

CHAPTER I

INTRODUCTION

This chapter describes: (1.1) Research background, (1.2) Research problems, (1.3) Research purpose, (1.4) Research significance, (1.5) Theoretical framework, (1.6) Keywords.

1.1 Background of the Study

People all throughout the world spoke English. This well-known language is widely known. He has four abilities that a pupil needs to learn. Speaking, listening, reading, and writing are all part of it. A fruitful skill is writing. But it has to go through a procedure that is not easily accessible. Writing is a kind of communication that comes from the ability to make amusing expressions for others during teaching and gaining knowledge of process.

Writing as a communication strategy can be used to connect with others, share information, express thoughts, feelings, and reactions, as well as entertain. However, these characteristics must be present during learning activities, according to Brown (1992, p. 2). According to Harmer (2004, p.86), genre restrictions frequently have a significant impact on the writing process.

A teacher plays a crucial role in the teaching and learning processes that students engage in. Additionally, teachers are supposed to give their students a variety of tasks to enhance their English-speaking skills. To accomplish the goals of teaching and mastering system activities, the teacher must give the necessary materials. Writing instruction is generally not that simple. The teacher, though, can understand this as there are a number of issues. First, because writing is not easy for most kids, they frequently become confused and find it more challenging. Second, the students' ability to use or engage in English discourse in their regular activities is not always reliable.

Each kid have highly distinct talents and skills, thus they Due to a lack of understanding and confusion regarding what to write, particularly in process literature, students often find it challenging to complete their assignments. This may have happened because students wanted possible solutions that would be more convenient for creating procedural texts but the educational system still maintains the current approach. Procedural literature contains information that explains the directions, the steps, or the sequential methods that something can be accomplished. Procedural text, nach Indra Kurniawan, Sofian und Wardah (2015, S.1), is text that explains how something is completed through a sequence of processes. Conjunctions like

first, second, next, after that, and then are used all through this procedure language. An administrative procedure is

Indra Kurniawan, Sofian, und Wardah (2015, S.1) stated that the teacher is attempting to advance the students' comprehension of the procedural text based on its features and objectives at this point. Here, the instructor uses a demonstration to show how to do things correctly. The teacher next instructs the pupil to write down this information and a procedure based on the lesson's presentation. The teacher then asks a select group of students to demonstrate the process in front of the entire class while the group reviews it. In the third stage, the teacher makes an effort to improve the pupils' writing abilities through text creation in order to produce a procedural text. Beginning with a group discussion, students talk about the text that was produced during the process. This study ought to

Because writing the directions, processes, or procedures of the procedure text was nearly impossible for all students, the writer decided to produce a procedure text. The study discovered issues at SMK TELKOM 1 MEDAN, particularly in grade X, where students still struggle to create procedural texts. First, due to their restricted vocabulary, kids generally don't know what to write. Second, students struggle to come up with concepts for writing methods that include objectives, resources, and steps. Third, when reading procedural literature, pupils misuse the tenses. The writing of students usually combines grammatical and spelling errors. We must devise strategies to pique students' interest in writing in light of the aforementioned student pain factors. By giving pupils the right writing supplies, you can boost their interest in writing. It is certain that teachers and students will benefit from this research. The author hopes that students will be able to develop original thoughts and solid concepts to produce quality writing. As a result, the researcher develops an interest in finding solutions to the challenges class X students encounter when learning procedural text by demonstration method and contends that conducting research is crucial. Finally, researchers were interested performing a study titled "Improving Students' Ability in Writing Procedure Text By Using Demonstration Method At SMK 1 TELKOM MEDAN" in order to learn more about writing methods, particularly in procedural texts.

1.2 Problem of the Study

The research question is "Why do SMK 1 TELKOM MEDAN students study class X specifically composing procedural text is difficult?," according to the research background.

1.3 Objective of the Study

Given the aforementioned problems, the research's main goal is to determine why writing procedural text for grade X pupils at SMK 1 TELKOM MEDAN is so challenging.

1.4 Significances of the Research

This research result is anticipated to be beneficial both theory and practice.

1. Theoretically

The researcher expects that the study's findings will improve readers' comprehension and writing abilities, particularly with regard to procedural text.

2. Practically

The researcher expects that this study will serve as a resource and beneficial addition to knowledge for anyone looking to learn more about and do analysis on writing process texts.

1.5 Theoretical Frameworks

Brown (1992), Harmer (2004), Indra Kurniawan, Sofian, und Wardah (2015), De Porter and Hernacki (2004), Barton und coworkers (1976), the National Education Standards Agency are some of the theories on which this research is founded (2006).

1.6 Key Terms

There are numerous definitions of terminology used in this study, including the following:

1. Writing

Writing is a process that allows people think, express thoughts, concepts in the form of readable words and is a useful talent.

2. Text is a piece of original writing or speech (as opposed to paraphrasing or summarizing). & Text is a component of speak or write content.

3. Procedure A text that explains processes, directions, or other ways to accomplish something in a sequential manner is known as a procedural text.

4. Method of demonstration

A form of teaching technique called a demonstration method involves the teacher explaining and modeling what is being taught.