

**A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY IN
WRITING PROCEDURE TEXT AT THE THIRD YEAR
OF JUNIOR HIGH SCHOOL N I TULUNG**



RESEARCH PAPER

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CHAPTER I INTRODUCTION

A. Background of the Study

Teaching English in Indonesia is focused on the student's communicative competence. The communication can be in oral and written forms. The learners should be capable of using the four language skills, namely: listening, speaking, reading and writing (*National Department of Education, 2003: 6*). The learners should have abilities in reading and listening to support their speaking and writing.

Writing is one of the important skills in teaching English. It has always occupied a place in most English language course. One of the reasons is that more and more people can explain how people perform different processes in a sequence of steps. To write well, people must have good capabilities in writing. Moreover, someone who wants to write a text she/he should know the steps in writing process and aspects of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Teaching methods are needed in teaching-learning process, especially in teaching writing. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizational determined by design (Fauziati, 2001: 5). Writing takes time and energy; it is along process. The

students usually get difficulties in starting their writing that will cause many students waste valuable time just for getting started. So it needs to use appropriate method in teaching writing, in order to produce good writing.

The method that is used to teach writing in SMP N I Tulung is writing individually. The teacher asks the students to write or to make a text individually. The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right diction and use the grammar, especially in writing a procedure text.

The material that is used to teach in SMP N1 Tulung is taken from an English text book entitled entitled "LETS TALK". The materials in this book are procedure, report and narrative. This book is based on the 2004 KTSP. The materials of the book support the students to improve their abilities in using English. The book does not only consist of the material, but it's also completed with exercises.

A procedure text is designed to describe how something is achieved through a sequence of actions or steps. It explain how people perform different procedures in a sequence of steps. This text uses the simple present tense, often the imperative sentences. It also usually uses the temporal conjunction, such as first, second, then, next, etc. The structural of a procedure text consist of aim/goal (or title, materials (not required for all procedure texts), and steps.

The important of ability to write a procedure text is to describe the procedure text. In writing a procedure text, the students should be able to write different procedure in sequences and the students should be able to distinguish the structure of procedure text which consists of aim/goal,

materials, and steps. It is important, because procedure text is always used in daily lives, for example the procedure of using electronic tool etc. Therefore the researcher wants to find out the difficulties of students in writing procedure texts, and to know the students ability in writing procedure text. If students understand how to write procedure text, so it will be easier to write procedure text. Because of the reason above, the writer conducts descriptive study on the student's ability in writing especially in writing procedure text. Based on the following students' weakness in writing procedure text:

How to use coffee

Materials : coffee, sugar, cup, spoon, hot water

- Steps : 1. First, put cup into table
2. Then, enter sugar and coffee to cup
3. The next, give the hot water to cup
4. After that, mix to sugar finished
5. The next, coffee ready to drink

From data above, the researcher finds out the students' weakness in writing procedure text. They are grammar, vocabulary, and sequence. The first is grammar. For example: **the coffee ready to drink**. The correct sentence should be: the coffee is ready to drink. The students' weakness in this case is in the use of auxiliary verb for the third singular thing the coffee that "is" as the predicate of the sentence. The second is vocabulary. For example: ...then **give the hot water**. The correct of this error is ...then pour the hot water. The students have weakness in finding the English term of *menuangkan*, which must be translated into "pour", the word of "give" used for liquid. The last is sequence. From the data above, the students' prefer to write the procedure text with numbering than paragraph. They write the steps of procedure text with the sequence of number like 1, 2, 3, first, second to indicate the steps. They do

not use sentence, including conjunction within the paragraph. From the example about it can be seen that the students make many weakness. They have difficulties to use grammar and to choose the dictions to make right sentences because of the reason above, the writer conduct descriptive study o the student's ability in writing especially in writing procedure text.

Based on the situation above the writer conducts a research entitled “A DESCRIPTIVE STUDY ON THE STUDENTS’ ABILITY IN WRITING PROCEDURE TEXT AT THE THIRD YEAR OF JUNIOR HIGH SCHOOL N I TULUNG”.

B. Research Problem

Based on the background of the study, the research problems are focused on the following:

1. How is the mastery of the students’ ability in writing procedure text?
2. What are the difficulties faced by the teacher?
3. What are the difficulties faced by the students?

C. Objective of the Study

Based on the research problem, the writer has some objectives as follows:
Generally it is to identify the student’s ability in writing procedure written text in SMP N I Tulung, specifically it is to:

1. Describe the students ability in writing procedure written text at SMP N I Tulung.
2. Describe the difficulties faced by the teacher.

3. Describe the difficulties faced by the students.

D. Limitation of the Study

In this research, the writer limits her research on the student's ability in writing procedure written text at Sekolah Menengah Pertama (SMP) N I Tulung Klaten in 2008/2009, Academic year. Covering their ability in using the linguistic feature and generic structure and the problems faced by the teacher and the students.

E. Benefit of the Study

Writing her research proposal on the students' ability in writing procedure written text of senior high school, the writer hopes that her work is beneficial both theoretically and practically.

1. Theoretical Benefits

- a. The result of the research can be used as an input in English teaching learning process especially in teaching writing.
- b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Benefit

The result of this research will be helpful both for student and teacher to extend the problem in teaching and learning English in teaching writing.

F. Research Paper Organization

The research paper is organized as follows:

Chapter I is introduction. it deals with the background of the study, problem statement, objective of the study, benefit of the study, research paper organization.

Chapter II presents a review of related literature. It is the basic technique that is closely related to the topic. It consists of previous study, notion of writing, the process of writing, characteristic of procedure text type of writing, difficulties in writing, method of teaching writing.

Chapter III discusses the research method. It consists of type or research, place and time of research, subject and object of the study, data and source of data, data collection method and techniques for analyzing data.

Chapter IV deals with analysis and discussion, in this chapter, the writer describes the result of the research, data analysis and research finding.

Chapter V is the last chapter. It consists of conclusion and suggestion.