THE MASTERY IN WRITING PROCEDURE TEXT OF THE STUDENTS OF *SMP N 1 WIRADESA PEKALONGAN*

RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. **Background of the Studies**

Language has central role in students' intellectual, social, and emotional development and it supports the success in learning of all subjects. The language learning is expected to help the students' to know themselves, their culture and another culture. Beside that, language learning also helps students to express their idea, and to participate in their society. Since English is an international language, it is important to teach English in Indonesia. English as foreign language has been taught from elementary school up to university. In Junior High School, it is aimed to reach functional level (Depdiknas, 2006: 227). It means that the students are demanded to be able to use English to fulfill their daily needs such as reading the newspaper and communicating both spoken and written for solving their life problem. In other word, the purpose of English teaching in Junior High School is to reach communication target. It refers to discourse competence including comprehension and production competence both of written and spoken text realized into four language skills and it will be used to respond and produce the discourse in their society.

The teaching of English in Secondary School (SMP) in Indonesia is intended to develop students' communicative competence. The students should learn how to use the language in communication only after they have

learned to master its structure in drills and other mechanical exercises. The students should be given the opportunity to use their skills even before they have completely mastered them. They should focus on the messages, nor on the form of their utterance. Through interactions, students can increase their language store as they listen to or read authentic linguistic material, or even the output of the other students in discussions, skills, joint problem solving task, or dialogue journals.

Today, teaching English in SMP is focused on the ability to communicate. It means the communicative competence of the students is the main stress. Students faced with certain situation, where they must express what they think, what they feel and what they must do. Celce Murcia (1995) states that "communicative competence is divided into five competences". This is socio-cultural competence, discourse competence, linguistic competence, actional competence, and strategic competence.

Teaching English in SMP, especially teaching English in SMP N 1 Wiradesa, the teacher has adopted Genre–based Approach. Teaching learning method in Genre–based has four cycles. There are Building of Knowledge (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT).

SMP N 1 Wiradesa is one of schools which are located in Pekalongan regency. It's located on Ahmad Yani Street Number 400 Wiradesa, Pekalongan. SMP N 1 Wiradesa has A accreditations. It's very good. In last

February, SMP N 1 Wiradesa gets as a school of *RSBI* (*Rintisan Sekolah Berbasis Internasional*).

In the teaching writing at SMP N 1 Wiradesa, it concerns with communicative competence. There are many communicative competences that the teacher used in teaching writing, for example linguistic competence and discourse competence. Those are two competences used in mastery in writing text of procedure text of the students of SMP N 1 Wiradesa. Linguistic competence can be seen from grammar and vocabulary. In other word, discourse competence can be seen from cohesion and coherence in writing procedure text.

Writing is the productive skill in the written mode. It too is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In writing, there are many kinds of genre. Genre–based approaches are concerned with the social purposes of language. The genres in focus are generally defined according to social purposes communication. There are many kinds of genre–based approach; recount, report, narration, description, explanation, exposition, procedure, news item etc.

Procedure is a text form in which found instruction of action sequence concerning something, contain a procedure sequence treatment for something, the focus of writing is located in speech manner or the sequence how it is

finished. Language feature use of simple present tense (Imperative sentence), mainly temporal conjunctions, material processes and focus on generalized human agents.

In teaching writing, the students still have many difficulties. For example, in procedure text, there is still incorrectness. This is example in the procedure text made by Zumrotun Solicha. She writes about "How to Operate Computer".

How to Operate a Computer

Things you need:

1. Computer

2. CPU

Procedures:

1. *Folengthen all cable to rivulet listric*.

2. Active CPU, *to* press *botton* power.

3. Active monitor, *to* press *botton to* monitor.

4. *To* wait screen monitor *to* push for ward *deskstop*.

5. *To do* fitting that to wish.

In procedure text made by Zumrotun Solicha, one of the students in SMP N 1 Wiradesa Pekalongan, there are still incorrectness. One example, she writes *"Active CPU, to press botton power"*. This sentence is still incorrect, because she uses no appropriate grammar, vocabulary, and organization. Grammatically, the sentence is incorrect, because the procedure text use imperative sentence. This sentence does not use appropriate vocabulary in the

procedure text. So, the correct sentence is *"Turn on CPU, press power button"*. She does not use suitable diction, because it is not suitable use of word. Meanwhile, CPU is suitable with the *turn on*. In other word, *to press power botton* is incorrect, because in the procedure text, the language features use simple present tense (Imperative sentence). In imperative sentence, the sentence never use *to*. So, the correct sentence is *press power button*. In other word, viewed from discourse competence, the sentence is correct, because the sentence is suitable with the topic and chronological.

Based on the above phenomenon, it makes the writer interest to analyze their writing in procedure text. Thus, the writer entitled her research *"The Mastery in Writing Procedure Text of the Students of SMP N 1 Wiradesa Pekalongan"*.

B. Previous Study

The writer will show the previous study to prove the originality of this study. They are researches conducted by Devit Harahap (2006) Cuci Desi Mustikayani (2007), and Ita Fatmawati (2008).

