being able to understand the difference between descriptive and procedure texts and also 5 other students who were categorized as still less able to understand differentiating descriptive and procedure texts. of with choose one English teacher and one class of the second grade of SMPN 4 Langsa with total number of students 25 in one class. In addition, from 25 students in the class, This is also reinforced by the selection of participants based on the selection results of the English teacher in the class.

D. Procedure of Data Collection

The information series technique is through gathering data to reply the trouble formulation. In accumulating records, the authors use observations, questionnaires, and interviews as research units. Amongst them:

1. Observation

Observation attempted to get a comprehensive picture of a situation and the product of those observations was noted or narrative. The purpose of direct observation was to determine a particular behavior that is present. The observation is usually, which is done namely identifying of either behavior of interest and devising a systematic procedure for identifying categorizing and recording the behavior in a natural or a contrived situation.⁴⁴

The observation research is divided into three types. There are nonparticipant observation, participant observation, and ethnography. The first is non-participant observation; the observer does not direct interact with the object of observation. In other words, the observer is not involved in the situation that to be observed. The second is participant observation, the observer follows a participant in the situation that to be observed. The last is ethnography; it involves data collection of data on many variables over an extended period, in a naturalistic setting.⁴⁵

In this research, the researcher use non-participant because the writer observed without participating or taking any active part in the situation. As for the observation procedure carried out by the researcher, namely observing teaching and learning activities in the classroom for 2 weeks of meetings. in one week the researchers conducted observations for two days and the number of observations made was 3 days for two weeks. These observations

⁴⁴ Donal Ary. *Introduction to Research in Education* (USA: Wadsworth Group a Division of Thompson Learning Inc,2002), 426.

⁴⁵ L.R. Gay. *Educational Research* (third edition),(New York: Merrill Publishing,1990), 206.

are equipped with an observation checklist that has been compiled by the researcher and the results of these observations will be used as data in the study.

In this case, the writer just sit down on the back row of the classroom, pay attention more detail about all activities that happen in the classroom, and write down some notes in order to get the data, which focused on students' understanding in differentiating descriptive text and procedure text.

The indicators being measured in the checklist were:

- a. Students understanding in differentiating descriptive text and procedure text
 - b. Students obstacles in differentiating descriptive text and procedure texts.
2. Interview

Interview is one of way to obtain the data. Interview is used to gather data on subjects' opinions, beliefs and feelings about the situation in their own words. The interview can be divided into two things namely, structure and unstructured interview. Structure interview is used for specific purpose of getting certain information from the subjects. And, the questions which are asked by observer to the respondents often in the same of set question. One characteristic of structure interview because this interview includes formal interview. Meanwhile, unstructured or semi structure is the questions which become asked to the respondents include informal interview, where the questions allow freedom of response from the subject.⁴⁶ in this research, the

⁴⁶ Donal Ary. *Introduction to Research in Education...*, 434.

researcher chose unstructured interview to get the more clearly answer from the teacher and students.

Therefore, the interview is not planned a head of time, the researcher asks questions as the opportunity arises and then listens closely toward subject's response to obtain some information in collecting the data. In the interview, the researcher as the interviewer has had a dialogue with the informant (teacher and students).⁴⁷ The interview is about students understanding in differentiating about descriptive text and procedure text.

Therefore, the researcher interview one English teacher who teaches in class VIII² and 10 students from all of students. The interview procedure was carried out after conducting observation activities. Then, the researcher conducted face-to-face interviews with the teacher to obtain information related to the students' problems in understanding the differences in the procedure of text and descriptive text which were carried out directly at school for one day. As for the interview questions given by the researcher, there are tenth questions, of which five questions about their understanding are related to descriptive and procedure texts and five questions about their difficulties in understanding the two texts. Then, to get students' answers to their understanding in understanding the differences in descriptive and text procedures, the researcher conducted interviews with students by asking them questions face to face and then the answers from the students were recorded to make it easier and shorten the time, interviews with students were

⁴⁷ Donal Ary. *Introduction to Research in Education...*, 155

conducted three meetings where each meeting consists of 3 to 4 students who will be interviewed for 20 minutes each meeting times, the meeting with a total of 5 students each meeting.

3. Documentation

A valuable of information in qualitative research can be documentation. Sugiyono stated that documentation can be written and picture by someone that can be used to obtain information.⁴⁸ The function of documentation is to make credible the result of observation. In this research, the documentation guide is the results of student writing that have been graded by the teacher, as for the documentation activities carried out by the researchers on the same day as the observation activities. Where, the researcher will collect the results of student descriptive and procedure writing which will be assessed by the teacher. After the teacher assesses the results of the student's writing, the overall score and results of the student's writing will be attached as a document in this study.

E. Research Procedure

The research procedures carried out in this study are the research steps carried out by researchers from the beginning of the study to completion. The first step, the researcher met the principal of the school to ask for permission to conduct research at the school and by showing the research letter given from the

⁴⁸Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung Alfabeta, 2008), 240.

campus. After having permission from the principal, the researcher met the head of the curriculum at the school to meet the teacher class with the researcher.

Then, the next step the researcher met the teacher class to inform the purpose of the research conducted and asked the class teacher to provide a schedule of learning meetings to find out the schedule for conducting research. After getting the schedule, the researcher began to arrange activities that would be carried out for the next 2 weeks.

In addition, researchers began to design a research schedule that would be conducted for fourth meetings in three weeks. As for the procedure carried out for two weeks, at the first meeting the researcher conducted teacher interviews to obtain data about students' understanding in distinguishing descriptive and narrative texts. The teacher interview was conducted for fifteen minutes with a total of twenty questions. After completing the teacher interview, the observation will be continued at the next meeting.

In the second meeting, the researchers conducted observation activities which would also collect documentation from the students' writings during the observation activities. In this activity, the researcher observed the whole starting from the activities of the teacher teaching and also the activities of the students writing. Documentation collected by researchers after being checked by the teacher.

In the third and fourth meetings, the researcher conducted interviews with students where there were ten students with a total of ten questions. There

were three to four students who would be interviewed for twenty minutes each meeting and would be conducted for three meetings.

