

Error Analysis of Procedure Text Writing Among Sixth-Semester English Education Students at UMNU Kebumen

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ABSTRACT

This study analyzes the errors made by sixth-semester students at Universitas Ma'arif Nahdlatul Ulama (UMNU) Kebumen in writing English procedure texts. It aims to identify the specific linguistic challenges students face in producing clear and effective procedural writing. Employing a qualitative descriptive method, the research examined ten procedure texts written during an academic writing course. Each text was analyzed to determine the frequency and types of errors. The findings indicate that grammatical errors were the most frequent (40%), followed by syntactical errors (27%), lexical errors (18%), and coherence-related problems (15%). These results suggest that students particularly struggle with constructing grammatically accurate sentences and logically organizing ideas. The study emphasizes the importance of instructional strategies that focus on grammar, vocabulary enrichment, sentence structure, and overall text coherence. The findings are expected to inform more effective pedagogical practices and support EFL students in improving their academic writing proficiency, especially in producing functional texts such as procedures.

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1. INTRODUCTION

We all agree that English is very important these days. English has become an essential language for communication, education, and business (Fleckensteina, et al. 2022). However, in countries like Indonesia, English proficiency remains relatively low. According to the EF English Proficiency Index, Indonesia ranks 79th out of 113 countries, indicating a low level of English proficiency (EF EPI, 2023). Mastering this language can be challenging for non-native English speakers due to the various skills involved. English requires four key skills: listening, speaking, reading, and writing. All of these are important, particularly in academic environments.

Despite its importance, many students struggle with writing, often making errors that can prevent their ability to express ideas clearly. Writing is an extremely complex activity that calls for authors to simultaneously use their cognitive, metacognitive, and emotional skills in addition to addressing social and contextual elements including the surroundings and interpersonal relationships (Graham 2018). In classrooms, these challenges are often evident when students misspell words, struggle with writing during presentations, or make other writing-related mistakes. This is concerning, especially for students in their 6th semester, as they prepare to begin their thesis projects. Writing is a fundamental skill for academic success and effective communication.

Understanding these writing errors is crucial for educators, providing insight into where students need additional support. It also serves as a foundation for developing teaching strategies and resources to enhance English writing skills. According to (Harmer 2004) when teaching writing, a teacher has to follow these three

basic steps: (1) comprehend why kids write; (2) give them lots of chances to write; and (3) provide them insightful and insightful comments.

1.1 Nature of Writing

Writing is a person's ability to convey information to readers. Writing is a skill. It's like driving, typing, cooking, creating, or other skills and this can also be learned (Langan, 2009). Which means that writing can be learned with the effort of the learner's abilities, who must always pay attention to grammar and vocabulary in sentences. Writing can also be interpreted as transferring information or ideas to readers effectively. The information that will be transferred to the reader must be able to communicate, which must be understandable.

Writing is the process of producing several sentences that are arranged so that the sentences are related to each other. Writing also helps and enriches vocabulary skills (William, 2006). By recognizing morphological structures, it allows writers to expand their vocabulary more quickly as they visualize the development of words. From the definition above, it can be concluded that writing is a process of communicating and sharing feelings, thoughts, and ideas in written text that pays attention to grammar and vocabulary.

1.2 Procedure Text

A process text is a form of writing that describes how to manufacture or utilize something. The main purpose of this text is to describe a complete process through a series of steps. (Rahmawati 2022) The goal is to guide the reader on how to accomplish a task through a specific sequence of actions. There are three definitions of procedural text. (1) Texts describing how a device works or how to use it, such as instruction or operating manuals. (2) Texts that explain how to do a given activity, such as recipes, game rules, science experiments, or traffic safety recommendations. (3) Texts that emphasize on human conduct, such as guidelines to happiness or success.

1.3 Error Analysis

The term text is occasionally used to refer solely to a unit of written language longer than a sentence, for which paragraph may be a better phrase. In such situation, one wonders what the verbal counterpart might be. Text is used. The idea of text does not have to be limited to grammar 'above the sentence', as was traditionally the case in linguistics.

Text mistakes are caused by a lack of understanding and implementation of the language's 'lexicon-grammatical' principles, especially how these rules are used to create texture. It would be useful to be able to make broad and accurate claims about how a unified system termed lexico-grammar functions in language, but no such accounts are currently available; all we can do in the next section is speculate on the paths such a system may take.

1.4 Method

In this study, the researcher uses a qualitative as a method with a descriptive approach. Qualitative research is all about diving into people's thoughts and opinions to see the world from their perspective. It explores how their views are influenced by their surroundings and how they can be changed (Maxwell 2013). Using means, standard deviations, and score ranges, descriptive analysis of data for variables in a study explains the findings (J. Creswell 2012). The research will be carried out by analyzing samples of students' written procedure texts to identify errors.

