

# Discourse Analysis on Procedure Text to Practice Self Directing Learning

Qoriatul Hasanah<sup>1\*</sup>, Endah Nur Tjendani<sup>2</sup>, Imam Ghozali<sup>3</sup>

<sup>1</sup>SD Darus Sholah Jember

<sup>2,3</sup> Universitas Islam Jember, Indonesia

<sup>1</sup>[qoriatul207@gmail.com](mailto:qoriatul207@gmail.com)\*; <sup>2</sup>[tjendani.endah@gmail.com](mailto:tjendani.endah@gmail.com); <sup>3</sup>[ighozali1977@gmail.com](mailto:ighozali1977@gmail.com)

\* corresponding author

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**Abstract.** Discourse is language in context referring to language in action, while a text is written record of interaction or communicative event that brings together language, the individual producing the language and context within which language used. So, this research aims to conduct discourse analysis of the student's difficulties to practice self-directing learning in writing procedure text. The subjects of this research are the total students (25 students) of grade 9 MTS Unggulan Nurul Islam Jember with 10 students as the samples of the data. The data collection was conducted by using a random sampling method. The data was categorized according to Donald Aryet all (2010, 8th edition). The approach of this research design was descriptive qualitative that used interactive and humanistic multiple methods to present the data gained from analyzing, observation, literature study, in-depth interviews and documentation study. From the research, it was found that the students did some faulty actions in understanding the description and orders from the teacher especially the language features of procedure text, vocabulary, grammatical and organizational error. Consequently, as the research objectives this eventually will give a positive contribution to the teacher to follow up the difficulties

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## **INTRODUCTION**

Writing is a thinking product such began by determining a topic and controlling idea, then giving explanation, descriptions, or evidences about the topic. We can say that writing clarifies thinking (Fisher & Frey, 2007:57). What the students know about the structure of writing and about the topic are proved in their writing. Therefore, it is very important to let them being accustomed to writing, even free writing.

Procedure texts should be acquired by the ninth grade students of Junior High School and the students are expected to be able to write a simple short procedure text. Procedure text is commonly called as an instruction text. To provide instructions making something, doing something or getting somewhere. Procedure is commonly used to describe how to make something which is close to our daily activities for example how to make a cup of tea, how to make an omelet and so on.

Based on the year IX students' basic competence stated in curriculum that the students should be able to write a text in the form of procedure text about food, the writer tried to assess them writing about "Food" by working with total physical response model. The procedure writing text material had been actually learned in the first semester of seventh grade. Unfortunately, the students are lack of knowledge in using imperative sentence and sequence of words that related with language feature of procedure text including text and context, it is found in MTS UNGGULAN NURIS JEMBER.

Organizing the ideas on writing procedure texts is being the problem for the ninth grade students of MTS UNGGULAN NURIS JEMBER also. As the first information, in writing procedure text, the problem occurs in . The students make an error when writing the sentence, even a very simple sentence. Based on those reasons, the researcher tends to conduct discourse analysis to know more about the cause of the students make organization error on their writing. Then, this analysis needs to be focus on text and context of procedure text writing.

### **Theoretical Review and Principle of Discourse analysis**

According to Paul Gee (2001:5), the approach to discourse analysis seeks to balance talk about the mind, talk about interaction, talk about activities, talk about society and institution more than is the case in some other approaches. So msome may think the approach is about cognitive and other may talk about social analysis. Analysis is defined by many experts in relation to the power or dominance in the society. One of the well-known critical discourse analysts, Fairclough (1989) as in Rasman (2014:14), defines that review analysis has aims to explore the relationships of causality and determination between: a) Discursive practices, events, and texts and; b) wider social and cultural structures, relations, and processes. Moreover, according to Fairlough (1989) as in Rasman (2014) described that discourse analysis itself has the main principle that should address social problem, constitutes society and culture, to link between text and society is mediated, how analysis discourse is being interpreted, and how it is being a form of social action.