F. Procedure of Data Analysis

In doing analysis, researcher used thematic analysis for this study. According to Braun and Clarke, thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data.⁴⁹ It organizes and describes all data in detail. There are six steps which covered in thematic analysis:

1. Familiarizing with the data; in this step, researcher needs to read and re-read data in order to become familiar with what the data needs and pay attention to the patterns that occur. It is necessary for researcher to complete data collection by transcribing data into written form.
2. Generating initial codes; researcher generate the initial codes by documenting where and how patterns occur. This happens through data reduction where the researcher collapses data into labels in order to create categories for more efficient analysis. Data complication is also completed here. This involves the researcher making inferences about what the codes understanding differentiating.
3. Searching for themes; researcher combines codes into overarching themes that accurately depict the data. It is important in developing themes that describes exactly what the themes means, even if the theme does not

⁴⁹ V Braun & V Clarke. Using *Thematic analysis in psychology Qualitative Research in psychology*. (Online). <http://eprints.uwe.ac.uk>. diakses pada tanggal 14 September 2022.

seem to fit. The researcher also describes what is missing from the analysis students difficulty in understanding differentiating.

4. Reviewing themes; in this step, researcher looks at how the themes support the data and the overarching theoretical perspective. If the analysis seems incomplete, the researcher needs to go back and find what is missing.
5. Defining and naming themes; researcher needs to define what each theme is, which aspects of data are being captured, and what is interesting about the themes.
6. Producing the report; in the last step when researcher writes the report, researcher decide which themes make meaningful contributions to understanding what is going on within the data. Researcher also conduct member checking. This is where the researcher go back to the sample at hand to see if their description is an accurate representation of affect strategy of teacher.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The data in this research were collected from observation, interview, and documentation. The data focused on the student's understanding in differentiating descriptive text and procedure text for the second Grade of SMPN 4 Langsa, student's difficulties and why they encountered the difficulties. This research was conducted from Monday, October 03th 2022 to Wednesday, October 19th 2022.

Based on the result of data collection and analysis, the researcher found that; 1) In terms of students' understanding students were able to differentiating the descriptive and procedure text the students' were able to differentiating the descriptive and procedure text. The students were included to understand the meaning of the text properly and also understand the components contained in the text like a language features. Then, 2) obstacles in differentiating descriptive text and procedure text which classified three groups like; limited vocabulary knowledge, did not got information about theme clearly, and translating language. Furthermore, 3) the students faced difficulties in differentiating descriptive text and procedure text they originate from lack of understanding of the explanation of the meaning of the text, difficult to explain, the teacher's explanation is too fast, and the last reason is because this material has just been explain and learned

1. Students understanding in differentiating descriptive text and procedure text.

a. Observation finding

For the first step, in collecting data to determine students' understanding of differentiating descriptive text and procedure text, the researcher conducted classroom observations was held on Monday, October 3th, 2022, Wednesday, to Monday, October 10th, 2022. To find out the understanding of students related to descriptive text and procedure text researchers conducted observation activities consisting of aspects of learning objectives and also aspects of instruction material.

In the aspect of learning objective activities, the researcher saw the teacher explanation was easy to understand also logic and also after the teacher explained the whole material, she also gave students the opportunity to ask questions related to the explanation that has been discussed accompanied by giving tests to students to write descriptive text and also procedure. However, when the teacher asked students to ask questions related to what they do not understand, students did not use the opportunity to asked questions and instead ask when the teacher gave them assignments. Besides that, the researcher also observed the teacher did not use innovative strategies to students while explaining the material to them.

Moreover, in "*Instruction Material*" Activity Students also showed that the teacher explanation was enough well. Altogh, there were some of students who seemed unfocused and busy playing with their classmates. Then, during participating in learning activities students were not active to ask questions related

to the material described by the teacher. This could be seen after the teacher explained the material it seemed that none of the students asked the question and the material was considered finished. They look confused and also did not understand but still no one asked questions when given by the teacher.

b. Interview result

In order to understand the students' understanding, the interview result was conducted with ten students. The researcher classified in terms of students' understanding and also the technical aspect. Which, based on the results of interviews that had been accumulated by researchers in the descriptive text section, there were two students who truly understand about the understanding of descriptive text namely MR and NAB and four students only understand but not perfect namely HM, SF, Mas, and MT.

Related to understanding "Language Features" there were four students who understood about the use of Language Features from descriptive text and also procedures namely MR, NAB, FQ, and SF. Meanwhile, the other two students KZ and HM were hesitant in answering about language features so that not perfect in understanding the use of language features. Furthermore, in the ability of students' understanding related to the difference between descriptive text and also procedure the tenth students understand the differences in the two texts.

Besides, in terms of "technical understanding" there was one student who understands the purpose of the descriptive text and procedure but inverse in explaining it, namely Mr. Then, six students namely KZ, HM, MNF, FQ, MAS

and MT stated that they had to make paragraphs using Indonesian first and then translated English. The other technicals carried out by NAB were thought looking at the dictionary and two other students AK and SF, they must think in advance what they want to write.

This statement can be studied from MR's answer " Descriptive text is text that describes characters, animals, places and so on. Meanwhile, procedure text is a text that explains the steps in making something, both food and objects". NAB In other statement "Descriptive text is a type of text that explains about a character of objects, or animals for example we explain about cats ranging from color shapes and others. Then, Procedure text is sentences that explain the steps to make something, for example making juice fried rice and so forth. While, in contrast to the answer NAB they reveal

Furthermore, the explanation of the four students who not perfect in understanding the meaning of descriptive but can explain with the correct explanation of the procedure; HM explanation "Text descriptive explains the characteristics of the miss, and the text of the procedure is text about making cooking steps like Miss told to yesterday" Followed by SF "Text descriptive is a text that explains the characteristics in the Miss image. While, text procedure is about the steps to make food." Next, MAS answer "Descriptive text is a text that explains something-with actually. And the procedure text explains the steps to make something." Last, MT statement "Descriptive text is a text that explains about images like that miss, and procure text is text that makes steps to make something".

Based on the description above, four other students were KZ, MNH, FQ, and ALK understanding in mentioning procedures text. The following statement from KZ; “Procedure text is text that makes steps like that miss”. Almost similar answer by MNH “In the procedure text, we are asked to take steps like that, such as making fried rice.” The following is a description of FQ and ALK “Procedure text is a text that describes the steps to make something, The text that makes food, like the steps for making it.

After that, there were answers from the four students MR, NAB, FQ,SF who understand language features they had the same answer by answering quickly and correctly "language features miss" while the other two students KZ and HM half understood because they only guessed as follows the expressions of the two students KZ answer “I don't really understand miss, likely simple present” Added by HM “I don't know, what is simple present or past tense. I don't remember, but if listened you explanation earlier, use sentences in the present tense, it means simple present, Miss”. Whereas, for other students MNH, MAS, MT, ALK did not know about the explanation of language features MNH answer “I dont know miss, I confused about language features explained” MAS say “I don't know miss MT also answer” I don't know the language features, I forgo”,Lastly ALK “I don't know miss”

Related to the differences in descriptive and procedure text, the tenth students know the difference between the texts like their answers below MR

answer “Of course have different miss, the definition is different” KZ added ”In my opinion there is a miss, from the many and few sentences written. NAB say “I think there is a difference miss, just from the way of writing it is different” HM statement “Different to make paragraph miss” MNH also “Different to write paragraph miss” FQ answer” I think descriptive text we have much idea, but procedure text not have much idea”.SF Say “There is a difference that descriptive text is written longer to make sentences, while procedural text only makes steps” MAS also answer “The different in writing sentence miss” MT argued “The different is descriptive text is long write procedure short write” Last, ALK answer “There is a difference that descriptive text is written longer to make sentences, while procedural text only makes step”.

