

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Research

English is the international language used by people in the world, modern society, and is the language used for communication to other people. English is an important part of knowledge and skills can help a fulfilling professional life. Further, English is the dominant or official language in a number of countries, including many former British Empire territories. People often want to know the best language to learn to get ahead in life. Many think that learning English, the international language, is the best option. English is of course an excellent choice (Ilyosovna, 2020: 22). Furthermore, Kasihani (2001) English is a the first foreign language that is considered important for the purpose of access information, absorption and development of science, technology, art culture and building relations with other nations.

The importance of using English (skills) in everyday life, starting from education, business, to technology. If the learning uses an effective method, the output of using English will also produce useful soft skills ranging from the ability to listen, speak, read and write soft skills like these are very much needed in the world of work. Therefore this shows how important the use of

English (skills) nowadays (Putra, 2020: 7). Furthermore, Abraham Oomen (2012) the important of English as a global language is unquestionable and to become a competent user of this language is demand of the time. One of the importance skills is writing.

Writing is a language skill. Every skill will only be acquired through practice. Practice continuously and full disciplined concept suggested by practitioners to be able or skills of writing. Of course, the provision to practice not just a will, but there also other provision that need to be owned. Other provisions include knowledge, concept, principle, and procedure that must be taken in writing activities.

One of the important skills is writing. According To Zemach (2005) writing is an important of communication in day life it is especially important in high school and college. Writing is also one of the most difficult skills to both a first language and a second language. Writing is a language in the form of writing. Students must be able to choose ideas, vocabulary, be more creative in using language and understand spelling and grammar. Writing is a skill which can be used in listening, speaking, reading, and writing. Then, according to Harmer (2002), writing is used for a wide variety of purpose it is produced in many different form. Furher, according to Nurgiyantoro (2001: 273), writing is an activity to express ideas through language media. Writing is a productive and expressive activity so writers must have the ability to use vocabulary, grammar, and language structures.

Writing is not just writing on paper, but students must obtain good the teaching and learning process is. Teachers want their students to be able to produce good writing and also be able to express the works that students make which will later produce much better work. Basically, students must be able to write with good paragraphs and be able to follow the components in the writing process. A paragraph has unity when all of its sentences are related to the main point. Most teachers probably agree that there are five general components of writing. According to Hughes (2003) there are several points or indicators for writing to be good: content (writing or the form of ideas conveyed), form (an organization in content), grammar (form in categories in language use), vocabulary (a set of words or a set of words), certain (language), mechanic (use of language conventions). Further, according to Cohen (1994) there are five aspects of writing: they are content, organization, vocabulary, grammar, and mechanics. In learning English there are many genres that must be studied including descriptive, narrative, procedure, explanation, discussion, exposition, new item, report, anecdote, and review.

One of the genres in writing skills is procedure. Procedure text is an important text to learn because it discusses how or step that must be done. In procedure text, it is not only learned in school but can be found in everyday life. Students can find the text can be in the form, how to operate tools, food recipes and other. Procedure text that students find helpful or useful in writing procedure. Further, Anderson & Kathy (2003) explain that is procedure is a

piece of text that tell the reader of listener how to do something. The purpose of procedure text is to provide sequence information or direction so that people can successfully perform activities in safe, efficient, and appropriate ways. Furthermore, according to Wardiman (2008) procedure text is the text that give some clues or how to do something through a series of actions. An action where this is in accordance with the steps or instruction and this is an activity that is actually done. Then by giving instructions or steps to do something is an instruction before using or making an action, then with these instruction people will easy understand the instruction that have been given.

Based on the researcher observation, the researcher had found some problem in SMA Negeri Tulakan. Those are viewed from the teacher, teaching and the students. From the teacher, the teacher does not guide students, the learning process time is not optimal, and the teacher does not provide feedback to students. For the facilities in schools, it lacks learning media tolls used in the classroom. For student's they lack motivation in writing, cannot express idea in writing and compiling sentence. It means that student still have problems in writing indicators which consist of content, organization, grammar, vocabulary, and mechanics.