### **Fairclough's Framework of Critical Discourse Analysis**

At the Fairclough's Framework of Critical Discourse Analysis there are 3 stages of determining a discourse those are:

1. "Description" is the stage which is concerned with formal properties of the text.
2. "Interpretation" is the stage that is concerned with the relationship between text and interaction – with seeing the text as the product of a process of production, and as a resource in the process of interpretation

3. "Explanation" is the stage that is concerned with the relationship between interaction and social context – with the social determination of the processes of production and interpretation, and their social effects.

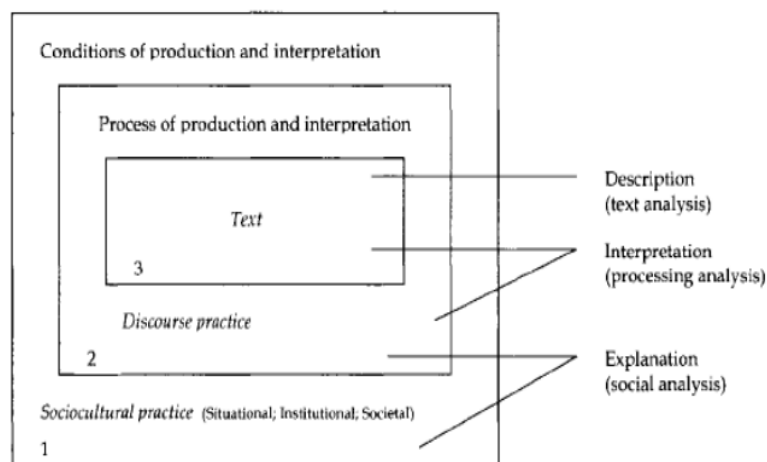


Figure 1. Fairclough's Framework of Critical Discourse Analysis

### Theoretical Review of Procedure

According to Compact Oxford English Dictionary Procedure is an established or official way of doing something. It can be said that procedure text explains how people perform different processes in a sequence of steps. Errors in making procedure text sometimes happened if we do not know the Generic Structure, Language Features and other supporting structure to make it away from errors. According to Corder (1986) as in Munir (2011) error itself can be divided into 2 types. Those are overt or covert where overt error is easy to identify because deviation in form is very clear. On the contrary, covert error occurs in utterances that are apparently well-formed but which do not mean what the learner intended them to mean. Besides, as stated by Taylor (1986) in Munir (2011) that the source of error can be caused by four aspects: psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse organization Furthermore, the epistemic aspect is dealing with the lack of students' knowledge. Based on the explanation above, the difficulties can be analyzed in any terms of ways or methods. It could be with Analysis Text to Context, Analysis Text to Text, Analysis to Generic Structure and Analysis to the Language Features.

### METHODS

The research design of this analysis research used qualitative method. Based on Ary et al (2010) that the qualitative research occurs naturally in the environment like classroom, the entire school, playground, organization and community. As the primary instrument, the researcher has the role of planning, collecting, analyzing, and reporting the research finding. In addition, this research also used a table of the data sheet that consisted of the note of the clauses, process types, and the frequencies of occurrences of sentences

produced to support the research. The qualitative research characteristic stated by Ary et al (2010) who argued that the qualitative research uses descriptive data to explain the result of the research. Narrating the large volume of descriptive data gained from several actions those are :

1. Determining the subjects (the students of Nuris at 9 Grade by selecting around 25 students as the sample),
2. Data Collection Method
  - a. Giving a test to the student (Sample student around 25 people)
  - b. Observation the field
  - c. Having depth interview
  - d. Documentation
3. Data Analysis
4. Discussion

In addition, As suggested by Corder (1974) as in Munir (2011), which has been explained in Chapter II, the steps on analyzing are as follows;

1. Collecting the sample
2. Identifying
3. Describing
4. Explaining
5. Evaluating.

## **FINDINGS AND DISCUSSION**

This research was applied by conducting teaching-learning process having online system where the researcher sent the material through email and give explanation about procedure text. The core value of this explanation is to run the teaching learning process by via online. Instead of conducting the practicum class is also obeying the regulation such as social distancing implementation. In this research, the researcher tested and instructed the total students of grade 9 Junior High School, the name school is MTS Unggulan Nurul Islam Jember chosen randomly from the students that consisted of 25 students by analyzing 10 students as the sample. Here, the researcher compiled the finished paper to be analyzed and described. Because of Covid-19 pandemic season, the researcher ordered to do social distancing around 1.5 meters to each student at the practicum class. But, the students asked to rewrite the task at the boarding house as the health protocol Work from boarding house / Learning From Home (LFH).