Likewise from a technical point of view, all students have a different technical understanding, as follows; MR understand the meaning of both texts but reversed when explaining “Writing descriptive text I was looking for info first, but the procedure text was more to view images”

Then, Six students KZ, HM, MNH, FQ, MAS, and MT their technical made it in Indonesian first. KZ: “Usually I make the Indonesian first then I make the English,” HM: first understand what I want to write, then I make it using Indonesian first, MNH also “ I write the indonesian language first miss” FQ answer: “I write the Indonesian language First” MAS: “I write the Indonesian language first miss”, MT, “make Indonesian language first miss to more easy” Therefore, MT techniqaal in understanding use dictionnairy. Then, AK and SF they think about what they want to write about texts

c. Documentation Result

The results of student documentation were also collected by the researcher to see their understanding related to descriptive text and procedure text. The document was writing test that the researchers asked the students to do paragraph the researcher gave the text that students had to write about two famous YouTubers in Indonesia, namely Ria Ricis and Atta Halilintar and the students write only five lines. Besides, for procedure text the researcher asked to students' make paragraph procedure about steps to make mango juice.

Then, these results were obtained from students' writing about the two texts. The researcher found five students who were able to write descriptive texts, namely MR, KZ, MNH, FQ, and SF. Only MR students are correct in all their writing, ideas and concepts. While, KZ understands the purpose of writing descriptive text but does not write clearly the characteristics of the theme "Ria Ricis" that is described. Furthermore, MNH was able to understand about writing descriptive text but his ideas were lacking because he only wrote two lines about the topic being discussed. Continuing from the results of the FQ, he understood the meaning of writing descriptive text, but his technical writing was still wrong because he made paragraphs in the form of procedure text. Then SF was able to understand too but his ideas were very lacking, only writing two lines.

Besides, NAB included students who understood descriptive text but the paragraphs they wrote were like paragraph procedures followed by the other four students. HM included writing errors and made them look like paragraph procedures. whereas MAS wrote the concept in Indonesian first and MT, who did

not know what to write at all, what ALK continued was incorrect in writing the ideas and forms.

While, for the procedure text from the results of student documentation there were ninth students who were able to write procedure text correctly namely, MR, KZ, NAB, HM, FQ, SF, MAS, MT and MNH. However, for MT, the writing procedure is correct but there are still many mistakes in writing sentences, and MNH writes in the Indonesian form first. And even, ALK make mistakes and have not been able to write procedure and descriptive texts correctly. So that from the results of the student documentation about their understanding nine of them were able to write one of the texts correctly and even both were correct. But for one student, namely ALK, the two texts of the writing are wrong.

2. Students' Obstacles in Differentiating Descriptive Text and Procedure Text

a. Observation Result

Based on the observations of researchers related to students' difficulties in differentiating descriptive and procedure text, it can be seen that when they write they are not relaxed, even among some students looking at the results of their friends or imitating their friends' writing. In addition, it was seen that several students did not stop frowning and looked very confused about writing descriptive paragraphs and procedure text. not only that, the researcher also saw students who were very minimal in thinking and very lazy in developing their ideas when writing because they only wrote very few sentences. However, there were also

some of them who looked relaxed and calm in writing descriptive and procedure texts.

Students find it difficult to explore their ideas to make sentences in writing paragraphs. They look confused in compiling sentences with their understanding and also look very difficult to think of what ideas they should write. Thus, students find it difficult to write paragraphs because the ideas they have are very limited and also they are difficult in developing the idea. This can be should when writing students do not really enjoy in their writing activities.

b. Interview Result

Based on the results of student interviews to see their difficulties in understanding the differences in descriptive text and procedure text from the ten students, there were three student obstacles, six students had difficulty finding ideas, three students had difficulty with vocabulary, and one student had difficulty translating the language. The following are the answers of six students who have difficulty with ideas, namely MR, FQ, MAS, NAB, ALK, and HM. Besides, there were students statements MR: “Of course there are difficulties, but I usually find it more difficult when writing descriptive texts because I have lots of ideas” FQ “frequently difficult when writing miss, sometimes even do not find ideas, MAS: “of course there are obstacles miss, I'm often confused about writing the idea NAB : Yes miss, I often confused to share idea. Then other statement from ALK : “Yes miss, confused to share idea, HM : “Yes miss I have obstacles, sometimes I get confused looking for ideas, and like to get stuck thinking about ideas”.

Furthermore, MNH, SF, and MT has obstacles in vocabulary Indonesian to English. MNH : “My obstacles is often confused in English and arranging sentences”. SF gave opinion “I often don't understand the vocabulary, and I'm also confused about what to write. Then, MT “I often do not understand vocabulary in English miss”. Another obstacle that Kz found was translating the language, as she said the following”My obstacles and difficulties when translating the language from Indonesian to English miss”.

c. Documentation result

From the results of the documentation it can also be seen that the students' difficulties in understanding descriptive text and procedure text were mostly in the ideas section where there were six MAS, MR, FQ, NAB, ALK, and HM students who had difficulty thinking of ideas that they had to write in the form of paragraphs obtained from the results of their students' writing only wrote two lines and even very few sentences were poured in their writing so that their writing results were less than perfect and also incorrect.

Moreover, the lack of mastery of students' vocabulary is a very difficult obstacle for them to understand the text because they have to study and look for the vocabulary they have to write. like MNF, SF, and MT, from the results of their writing, there were very many incorrect words when they were written down, and also very little writing was produced by the three students. Not only that, KZ was also seen writing his Indonesian first and then proceeding to translate it into

English. to do this so that he don't forget to write it apart from that, it can also be seen that almost the average student also writes in Indonesian first.

3. Why Students Faced Difficulties in Differentiating Descriptive and Procedure Text

To find out why students faced problems related to understanding of descriptive text and procedure text, where students can differentiate between descriptive text and procedure text, but they cannot explain the meaning of descriptive text correctly and also out of 10 students only three students are correct and clear in answering the meaning of descriptive text. However, for procedure text students are able to explain the answer correctly. Thus, the researcher asked a second interview question after conducting the first interview but did not find satisfactory answers to the students, and the researcher asked again on November 18, 2022 to obtain clearer information related to students' understanding of the meaning of the text.