In addition, from the above problems there are two factors that influence students in writing procedural texts, namely internal factors and external factors. Internal factors are factors that exist in students, namely psychological, intellectual, emotional, and social condition. In physical condition students can determine the organs that determine success in

learning, this related to the ability of the organs to carry out physical activities in learning. Intellectual ability determines the quality and duration of students in doing the assigned tasks, talents and interest possessed by students and motivational factors in students.

While other factors are external factor where this factors is a factor from outside the students or individual. Factors from the teacher include the method applied by the teacher in the learning process is less creative, so students are less interested in participating in the learning process. Teachers are still not precise in using media tools, especially in learning procedure text. Teacher often explain the ease of giving assignment to students to write without using learning media. In addition, the allocation of learning time is in the early and last hours. So that it can affect the condition of students readiness to receive learning.

From these two factors, it can be concluded that students in studying procedure texts still do not meet the standard of mastery learning. Students in writing procedure text need guidance so that the placement in determining the steps is not wrong and the use of learning facilities or media that must required facilities that can support student's learning.

As for as the search of the researcher, there are preceding researchers about the issues. Those are Rahmat (2013) this research was conducted to improving student's achievement in procedure text writing through Small Group Discussion technique. This research the use of picture as a teaching aid in supporting this technique had helped students to develop

their writing and case them in gaining and developing their imagination. Then, Susanti (2015) the research was conducted a study on the students' writing in procedure text at ninth grade students of SMPN 1 Ramban Hilir. The finding of the research show that the students' writing skill in procedure text, was score 78,82. It mean that the students' skill in procedure text was in good category. Further, Sari Permata (2016) the research was conducted amn analysis of students' ability in writing procedure text at grade X of SMK 10 Muhammadiyah Kisaran. it can be concluded that there is any significant an analysis of students' ability procedure text significantly very low.

There are differences between this study and previous study (Rahmat, 2013; Susanti, 2015; and Permata, 2016). The main difference is from analysis technique. This research useful descriptive method, meanwhile previous study is qualitative content analysis.

Therefore, the researcher would carry out the research in the issues. Because the researcher believes that there are problem in students writing skill indicators. Henceforth, the research carry out the research entitled An analysis of student's writing skills in found at the tenth grade students of SMA Negeri Tulakan the academic year 2021/2022. The researcher chose the topic because it is important to reveal the problem and recommended the solutions .

B. Identification of the Problem

Based on the background above, the researcher identified the problem as follows:

1. What media tools can be used in the learning process in writing skills?
2. Does self-esteem affect students' writing skill?
3. How is the student's skill in writing procedural text?
4. How is the response of the students related with the teaching and learning process in writing?

C. Limitation of the Problem

Based on the identification of the problem above, the researcher must have the limitation of the problem so that the research will be focused on the student's skill in writing procedural text and the response of the students related with the teaching and learning process in writing in class X IPS 2 SMA Negeri Tulakan the academic years 2021/2022.

D. Formulation of the Problem

Based on the limitation above, the researcher was trying to address the following question:

1. How is the student's skill in writing procedural text in class X IPS 2 of SMA Negeri Tulakan the academic year 2021/2022?
2. How is the response of the students related with the teaching and learning process in writing in class X IPS 2 of SMA Negeri Tulakan the academic year 2021/2022?

E. Objectives of the Research

Based on some problem above, the objective of the research is:

1. To reveal the student's skill in writing procedural text in class X IPS 2 of SMA Negeri Tulakan the academic year 2021/2022?
2. To identify the response of the students related with the teaching and learning process in writing in class X IPS 2 of SMA Negeri Tulakan the academic year 2021/2022?

F. Significances of the Research

The finding of the study are expected to be relevant and useful theoretically and practically.

1. Theoretically, this research is expected to be able to contribute to the world of education, especially in class X IPS 2 SMA Negeri Tulakan in procedure text writing skills.
2. Practically, the finding of this study are expected to be useful for:

- a. For the Teacher

The research it is hoped that the teacher must have a new method so that when learning students can understand what the teacher is conveying and become a reference for students.

- b. For the Researcher

This research can motivate and can also be used as a reference for researchers who take the topic in writing skill procedure text.

c. For the instance

The research is expected to provide quality learning in schools and also practice in learning.

d. For the readers

This research is expected to be useful for increasing knowledge of procedure text writing skills