Data will be collected from procedure texts written by students. Participants in the sixth semester of UMNU Kebumen's English language program comprised the research population. Ten students were selected as samples, and the researcher went on to assess the procedure texts that the 10 students had written. In this study, random sampling was the method of sampling. In simple random sampling, researchers select participants as samples so that each individual has the same opportunity to be selected from the population. The researcher used an exam to gather data about the mistakes made by students when creating procedural texts. Students were instructed to create a procedure text by the researcher, and they had to sign their names at the beginning of the paper. Thirty minutes was allotted to the pupils to compose a procedure text. Students are not allowed to use electronic devices such as phones, laptops, computers, or even looking at a dictionary is not allowed.

Participant data analysis is required, and researchers frequently employ both generic and design-specific analytical techniques. The procedure entails gathering and readying the data, going over it, categorizing it, utilizing computer programs to create a description and thematic analysis, presenting the results in the form of tables, graphs, and figures, and analyzing them. For analyzing the data, the researcher will identify any errors contained in the research instrument or the results of the procedure text that has been written by 10 students.

2. Error Analysis of Student-Written Procedure Texts

This study analyzed the writing of procedural texts produced by sixth-semester students of the English Education Department at UMNU Kebumen. The analysis focused on identifying types of errors that commonly appear in students' writing. From the collected data, it was found that students made various errors that can be categorized into four main types: grammatical, lexical, syntactical, and coherence errors, which appeared consistently across different student texts.

The analysis revealed four primary types of writing errors in students' procedural texts: grammatical, lexical, syntactical, and coherence-related errors. Grammatical errors were the most frequently found, including

incorrect plural forms (e.g., "4 ripe banana" instead of "4 ripe bananas"), article omission ("Put 5 tablespoon sour" instead of "Put 5 tablespoons of flour"), and incomplete sentences (e.g., "Coffe ready to drink" instead of "The coffee is ready to drink"), all indicating difficulties in applying standard English grammar. Lexical errors were also common, as seen in the misuse of vocabulary such as "sour" instead of "flour", and "shake" instead of "beat" when referring to mixing eggs, reflecting insufficient knowledge of appropriate vocabulary in procedural contexts. In terms of syntax, students often constructed confusing or misordered phrases like "The part of bottom must be curl" rather than the grammatically correct "The bottom part must be curled", suggesting challenges in forming coherent sentence structures. Lastly, coherence issues appeared in vague instructions like "Lift then drain", which lack clarity due to the absence of specific objects, thus reducing the overall comprehensibility and effectiveness of the procedural text.

These results suggest that even at an advanced academic stage, students still struggle with essential linguistic components required for clear and effective procedural writing. The persistence of these errors highlights a need for more targeted instructional strategies that emphasize grammatical accuracy, vocabulary development, and logical sequencing. Therefore, this study underscores the importance of integrating focused writing exercises and error correction practices in the curriculum to help students improve their procedural text writing skills.

3. DISCUSSION AND CONCLUSION

The findings of this study highlight significant challenges faced by EFL students in writing procedural texts, with grammatical errors constituting the largest category, followed by syntactical, lexical, and coherence errors. This pattern indicates that the students have yet to fully master the linguistic competencies required for clear and effective procedural writing.

From the total of 113 errors identified across all procedure texts, the most prevalent are grammatical errors, constituting 40% of the total errors. This is followed by syntactical errors at 27%, lexical errors at 18%, and coherence errors at 15%. These statistics highlight the primary areas where students face difficulties, with grammatical errors being the most frequent. Addressing these common errors through targeted instruction and practice can significantly improve the clarity and accuracy of the students' writing. Specific strategies might include focused grammar exercises, vocabulary building activities, syntactical practice, and techniques to enhance overall text coherence.

Grammatical errors, including mistakes in noun and verb phrases, confirm previous research emphasizing that grammar remains a persistent challenge for EFL learners. Arisman (2023) emphasized that even advanced learners struggle with grammatical accuracy, which is essential for producing comprehensible academic texts. Addressing these errors through focused grammar instruction, such as exercises on pluralization, article use, and sentence completeness, is crucial.

Lexical errors, such as the confusion between similar-sounding words like "sour" instead of "flour," reflect limited vocabulary control. Saputro (2020) noted that insufficient vocabulary mastery significantly contributes to errors in EFL student writing, especially in functional and procedural texts. Therefore, vocabulary-building activities tailored to the context of procedural writing can help reduce such mistakes.

Syntactical problems, including incorrect sentence structures and misordered phrases, align with findings from Lestari et al. (2022), who reported that sentence fragments and run-on sentences are common in EFL writing. These issues point to the need for explicit instruction on syntactical rules and sentence construction techniques. Furthermore, coherence problems observed in the students' writing suggest difficulties in logically organizing ideas and connecting steps clearly. Septiana (2020) explained that interference from native language grammar and discourse patterns often leads to weak cohesion in EFL texts. Teaching students how to use cohesive devices effectively and organize ideas sequentially is therefore essential to improve text clarity.

Overall, this study underscores the necessity of integrated teaching strategies that address grammar, vocabulary, syntax, and coherence collectively. By focusing not only on sentence-level accuracy but also on overall text organization, educators can better support students in producing procedural texts that are clear, coherent, and effective. Future research should investigate the impact of such integrated instructional approaches on EFL students' writing performance across different genres.

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