Based on the results of the interviews, the difficulties faced by students in understanding the differences in descriptive and procedure text are divided into several reasons. It is just been explained as mentioned by MR, KZ, FQ, MAS, they originate from a lack of understanding of the explanation of the meaning of the text MR's gave his statement "Maybe because of little understanding about his explanation" KZ stated "Because we are still confused for the clear understanding of descriptive text definition miss". Then, FQ "Because I am often confused when I understand the meaning when it is explained by the teacher in

my opinion it is not clear". Moreover, MAS " I'm a little difficult to understand the meaning, plus I sometimes do not understand the explanation"

The second reason put forward by NAB, HM, MT, and MNH was that the teacher's explanation was too fast. The following are the answers of the four students: NAB say "Actually understand miss, but explaining it is a little difficult plus the teacher's explanation is also too fast". Then, HM "Because it was too quick to explain the teacher so i don't understand, then if we ask the teacher back ask us to discuss with friends" Furthermore, MT" Because I had difficulty understanding the English language, I was also confused by the explanation that was too fast" last anser by MNH" Because the teacher explained it too hurry and time asked to explain again the teacher was not willing because we did not attention at the beginning".

Therefore, SF reason its difficulties to explained " We actually understand, but it's hard to explain in good language plus the teacher explanation is also short. Then, the last reason ALK answer just learned and explained; "Because the explanation of this text has just been explained, and in my opinion it is also difficult to understand the teacher's explanation"

Based on the results of the student interview answers above, it can be concluded that there are four reasons from ten different students about why they face problems in understanding the differences in descriptive and procedure text including 1) lack of understanding of the explanation and understanding of the text. 2) the teacher's explanation is too fast, 3) difficult to explain in good and

correct language, and 4) the material has just been learned and explained. Thus, the research results have been answered clearly as a whole.

B. Discussion

Based on the findings of research the researcher found that result of study about:

1. Students understanding in differentiating descriptive and procedure text

To find out students' understanding in differentiating descriptive and procedure text, the researcher observed the results of the three instruments, namely observation, interviews, and documentation. From the results of observations the researchers concluded that the teacher also gives students the opportunity to ask questions related to the explanations that have been discussed accompanied by giving tests to students to write descriptive texts and also procedures. However, when the teacher asks students to ask questions related to what they do not understand, students do not use the opportunity to ask questions and ask instead when the teacher gives them assignments. In Instruction Material Activity Students are also listed to the teacher explanation well. Although, there were some of students who seemed unfocused and busy playing with their classmates. Then, during participating in learning activities students were not active to ask questions related to the material described by the teacher. While, the results from the interview researchers divide in two groups, understanding and technical. The results of understanding are grouped into understanding understanding, language features, and their differences.

from the results of the interviews, there were two students who understood the meaning of descriptive text correctly, four students half understood it and four students did not understand the meaning of descriptive text.

While in the understanding of the tenth procedure text students understand the meaning. Then at the point language features, there are four students who understand language features descriptive and procedure text, two people half understand, and four other students do not know about language features. However, to distinguish the two texts, all students are able to distinguish between descriptive and procedure text.

Thus, students in grade two SMPN 4 kota Langsa include understanding the difference between descriptive and procedure, this is based on reference to Kraft's theory (2007) that a person can be said to understand the text they are studying if they fulfill the following steps: 1) students understand well about the topic being discussed, 2) students are able to set goals from the topics or themes discussed 3) students are able to understand the meaning of the text properly and clearly, 4) students are able to make a writing framework that will be poured into their writing and last students can understand the components contained in the text, from these five points students are included to understand the meaning of the text properly and also understand the components contained in the text like a language features. Moreover, from a technical point of view there was one student who understood the meaning but reversed when explaining and six students had to translate into Indonesian first, two students

had to think about what they wanted to write and one other student had to look at the dictionary.

2. The second, students obstacles in differentiating descriptive text and procedure text .

Based on the observation result, the reseracher found that students not relaxed when writing descriptive and procedure texts which can be seen from the expressions of students who have difficulty when the teacher gives writing activities to students and some of them also seem to have thought for a long time to put their ideas in written form. This was also known by researchers based on the results of interviews where there were six students who had difficulty understanding ideas, one student had difficulty translating language, and three students had difficulty in vocabulary skills. The result of interview related by theory Wetswood about most commons students obstacles (2008) a) limited vocabulary knowledge, b) not fluent in reading c)less familiar with the material d) text difficulty level e) did not get information about the theme clearly.e) difficulties in translating. So that, the students obstacles which classified three groups like; limited vocabulary knowledge, did not got information about theme clearly, and translating language.

3. Why students faced difficulties in differentiating descriptive and procedure

Based on the interview result the reason of students faced difficulties they originate from a lack of understanding of the explanation of the meaning of the text, difficult to explain, the teacher's explanation is too fast, and the last reason is because this material has just been explained and learned. Not only that, in

learning texts for second grade junior high school students have been explained about the language features in that part of the text which are related to learning tenses. However, in the 2013 curriculum learning tenses is taught in the third grade for the junior high school level. Thus, there are very many students who are confused when asked about language features related to these tenses and this becomes a problem for students in the process of obtaining information related to descriptive text material and also procedure text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of observation, interview and documentation by the researcher about the students' understanding in differentiating descriptive text and procedure text, the researcher takes the conclusion as follow:

1. The students were able in differentiating the descriptive and procedure text. The students understood the meaning of the text properly and also understood the components contained in the text like a language features.
2. The students obstacles in differentiating descriptive text and procedure text can be classified into three groups such as limited vocabulary knowledge, did not got information about theme clearly, and translating language.
3. The students faced difficulties in differentiating descriptive text and procedure text. They were lack of understanding of the explanation of the meaning of the text, difficult to explain, the teacher's explanation was too fast, and the last reason was because this material has just been explained and learned

B. Suggestion

Based on the conclusion above, the researcher give some suggestions as follow:

1. The English teacher should motivate the students to be seriously in learning especially in understanding descriptive text and procedure text with used variation strategy.
2. The students should increase their abilities in English especially in descriptive Text by studying harder and also should keep training to their writing ability. It can be done by reading English book.
3. To other researcher, this research should be a reference for other study

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Table 4.1
Observation Checklist