Devit Harahap (2006), research entitled "Descriptive Study on Student's Mastery in Applying Correct Grammatical Rules of Concord of the Second Year Students of *SLTP N 3 Sawit Boyolali* in 2005/2006 Academic Years. He aimed at describing the students' mastery in using subject – verb concord and pronoun antecedent agreement in a correct sentence according to the correct grammatical rules of the second year students' of *SLTP N 3 Sawit*.

He knows that there are 16 students' or about 40 % are in the good category. There are 20 students' or 50 % are in the fair category and 3 students' are in the bad category (7, 5 %). There is 1 student (2, 5 %) who belongs to the very good category. It can be seen that most of the students' score are in the fair level. Thus, it can be concluded that the students are able to master in applying concord in a correct sentence according to the correct grammatical rules.

Cuci Desi Mustikayani (2007) conducted a research entitled "The Difficulties in Mastering the English Primary Verbs Faced by Students of Second Year Study of *SMP Muhammadiyah 1 Surakarta* in Academic Years 2006/2007. She describes about the students mastery of primary verb and find out the dominant of difficulties that faced in learning the primary verbs at the second year of SMP Muhammadiyah 1 Surakarta.

Ita Fatmawati (2008) conducted a research entitled "A Correlation Study Between Grammar and Writing Mastery of Fifth Semester Students of English Department of Teacher of Teacher Training and Education Faculty of *Muhammadiyah University of Surakarta* in 2007/2008 Academic Years. The result of her research shows that there is positive correlation between grammar habit and writing mastery. The students having good grammar have better quality of writing than students having less grammar.

The writer has different research from the first, second and third research above. It can be seen from the object of the research, approach, and place that is used in previous researches. First research shows the description of the students' mastery in using subject – verb concord and pronoun

antecedent agreement in a correct sentence according to the correct grammatical rules of the second year students' of *SLTP N 3 Sawit*. The second study describes about the students mastery of primary verb and find out the dominant of difficulties that is faced in learning the primary verbs. The third study shows that there is positive correlation between grammar habit and writing mastery. The difference between the writer's research and the previous studies is that the writers focus in the mastery in writing of procedure text. The current writer elaborates linguistic competence and discourse competence in writing procedure text, describes about the problems faced mostly by the students, and describes implication in language teaching. Therefore, the writer's position in this current study is to extend the previous studies and want to prove the originality of this study in order to trust the esteem of previous studies. It shows that this research study is never observed by another researcher. The research was conducted in *SMP N 1 Wiradesa Pekalongan*.

C. Problems of the Study

Based on the background of the study, the research formulated "What is the students' mastery in writing procedure text".

The writer raises several subsidiary research problems as follows:

1. To what extend is the students' discourse competence.
2. To what extend is the students' linguistic competence.
3. What are the problems faced mostly by the students?
4. What is the implication in language teaching?

D. Limitation of the Study

In this research, the writer limits the study to make the research easier. The writer describes about of the students' mastery in writing of procedure text, the problem that is faced mostly by all the students, and the implication in language teaching. The mastery in writing of procedure text can be seen with the linguistic competence and discourse competence. Discourse competence is shown on coherence and cohesiveness in the written text. Besides that, linguistic competence shows on grammatical and vocabulary. The research was held in first year students in SMP N 1 Wiradesa Pekalongan.

E. Objective of the Study

Based on the research problems, the purposes of the study are:

1. To describe the discourse competence on the mastery in writing of procedure text.

2. To describe the linguistic competence on the mastery in writing of procedure text.

3. To describe the problem faced mostly by all the students.

4. To describe implication in language teaching.

F. Benefit of the Study

The writer hopes that her research about mastery of procedure text will give some benefits for the writer herself, the readers in general and the English education. The research gives contribution in the English education. It means that the research gives a draw about mastery in writing of procedure text. The research is expected to be benefit for:

1. **Theoretical Benefit**

   The research has advantages for the reader. The writer hopes the result of the study that is given contribution to the education, especially for the teacher. The result of the study will give contribution of the writing. The teacher will known how to error writing of the students, especially grammar and vocabulary.

2. **Practical Benefit**

   a. The result of this research can be used by the teacher in solving their problems in writing class.

   b. The result will help the students in increasing their writing ability.

   c. The result will give information to the reader in faced benefits of the writing skill in English and give more experience.

   d. The result gives contribution in the English education.

G. Research Paper Organization

Research Paper Organization is conducted to give a clear guidance in reading and understanding the content of the study in order to have guidance for the readers in reading the whole content, this research paper is organized as follows:

Chapter I, Introduction, which consists of the background of the study, previous studies, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is Underlying Theory or Theoretical Background. It covers general concept of writing, genre–based approach, types of text, and communicative competence.

Chapter III is Research Method which consists of type of research, subject of the research, object of the research, data and data source, technique of data collection, scoring system, and technique of data analysis.

Chapter IV is Research Findings and Discussion. It is analysis of to what extend the students' mastery in writing of procedure text with the discourse competence and linguistic competence, problems faced mostly by the students, and the implication of language teaching.

Chapter V is Conclusion and Suggestion. It consists of the result of study and suggestion from the writer.