After collecting the students' result of writing, the researcher started to analyze the data. Firstly, the researcher conducted correction the student's result about the rewritten text by their own language use text to text including of analysing the generic structure and the language features of the text. Next, the researcher analyzed the result of the student's writing by their own language use text to context. Besides, the researcher analyzed the result of the student's writing by their own language use text to context including of analysing the register of the text, start from Field, Tenor and Mode. The researcher analyzed the student's result to ease the analyzing of the data from student's writing.

At the presenting data the researcher designed reading passage of procedure text where the content of the reading passage is the definition of procedure text, the example of

procedure text and the task. The examples of reading passage of the procedure text are in figure 2.

**Writing Session !**  
**Theme : How to make dessert**  
**Topic : how to make fruits salad**  
**Text : Procedure Text**

**Activity**  
 Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense. When specifying a sequence, it also uses the temporal conjunction such as first, second, then, next, finally, etc.

The generic structures of procedure text are :

- Goal/Aim ( or title)
- Materials (not required for all procedural texts)
- Steps (the actions that must be taken)

**The example of Procedure Text :**  
**How To Make Fruit Ice**

**Materials :**

- Ø Mango
- Ø Milk
- Ø Ice
- Ø Apple
- Ø Strawberries
- Ø Avocado
- Ø Sugar water
- Ø Jackfruit
- Ø Wine

**Steps :**

- Ø First, Cut the fruit round or dice.
- Ø Then, Scratching the flesh of a melon.
- Ø Then, Boil sugar with water until cooked for about 30 minutes.
- Ø Next, Put in serving glasses that have been cut round pieces or dice.
- Ø Then, to taste Pour the sugar water, put ice cubes and put milk on ice fruit.
- Ø Last, put the decorations on the glass with a piece of strawberry on it.

Figure 2. Examples of the Procedure Text

At the direct practicum, the researcher implemented the explanation from the reading passage into real activity by making fruit salad as the related topic. To find the meaning of a word in a reading context, you can look at words or phrases that precede or follow the word. Consequently you are going to know the function, type of word, and finally the meaning of the word. Moreover, the researcher used 10 students as the sample in this analysis Text To Context after randomly taken from 25 students examined.

In this conducting the research, the researcher connected this analysis with the semantic choice according to social context. As stated by Hurford R et all (2007) Semantic is the study of meaning in language such as investigating and understanding the meaning that feels so vague, insubstantial, and elusive that is impossible to come to any clear, concrete or tangible to be concluded. Semantic choice is a branch of linguistics that examines meaning. The meaning examined by semantics is context-free meaning. Some of the meanings are lexical and some are grammatical. This is related to social context. In this research, the researcher matched the result of students writing, any compatibility between the local context and the story context. Because the students still confused to choose what word they are able to put in their writing. The local context surely affected their background of culture, with their social environment and etc.

Table 1. The Data from Text to Context

Students	Local Context	Story Context
A (1st)	Milk	Condensed Milk
	In a small size	Into cube

	Put into the bowl and mix with another fruits	Put all the chopped fruits into the bowl
	Add a cheese...	Add some more cheese
	Milk	Condensed Milk
	Mayouise (Mayo)	Mayonnaise
	Into small pieces	into cube
B (2nd)	Put the fruit into the bowl	Put all the chopped fruits into the bowl
	Give the cheese on the top	Add some more cheese

### Analysis Context to Field, Tenor and Mode

In this analysis context, the researcher also analyze the register of the student's procedure writing result divided into three parts, there are Field, Tenor and Mode. Field means what is happening; the nature of the social action in which language is an essential component. Tenor means who is taking part; the nature of the participants, their social statuses and roles one another and the types of speech role that they are taking on in the dialogue. Last, Mode means what part the language is playing; the symbolic organisation of the text, its status and function in the situation, including the channel (for example spoken or written mode) and the rhetorical mode.