No	Aspect	Score		Description
		Yes	no	
Learning Objective				
1.	Teacher explanation is easy to be understood, explicit, and logic.	✓		
2.	Teacher asks question and gives test to know the achievement of learning objectives	✓		
3.	Teacher will give innovative strategy for the students learning activities		✓	The teacher only explains the material clearly and completely and by showing the picture media to the students, but there is no special strategy used by the teacher in the descriptive text and narrative text material.
Instruction Material				
4.	students pay close attention to the teacher's explanation	✓		students listened to the teacher's explanation well, although there were some students who seemed unfocused and busy playing with their classmates.
5.	Students actively ask for the teaching and learning process		✓	After the teacher explained the material, it seemed that none of the students asked questions and the material was considered finished to be discussed, while there were still many of them who

				looked confused but did not ask the teacher,
6.	Students look confused by frowning every time they write	✓		almost all of the students frowned during the activities of writing descriptive and procedure texts
7.	students do not seem to understand the material by often asking questions over and over again		✓	The activity of asking questions repeatedly is actually done by students when writing activities take place
Classroom Procedure				
8.	students are very relaxed in writing descriptive text and procedure text		✓	they don't look relaxed, in fact most of the students still see the results of their friends
9.	Students can make good paragraph of descriptive text		✓	students seem to lack ideas, and lazy to think so that the resulting text tends to be only a few words and also not in the form of a descriptive paragraph
10.	students can make good paragraph on procedure text	✓		Most of the students wrote the procedure text according to the given task directions

Students Interview

Nama Siswa : M.Rizky
kelas : VIII 2
Hari/Tanggal Wawancara : Rabu, 19 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa inggris, jenis teks apa saja yang kamu ketahui ? (Are you interested in understanding the types of texts found in learning English, what kinds of text you know) tertarik miss, dan yang saya tau tentang descriptive text, narrative dan procedure
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain) *teks descriptive itu teks yang menjelaskan tentang karakter, hewan, tempat dan lainnya.*
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text) *sementara teks procedure itu, teks yang menjelaskan tentang langkah langkah dalam pembuatan sesuatu baik makanan maupun benda*
4. Language features apa yang digunakan pada kedua teks tersebut?(What features are used in the two texts)? *Simple present miss*
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive

text and procedure text?) *tentu ada miss, dari pengertiannya saja sudah berbeda miss*

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur? (How do you write descriptive and procedural texts?) *kalu menulis teks descriptive saya biasanya mencari info dulu tentang temanya, kalu procedure cukup mengamati dari gambarnya miss*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *tentu ada miss, tapi saya biasanya lebih sulit ketika menulis teks descriptive miss karna harus banyak ide*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *sebelum menulis saya pikir dulu, cari ide dulu, nanti kalau sudah ketemu yang mau saya tulis bahasa indonesia dulu baru saya terjemahkan ke bahasa inggris. Biasanya supaya tidak lupa, saya biasanya menulis dalam masalah y biasanya suka kehilangan ide saat menulis teks.*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *saya biasanya membuat satu pemikiran atau kerangka untuk ide yang akan saya tulis*

10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *Mungkin karena kurang pemahaman sedikit tentang penjelasannya kali miss.*

Students Interview

Nama Siswa : Khanza Z.F
kelas : VIII 2
Hari/Tanggal Wawancara : Rabu, 19 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa Inggris, jenis teks apa saja yang kamu ketahui? (Are you interested in understanding the types of texts found in learning English, what kinds of text you know) *tertarik miss, yang saya tau teks prosedur descriptive, narrative miss.*
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain) *teks descriptive itu teks yang menceritakan gitu miss*
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text) *kalau teks procedure teks yang membuat langkah-langkah gitu miss*
4. Language features apa yang digunakan pada kedua teks tersebut? (What features are used in the two texts)? *Tidak terlalu paham saya miss, kalau tidak kalau simple present sih miss.*
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?) *menurut saya ada miss dari banyak dan sedikitnya kalimat yang ditulis dari kedua teks tersebut*

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur?
(How do you write descriptive and procedural texts?) *biasanya saya selalu buat dnegan bahasa Indonesia dulu kalimatnya, baru saya buat kedalam bahasa inggris*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *ada miss, pas menerjemahkan kalimat bahasa Indonesia ke bahasa inggris nya ini miss.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *iya miss, cari informasi terlebih dahulu miss bir tau mau nulis apa.*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *Sebelum saya menulis, saya memikirkan apa yang ingin saya tulis, setelah saya pikir saya akan menulis seluas mungkin dalam paragraf, jika sulit menulis, tidak semudah menulis bahasa Indonesia.*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *(iya miss, karena kami aja kadang masih bingung untuk pengertian jelasnya tentang teks descriptive*

Students Interview

Nama Siswa : Nur Annisah Balqis
kelas : VIII 2
Hari/Tanggal Wawancara : Rabu, 19 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa inggris? Jenis teks apa yang kamu ketahui (Are you interested in understanding the types of texts found in learning English?)
teks miss, yang saya tau teks descriptive sama teks prosedur text miss.
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain)
teks descriptive menjelaskan cirri-ciri dari suatu benda, misalnya kita kayak menjelaskan bagaimana kucing daring bentuknya, warna, dan lain sebagainya
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text)
kalau teks procedure kalimat yang menjelaskan langkah-langkah membuat sesuatu misalnya kayak kalimat membuat nasi goreng, jus dan lain sebagainya.
4. Language features apa yang digunakan pada kedua teks tersebut?(What features are used in the two texts)?
Kalimat simple present kayaknya miss.
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive

text and procedure text?) *menurut saya ada miss, dari cara penulisannya aja udah beda miss*

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur? (How do you write descriptive and procedural texts?) *biasanya saya selalu liat kamus miss untuk membuat bahasa inggris nya itu.*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *Ada juga miss kadang suka bingung cara membuat idenyaa gitu miss.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *iya miss, cari tau miss kadang suka searching juga informasinya kalau di kasih tugas.*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *dengan membaca, dan juga memikirkan miss*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *kami sih miss paham, cuman pas miss suruh nulis pengertiannya, kami ngak nulis dengan bahasa yang baku, terus juga mam ngejelasimnya terlalu singkat miss.*

Students Interview

Nama Siswa : Humairah
kelas : VIII 2
Hari/Tanggal Wawancara : Senin, 17 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa inggris? jenis teks apa saja yang kamu ketahui (Are you interested in understanding the types of texts found in learning English?) *descriptive text, recount text, procedur text yang udah kami pelajari*
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain) *kalau descriptive text yang menjelaskan ciri-ciri*
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text) *kalau procedure seperti misalnya membuat langkah-langkah memasak kayak yang kemarin miss suruh buat.*
4. Language features apa yang digunakan pada kedua teks tersebut?(What features are used in the two texts)? *Gk tau miss, apa itu present atau pas tense, gk ingat miss. Tapi kalau kayak miss jelasin tadi, pakek kalimat yang dengan waktu sekarang miss berarti simple present*

5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?) *Ada miss, beda cara membuat paragrahnya*
6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur? (How do you write descriptive and procedural texts?) *cara nulisnya biasanya pahami dulu apa yang mau kami tulis miss baru kami buat teksnya, terus juga buat pakek bahasa Indonesia dulu miss*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *ada miss, bingung cari idenya kadang miss, kayak buntu mikirin kalimatnya.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *iya miss, cari tau misal nya kayak ngumpulin informasi dari teks yang mau di tulis dulu miss*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *saya mendapatkan informasinya dengan cara memperhatikan gambar nya dan perintah teks yang disuruh miss.*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *(karena pas*

waktu penjelasan mam maida terlalu cepat jadi kurang paham, terus kalau ditanyak ulang di bilangnya tanyak aja sama kawan-kawan suruh diskusi gitu miss, makanya kami ngak paham.

Students Interview

Nama Siswa : M. Nur Hadi
kelas : VIII 2
Hari/Tanggal Wawancara : Senin, 17 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa inggris? jenis teks apa yang kamu ketahui (Are you interested in understanding the types of texts found in learning English?)
yang saya pelajari miss, ada teks descriptive, recoun text, sama prosedur.
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain)
menurut saya miss teks descriptive yang saya tau kita kayak disuruh menceritakan cirri-ciri bentuk dari suatu gambar.
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text)
kalau procedure kita kayak disuruh buat langkah-langkah gitu miss kayak membuat nasi goreng dan lain-lain
4. Language features apa yang digunakan pada kedua teks tersebut?(What features are used in the two texts)?
Gk tau miss, bingung saya tentang pembahasan ini.
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?)
ada miss, berbeda dari cara menulis nyaa.

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur? (How do you write descriptive and procedural texts?) *biasanya saya tulis bahasa indonesianya dulu miss*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *ada miss, suka ngak tau bahasa inggrisnya itu miss terus bingung nyusun kalimatnya.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *Untuk teks deskriptif, saya biasanya mencari tahu apa tema tentang apa yang ingin saya tulis. Kemudian ketika saya punya ide, saya menuliskannya. Dan jika teks prosedur sudah ada bahan-bahannya, tinggal lihat gambarnya dan urutkan langkah-langkahnya. Jika Anda mengalami kesulitan dalam menulis kedua teks tersebut, terkadang Anda tidak mengetahui bahasa Inggris sehingga Anda harus bolak-balik membaca kamus.*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *biasanya saya pikirin dulu terus kalau udah dapat ide au tulis apa langsung buat pake bahasa Indonesia dulu biar ngak lupa miss.*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan

dalam menjelaskan pengertian teks descriptive dan prosedur? (*kami kan miss kayak kurang paham penjelasannya itu karena mam ngejelasinnya di depan kayak buru-buru, terus kalau kami minta ulang mam malah bilang kami tidak memperhatikan. Makanya pas nulis nya kami tau tapi kami bingung untuk menjelaskannya miss.*)

Students Interview

Nama Siswa : Furqan
kelas : VIII 2
Hari/Tanggal Wawancara : Rabu, 19 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa Inggris, jenis teks apa saja yang kamu ketahui? (Are you interested in understanding the types of texts found in learning English, what kinds of text you know) *tertarik miss, saya taunya teks prosedur sama teks descriptive miss*
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain) *teks descriptive itu teks yang menulis tentang sesuatu keadaan yang sebenarnya*
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text) *teks yang menjelaskan langkah-langkah tentang membuat sesuatu*
4. Language features apa yang digunakan pada kedua teks tersebut? (What features are used in the two texts)? *Simple present miss*
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?) *Menurut saya ada perbedaan ny, teks descriptive lebih bnyak cari ide miss, kalau teks procedure tidak.*

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur?
(How do you write descriptive and procedural texts?) *saya buat bahasa indonesianya dulu.*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *sering miss, malah kadang memang sering ngak dapat ide.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *ya cari miss, saya cari informasinya kadang-kadang di buku*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *kalau saya dengan banayak banyak baca miss*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *karena saya suka buat bingung ketika memahami pengertian nya waktu dijelaskan oleh guru miss dan menurut saya seperti kurang jelas.*

Students Interview

Nama Siswa : **Salman Farisy**
kelas : **VIII 2**
Hari/Tanggal Wawancara : **Senin, 17 Oktober 2022**
Tempat : **Sekolah**

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa inggris? Jenis teks apa yang kamu ketahui (Are you interested in understanding the types of texts found in learning English?)
yang saya tau teks descriptive dan prosedur miss
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain)
kalau descriptive text miss menjelaskan gimana bentuk atau ciri-ciri yang ada di gambar miss
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text)
kalau pengertian procedure text itu tentang langkah-langkah membuat makanan
4. Language features apa yang digunakan pada kedua teks tersebut?(What features are used in the two texts)?
Simple present miss
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?)
Ada miss, kalau teks descriptive itu kan kita nulisnya lebih panjang gitu ngebuat kamlimatnya, kalau prosedur kan cuman buat langkah-langkah nya aja.

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur? (How do you write descriptive and procedural texts?) *biasanya saya fikir dulu kalimat yang mau saya tulis, baru nanti saya cari kosa- katanya gitu miss.*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *ada miss, saya sering kali tidak tahu kosa katanya gitu, terus kadang juga bingung mau tulis apa.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *kalau udah tau mau tulis apa ngak cari lagi miss, tapi kalau belum tau suka nanyak-nanyak juga.*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *biasanya saya tanyak-tanyak sama mom juga sama kawan nntik kalu udah paham baru tulis miss.*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *(kami paham miss sebenarnya, cumin kami tidak bisa ngejelasin pas miss sruh*

buat kemarin karena mom maida ngejelasinnya terlalu singkat jadi kami cuman paham cara buatnya aja tapi sulit untuk ngejelasinnya.