In this research, related to the result of analyzing procedure text writing by students, the researcher successfully found 3 criteria in the register, which include Field, Tenor and Mode. In the first discussion, the researcher found a Field, proven by the existence of a discussion topic in each student's procedure text writing namely "How to Make Salad Fruit". As we know to make a "Goal Title" Fruit is stated before salad as the true sentence. But, because of their habitual spelling about "Salad Buah", it is devoted to the text becomes "Salad Fruit" in their writing since they used that terms in their daily life. Where this "Salad Fruit" is being used to address a description about the combining of fruits, jelly, condensed milk and cheese into one object "Fruit Salad"

The second part, namely Tenor, means objects who are involved in the writing. Based on the results of the students' writing, the researcher saw over all procedure text of the students, Dragon fruit, Mellon and pear as the material, that there is a relationship between the author and the material mentioned in the story. Explain how a writer who participate the material in making a food used in their daily life to make fruit salad and explaining the condition, the physical form of a material required in making fruit salad. The Dragon fruit that is in social status is part of tthe general material used in making fruit salad. In the second context is the sentence before we go we have to buy fruits. It proves that the writer experience the social context before making of something

The last part is about mode, means that channel of communication, the result is refers to spoken or written. In the procedure text writing of the students' texts, the researcher used reading passages which the students could read within 20-30 minutes to understanding, Then student asked to have a practicum around 60 minutes. Then they are



ordered to conduct rewriting what they remembered and read in written form at the boarding house. This technique is used by researchers because it is to minimize participants due to the Covid-19 pandemic outbreak.

### **Analysis Text To Text**

At the analysis text to text, The researcher tried to conduct the research through the 4 students as the sample (with code number 1, 2 3, 5,) through some errors that they write the text. In this analysing text, researcher found some errors. first is the influence from the previous knowledge/background. So there appears a way of writing that they put in the text is in accordance with their language, their first or second language in their social events. This problem surely affected in their psychological. Second, the students have some problem with language features of procedure text such as adverbial of sequence or using temporal conjunction, Using command or imperative sentence, using adverbials to express detail the time place, manner accurate, using action verbs, using simple present tense and using noun. This problem is very affected their knowledge in learning English, and also students learning outcomes.

As we learnt about English parts and grammatical arrangement such as part of speech, tenses, and etc. will make our writing understood by the reader. While conducting this research, researcher found some errors in student's writing after they conducted rewriting procedure text of making fruit salad at boarding house.

For the first student in the first procedure text task, face difficulties about errors using noun in irrelevant information. At the practicum class, the researcher did not use grapes, dragon fruits and plate. But, this first student uses the word grapes, dragon fruits and plate at the material sentence. This proves that student did not understand how to put the material or they ever use that fruits to make fruit salad before. So the researcher decides that she may have previous knowledge/background that affected the rewriting procedure text of making fruit salad. Moreover, she missed cutting board and Plastic Cup as one of the tools, and left the first step of making fruit salad. The first step of making fruit salad is to wash the fruit and cut all the fruits and jelly into cube using cutting board and knife. Last, all student's task form of procedure text used word "Ingridient" at the material as how to pronounce a word whereas the true word is "Ingredient".

For the second student in the second procedure text task, face difficulties in grammar. The last step is give a chese is completely wrong. Not only the word chese that is wrong "spelling" but using to-be and verb cannot stand together in one sentence because to-be (is) and verb (give) are included as the verbs. To make it in a true sentence, after to-be we have to use verb 1-ing (as a gerund) or we could add To-infinitive after to-be for instance "the last step is to give a cheese" as the correct sentence. The second error is about errors using noun in irrelevant information. At the practicum class, the researcher did not use dragon fruits and plate. But, this second student used the word dragon fruits, and plate at the material sentence. This proves that student did not understand how to put the material or they ever use that fruits to make fruit salad before. So the researcher decides that she may have previous knowledge/background that affected the rewriting procedure text of making fruit salad. Moreover, she missed cutting board and Plastic Cup as one of the tools, and left the first step of making fruit salad. The first step of making fruit salad is to wash the fruit and cut all the fruits and jelly into cube using cutting board and knife.