Students Interview

Nama Siswa : M. Alfi Syahri
kelas : VIII 2
Hari/Tanggal Wawancara : Senin, 17 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa Inggris, jenis teks apa saja yang kamu ketahui? (Are you interested in understanding the types of texts found in learning English, what kinds of text you know) *tertarik miss, saya taunya teks prosedur sama teks descriptive miss*
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain) *teks descriptive itu teks yang menjelaskan sesuatu dengan sebenarnya*
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text) *teks yang menjelaskan langkah-langkah membuat sesuatu*
4. Language features apa yang digunakan pada kedua teks tersebut? (What features are used in the two texts)? *Ngak tau miss saya.*
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?) *menurut saya ada miss perbedaanya dari penulisan kalimatnya miss*

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur?
(How do you write descriptive and procedural texts?) *saya buat bahasa indonesianya dulu miss*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *ada miss, saya suka bingung buat nulisin idenya gitu miss.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *ada, saya bingung buat dapetin idenya miss*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *dengan cara melihat kamus biar dapat idenya.*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *(saya sebenarnya memang sulit miss, kadang kurang mengerti juga dengan penjelasannya, gurunya kadang mis penjelasannya terlalu panjang dan ribet makanya bingung miss)*

Students Interview

Nama Siswa : M.Taufiq
kelas : VIII 2
Hari/Tanggal Wawancara : Senin, 17 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa Inggris, jenis teks apa saja yang kamu ketahui? (Are you interested in understanding the types of texts found in learning English, what kinds of text you know) *tertarik miss, kalau teks yang saya tau teks descriptive dan juga teks procedure miss*
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain) *teks descriptive itu teks yang menjelaskan tentang gambar gitu miss*
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text) *kalau teks procedure teks yang membuat langkah-langkah pembuatan sesuatu.*
4. Language features apa yang digunakan pada kedua teks tersebut? (What features are used in the two texts)? *Tidak tau miss apa language features nya, lupa saya.*
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive

text and procedure text?) *ada mis perbedaanya, yang jelas teks descriptive itu lebih panjang dari teks prosedur.*

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur? (How do you write descriptive and procedural texts?) *buat dulu bahasa indonesianya nya biar mudah miss*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?) *ada miss, sering tidak tahu bahasa inggrisnya apa miss*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?) *cari, karena biar tau mau nulis apa nnti.*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraph) *sukak nanyak sama mam, kadang sukak fikir-fikir sendiri juga miss*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan dalam menjelaskan pengertian teks descriptive dan prosedur? *(iya miss, karena saya sulit kali buat bahasa inggrisnya itu, ditambah lagi menurut saya penjelasannya tidak diulang-ulang jadi saya sulit memahami)*

Students Interview

Nama Siswa : Al-Khazzaly
kelas : VIII 2
Hari/Tanggal Wawancara : Senin, 17 Oktober 2022
Tempat : Sekolah

1. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa inggris, jenis teks apa saja yang kamu ketahui ? (Are you interested in understanding the types of texts found in learning English, what kinds of text you know) *tertarik miss, yang saya tau teks descriptive sama teks prosedur miss*
2. Apa pengertian descriptive text? jelaskan! (What is descriptive text? explain) teks descriptive itu teks yang menjelaskan cirri-ciri benda miss
3. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text) *teks yang membuat makanan gitu miss, kayak langkah-langkahnya*
4. Language features apa yang digunakan pada kedua teks tersebut?(What features are used in the two texts)? *tidak tahu saya miss.*
5. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?) *ada miss perbedaanya, kalau teks descriptive kita dimintak untuk nulis cirri-ciri bendanya, orangnya gitu. Tapi kalau prosedur itu kan untuk membuat makanan*

6. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur?
(How do you write descriptive and procedural texts?) *saya fikiran dulu
apan yang mau saya tulis miss*
7. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks
descriptive dan juga teks prosedur? (Are there any difficulties that you
often find in writing descriptive and procedural texts?) *ada miss, saya suka
bingung buat nulisin idenya gitu miss.*
8. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema
yang akan kamu tulis? (Are you looking for ideas or previous information
related to the theme you are going to write?) *terkadang saya cari, kada
langsung tulis aja miss.*
9. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu
kembangkan menjadi bentuk paragraph, jelaskan! (How do you get
information and ideas and then develop them into paragraph) *dengan
berfikir terlebih dulu, terus berhayal biar adapat idenya.*
10. Ketika ditanya tentang pengertian descriptive dan procedure masih
mengalami kesulitan! Kenapa dan apa yang membuat kamu kesulitan
dalam menjelaskan pengertian teks descriptive dan prosedur? *(iya miss
karena pembelajaran tentang teks ini baru dijelaskan, kemudian menurut
saya sedikit sulit untuk memahami penjelasan dari gurunya)*

Observation checklist

No	Aspect	Score		Description
		Yes	no	
Learning Objective				
11.	Teacher explanation is easy to be understood, explicit, and logic.			
12.	Teacher asks question and gives test to know the achievement of learning objectives			
13.	Teacher will give innovative strategy for the students learning activities			
Instruction Material				
14.	students pay close attention to the teacher's explanation			
15.	Students actively ask for the teaching and learning process			
16.	Students look confused by frowning every time they write			
17.	students do not seem to understand the material by often asking questions over and over again			
Classroom Procedure				
18.	students are very relaxed in writing descriptive text and procedure text			
19.	Students can make good paragraph of descriptive text			
20.	students can make good paragraph on procedure text			

(Adopted from, Ali Mahsun M.Pd Observation Cheklist)

Teacher Interview

Nama Guru :

Nama Sekolah :

Hari/Tanggal Wawancara :

Tempat :

1. Sudah berapa lama ibu mengajar descriptive dan procedure teks di kelas 2 di SMPN 4 Langsa? (How long have you been teaching descriptive and procedure text in grade 2 at SMPN 4 Langsa?)
2. Adakah materi pembelajaran descriptive dan prosedur teks selalu sama setiap tahunnya? (Is the English learning descriptive and procedure text always the same every year?)
3. Adakah perbedaan materi yang ibu ajarkan dari tahun ketahun selama mengajar disini?(Is there a difference in the material that you teach from year to year while teaching here?)
4. Bagaimana strategi dalam mengajar writing descriptive dan procedure teks? (How long have you been teaching descriptive and procedure text in grade 2 at SMPN 4 Langsa?)
5. Menurut pandangan ibu, apa yang membuat siswa sulit dalam memahami descriptive dan prosedur text?
6. Menurut ibu, apakah buku panduan bahasa inggris yang digunakan sekarang ini cukup memfasilitasi siswa untuk memahami pemahaman mereka? (In your opinion, is the English guidebook used today enough to facilitate students to understand their understanding?)