### **Analysis Text in Generic Structure**

Procedure text is the text that explain how something works or how to use instruction or operation manuals or the text that instruct how to do a particular activity. Another definition stated that procedure text can be the text that deal with human behavior e.g how to succeed. From the information above, the researcher got the conclusion that procedure text is a text that has a purpose to explain or tell the reader how to make / operate / do something through a sequence of actions or steps.

Based on the pictures inserted at this paper, those had been analyzed by researchers by describing the analysis results of the students' writing into generic structure. Through the data described (at the forth paper as the example), this is the first student that has finished the writing by her own language. Here, her writing is completed with its component of generic structure of procedure text. Goal is located at the title to show the purpose of the text, the ingredients that explain about the ingredients or materials required as the process and the step is the methods or steps to reach the goals. This student used the wrong sentence on how to make a true title. The title is classified as an error because "salad fruit" should be written into "Fruit Salad" since at adjective phrase "Fruit" is being the adjective that is determining the "Salad". Moreover, this student made the text based on her language or her own background without determining the steps refers to the teacher instruction. At the first step, she wrote the first time we have to bought some fruits. Grammatically, that is completely wrong since to-infinitive compiled with V2 or V3. Besides, the researcher did not ask the student to buy any fruits because the material had been provided by the researcher. So it doesn't make sense to write this sentence into the steps. The researcher also found some ungrammatical sentences (is give) in the student's writing and noun in irrelevant information, but researcher has explained in this research before this section above. Last, this student used adverbial of sequence in one only namely "and". As we see that the temporal conjunction of procedure text are various. For the researcher, the student has less knowledge of this kind of conjunction.

While, in the structure of the procedure text writing, the structure has been completed. It has goals, materials and steps. All had been completed depending on the arrangement of the structure of procedure text writing.

### **Analysis Text in Language Features**

In this research, the researcher had divided the language features of procedure text into several parts. Those are :

1. Adverbial of sequence or temporal conjunction (e.g first, second, third, the last...etc)
2. Command or imperative sentence (e.g pour the fruits on..., cut the fruits and jelly into... Etc)
3. Adverbials to express detail of time, manner accurate, for example, for five minutes.. etc
4. Using action verbs (e.g make, take... etc)
5. Using simple present tense.

### **The Discussion of the Effectiveness in the Area Determination**



The discussion of the research covers the result of interview with the English Teacher and also the students. Then, the discussion of discourse analysis itself is also presented in the next section. After carrying on this research, the researcher can decide several conclusion such as the effectiveness of teaching learning process at the pandemic season. The explanation of the effectiveness of teaching learning process at pandemic season is as follows:

1. The concentration of the student is not maximally on target. Since they have to rewrite the procedure text on postpone (did not do it directly after the explanation from teacher to make it perfectly done). Most, they will forget what the explanation about. Not only the materials or ingredients, but also the tools and words supporting.
2. The implementation of health protocol at class is a faulty action. Because applying 1.5 meters as social distancing at the class will break the concentration and make some asked frequently the material and tools supporting as well as the steps. It may be the problems why the students make some error at their procedure text writing.

The interview was addressed to the English Teacher in ninth grade of MTS UNGGULAN NURIS JEMBER which consists of 25 students. The questions being asked to the teacher were around the process of teaching and practicum class. In MTS UNGGULAN NURIS JEMBER itself, the teaching activity, especially writing subject, was conducting once in a week with 60 minutes in each meeting. In this activity, the teacher gave only the theory on procedure text writing, and then it would be applied in practicum class which was 60 minutes as well long.

Apart from the teaching class, the teacher said the practicum class should have important aspect in teaching learning process in MTS UNGGULAN NURIS JEMBER. It should have a larger portion from all teaching learning activity during the semester because it will train the students more attractive in understanding. The practicum class was also conducted once in a week with 90 minutes in each meeting. In this practicum class, the students were required to compose writing based on the theory given in teaching class. The final result of this activity was a piece of procedure text writing composed by the students.