7. Menurut ibu, apakah strategi atau media dapat mendukung keberhasilan siswa dalam bakat menulis mereka? (According to miss, whether strategies or media can support students' success in their writing skill)
8. Bagaimana cara memotivasi siswa agar mereka suka untuk menulis teks descriptive dan prosedur? (How to motivate students so that they like to write descriptive and procedural texts)
9. Bagaimana cara ibu menangani siswa-siswa yang sulit untuk menulis teks descriptive dan prosedur? (How do you handle students who find it difficult to write descriptive and procedural texts?)
10. Apakah ada PR yang ibu berikan kepada siswa untuk melatih mereka menulis teks descriptive dan prosedur? (Is there any homework that you give to students to train them in writing descriptive and procedural texts?)
11. Apakah ibu memberikan tugas khusus di sekolah dan dirumah untuk melatih kemampuan menulis teks descriptive dan prosedur siswa? (Do you give special assignments at school and at home to practice students' writing descriptive and procedural texts?)
12. Bagaimana dengan teks descriptive dan prosedur teks, apakah siswa mempunyai kesulitan dalam membuat kedua teks tersebut? (What about descriptive text and procedure text, do students have difficulties in making the two texts?)
13. Apakah ke 10 siswa dapat membedakan dalam menulis teks descriptive dan prosedur (Can the tenth students be able to distinguish between writing descriptive and procedural texts?)

14. Menurut ibu apakah siswa dapat memahami kedua perbedaan yang terdapat pada teks tersebut? (According to you, do students understand the two differences in the text?)
15. Adakah kendala siswa yang paling sering ibu temukan selama belajar tentang teks descriptive dan prosedur teks? Dan kendala yang seperti apa itu! (Are there any student obstacles that you most often find while learning about descriptive text and procedure text? And what kind of trouble is that!)

Students Interview

Nama Siswa :

kelas :

Hari/Tanggal Wawancara :

Tempat :

11. Apakah kamu tertarik untuk memahami jenis-jenis teks yang terdapat pada pembelajaran bahasa inggris? (Are you interested in understanding the types of texts found in learning English?)
12. Jenis teks apa yang paling kamu sukai dalam pembelajaran bahasa inggris? Dan mengapa! (What type of text do you like the most in learning English? And why!)
13. Apa itu descriptive text? jelaskan! (What is descriptive text? explain)
14. Dan Procedure text, apa yang kamu ketahui tentang prosedur text? (And Procedure text, what do you know about procedure text)
15. Menurut kamu adakah perbedaan yang terdapat pada teks descriptive dan juga teks prosedur? (Do you think there is a difference between descriptive text and procedure text?)
16. Bagaimana cara kamu menulis menulis teks descriptive dan teks prosedur? (How do you write descriptive and procedural texts?)
17. Adakah kesulitan yang sangat sering kamu temukan dalam menulis teks descriptive dan juga teks prosedur? (Are there any difficulties that you often find in writing descriptive and procedural texts?)

18. Apakah yang kamu lakukan sebelum menulis teks descriptive dan procedure? Jelaskan! (What did you do before writing descriptive and procedure texts? Explain)
19. Apakah kamu mencari idea tau informasi terdahulu terkait dengan tema yang akan kamu tulis? (Are you looking for ideas or previous information related to the theme you are going to write?)
20. Bagaimana cara kamu mendapatkan informasi dan ide kemudian kamu kembangkan menjadi bentuk paragraph, jelaskan! (How do you get information and ideas and then develop them into paragraphs, explain!)



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Nomor 72 Tahun 2022

TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang : a. Bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
- b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor : 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201. tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
6. SK Rektor IAIN Langsa No. 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) langsa;
7. DIPA- Nomor : SP DIPA- 025.04.2.888040/2022, tanggal 24 Desember 2021;
- Memperhatikan : Hasil Seminar Proposal Mahasiswa Tanggal 24 Juni 2022

MEMUTUSKAN :

- Menetapkan :
K E S A T U : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :

1. Dr. Fakhurrazi, M.Hum
(Membimbing Isi)
2. Husnul Khatimah, M.Pd
(Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a : Risa Ulfa
Tempat / Tgl.Lahir : Langsa, 7 Mei 2000
Nomor Pokok : 1042018006
Fakultas/ Program Studi : FTIK/Pendidikan Bahasa Inggris
Judul Skripsi : *Exploring Students Understanding In Differentiating Descriptive Text And Procedure Text*

- KEDUA : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;
- KETIGA : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;
- KEEMPAT : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
- Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di : Langsa
Pada Tanggal : 19 Juli 2022

Dekan

Zainal Abidin

Tembusan Yth :
Ketua Prodi PBI FTIK IAIN Langsa



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANGSA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Kampus IAIN Langsa, Jln. Meurandeh - Kota Langsa, Provinsi Aceh, Telp. 0641-22619/23129
Fax. 0641-425139 website : <http://www.ftik.iainlangsa.ac.id> email : ftik@iainlangsa.ac.id

Nomor : B-1730/In.24/FTIK/PP.00.9/12/2022
Lampiran : -
Perihal : **Mohon Izin Untuk Penelitian Ilmiah**

Kepada Yth,
Untuk syarat penelitian skripsi
Di -
Tempat

Assalamu`alaikum Wr. Wb.,

Dengan hormat,
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa dengan ini memaklumkan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

Nama : Risa Ulfa
Tempat / Tanggal Lahir : Kota Langsa, 07 Mei 2000
Nomor Induk Mahasiswa : 1042018006
Jurusan : Tadris Bahasa Inggris

Bermaksud mengadakan penelitian di wilayah Bapak/Ibu, sehubungan dengan penyusunan skripsi berjudul 'Exploring Students Understanding In Differentiating Descriptive Text And Procedure Text '

Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak/ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/ibu kami ucapkan terima kasih.

Wassalamu`alaikum Wr. Wb.



Langsa, 21 Desember 2022
Dekan


Zainal Abidin



PEMERINTAH KOTA LANGSA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 LANGSA

Jln. Prof. A. Madjid Ibrahim Telp. (0641) 20611 Langsa

SURAT KETERANGAN IZIN PENELITIAN

Nomor : 422/262/2022

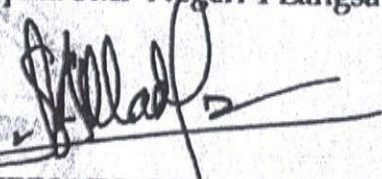
Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 4 Langsa, menerangkan bahwa :

Nama : RISA ULFA
NIM : 1042018006
Fakultas /Jurusan : PENDIDIKAN BAHASA INBGGGRIS
Universitas : Institut Agama Islam Negeri Zawiyah Cot Kala Langsa
Judul Penelitian : *"Exploring students Understanding In Differentiating Descriptive Text and Prosedure Text"*

Benar telah melaksanakan penelitian pada SMP Negeri 4 Langsa sejak tanggal 03 Oktober s/d 19 Oktober 2022, untuk mengumpulkan data pendukung sesuai dengan judul penelitian diatas.

Demikian Surat Keterangan Izin Penelitian ini Kami berikan untuk dapat dipergunakan seperlunya.

Langsa, 24 Oktober 2022
Kepala SMP Negeri 4 Langsa



SUPRIADI, S.Pd
NIP. 19621004 198303 1 003