The second interview was addressed to the ninth grade of MTS UNGGULAN NURIS JEMBER. This interview related to the process of writing done by the students. Some students wrote the procedure text by translation method from Indonesian into English. They wrote the sentences in Indonesian first then translate into English like word for word translation. This cause the sentence production ungrammatically correct on the target language. Also, the organization of the sentence was not correct based on the rule of the target language. For example was like in this sentence, "and take the spone to put the fruit into the bowl". The writer of this sentence might not understand the rule of the target language. The proper sentence could be "After that, put all the chopped fruits into the bowl."

The data analysis is divided into two aspects; sociocultural factors and language transfer. The explanation is like the following:

### **Sociocultural factors**

Another error made by the students was classified into word error. For example was in the word "mayonnise". As in the above explanation about grammatical error, this sentence is classified into transfer error. According to the interview with the students, they

usually write the Indonesian first then translated into English. By that reason, the English sentence produced by the students was like word for word translation. This kind of error is called by transfer of structure in which error came at the time when the students used several characteristic when writing the sentence.

### **Language transfer**

In language transfer, one of happening occurs in grammar. The errors made by the students on their writing were varying from one essay to another, even in a very simple sentence. The first error was classified into the components of a very simple sentence. For example was in the sentence "The last step is give..." where to be is after with V1. In all grammar books, it is commonly known that composing a good sentence we are forbidden to make combined to be + V1 This kind of error ought not to happen on the students of the ninth grade of MTS UNGGULAN NURIS. The error was classified into the use TO BE in ESL (English as a Foreign Language). For the example was in the sentence, "The last step is give...". When we take a look at the grammar book by Isnaeni (2014) that the sentence organization of nominal is: S + to be (am, is, are) + adjective or Noun. As the example, 'I am a teacher'. "is" and "give" will never stand together in the sentences because those are verbs. This is why the sentence is identified as grammatically incorrect. Finally, the correct form of the sentence should be, "The last step is to give...".

If we look at the allocation of teaching and also practicum class, it should not be much enough time for the students to develop their English knowledge. Further, the 30 minutes of practicum class allocation should be more efficient to apply the English writing skill for the students. But in fact, from the errors made by the students, even in a very simple sentence, they should realize that their writing competency is still weak.

In summary, it can be seen between text and context is the part that we should care for more when we are going to write and read a text, especially in procedure text writing. Because if the students do not understand and focus on the material more on what they write and read the result of their writing will be weak and broke, the reader will be difficult to understand about the text. Besides, if the students do not understand about the part of text and context, they will have difficulties to make some texts and structure of grammatical. So the students have to study more about text and context in procedure text writing, and the teacher have to explain more about procedure text and how to address what the component in text and context of descriptive text.

### **CONCLUSIONS**

From the discussion of discourse analysis on Chapter IV besides the effects of students background, mother language and how to transfer the language itself into English it is including grammatical and organization error was caused by two factors. The first factor is called by intralingua. Intralingua is the reflection of general characteristic of rule learning like generalization of fault, incomplete application of rules and failure to learn condition in which the rules is applied. The second factor is called by transfer. Transfer can happen at the time when the students use several characteristic including phonological, lexical, grammatical, or pragmatic more frequently than that of the target language. For the result of this, the sentence made by the students on the target language seems like word for

word translation from Indonesian into English. As stated in Chapter II, it can finally be concluded that the errors are called by competence error which relates to the students' competency on writing the sentence of the procedure text.

The student's error is always being a part of students' production on applying every skill of language. Discourse analysis on students' writing production where English is as the second language can be the challenge. It can be expanded to another language skill such as writing and speaking. Knowledge and capability of English language rules should be mastered as well as possible. Further, the suitable references on discourse analysis are urgently needed.

One of the most important components on learning language is grammar. It plays crucial aspect on producing and applying the skills of the language; including speaking, reading, listening and writing. In writing, the better grammar is used by the writer, the more understandable what the writer writes. What the students write on their writing indicates the competencies and the capabilities of the writer itself. Further, writing can be defined as writers' identity. This aspect should be considered by the students of MTS UNGGULAN NURIS JEMBER for their writing quality.

Being a good teacher is not as simple as we see. Several characteristic of teaching learning process such as monitoring, correction and evaluation from the teacher is important to give a better contribution to the students' language development in the future..

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