CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the four fundamental skills, alongside listening, speaking, and reading. Writing and reading skills pertain to written content, whereas listening and speaking skills relate to verbal communication. (Liu & Edwards, 2018)writing is a process that naturally occurs and has distinct objectives at each level. Writing is essential for English language acquisition since it facilitates written communication among individuals from diverse locations. Writing serves as a medium for conveying personal interpretations and underscores the influence of individual perspective in shaping one's understanding of a specific subject (Hyland, 2019). Writing is a kind of communication that enables pupils to articulate their feelings and thoughts on paper, structure their knowledge and opinions to persuade others, and convey meaning through proficient writing. Writing has elements such as vocabulary, function, grammar, and spelling, especially in writing procedure text. Various characteristics must be learned when learning procedural text, including generic structure, social function, and lexicogrammatical. According to (Emak & Ismail, 2021)writing serves as a deliberate mode of social communication that assesses literacy.

In writing, there exists a text. Text refers to the original words of a written or printed work, as opposed to paraphrasing, translation, editing, or condensing. Text is the result of writing. According to (Watcharapunyawong & Usaha, 2013) text is categorized into two types: literary text and factual content. The primary forms within the literary genre include story, poetry, and drama. The primary texts in the factual text category include recounts, responses, explanations, discussions, reports, expositions, and procedures.

A procedure text outlines the steps necessary to perform or produce a specific item. According to the procedure text, readers are directed to execute a task by following a sequence of steps. Consequently, readers may find it simpler to experiment with or adhere to a recipe. The objective of this procedural manual is to

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instruct the reader on the correct sequence of actions to take. The method is divided into a variety of sections, such as generic structure and future language. Procedural texts are frequent factual genres that explain how to do something. Students encounter procedural texts in a variety of learning contexts, such as school activities, science, technology, and the household. Procedural texts are designed to provide sequential information or instructions that enable individuals to perform activities in a safe, efficient, and appropriate manner. According (Knapp, 2005)procedural instructions such as recipes and directions are focused on instructing someone how to do something, and their stages include aim, materials, and step equance.

Procedures are composed based on criteria. In some circumstances, students learning English as a foreign language have difficulty composing English texts. According to(Knapp, 2005), learning to write is a succession of challenging and complex processes that necessitate a range of explicit instructional techniques at different levels of learning. Furthermore, (Schleppegrell & Go, 2007) suggest that writing is difficult for English-language learners because they frequently struggle to explain what they truly want to say. English language learners require direction and examples for constructing clauses and sentences that convey these complicated meanings. Procedural texts include imperative phrases, action verbs, temporal conjunctions, and the simple present tense as linguistic characteristics. The appropriate terminology employed in procedural writing is termed lexicon. Mechanics encompasses punctuation, capitalisation, and orthography.

The writing abilities imparted to eleventh-grade high school pupils under the Merdeka Belajar curriculum include the composition of procedural texts, various sentence types, explanatory texts, text structures, lectures, non-fiction enrichment, short tales, proposals, and scientific articles. A procedure text is a type of text that delineates and elucidates a method for creating or running something, presented in sequential steps, with detailed information for each step. Observations at Budi Murni High School indicate that students continue to struggle, particularly with writing procedural texts, leading to subpar academic performance. When instructed by the teacher to compose that specific writing style, most pupils were unable to effectively produce complicated procedural texts.

The teacher's lack of motivation resulted in diminished student motivation for learning to produce procedural texts. Furthermore, lectures primarily shaped the learning model. Students exclusively attended to the instructor's discourse on linguistic theory. This leads to diminished student engagement in learning activities. This activity led to diminished student engagement in learning activities, resulting in increased boredom and apathy toward education. The insufficient use of models by teachers in instruction resulted in diminished student engagement and creativity. We must transform learning settings into environments that foster information sharing and active inquiry to enhance understanding.

Some researchers did a study on authoring procedural texts. Initially, (Hidayah, 2021a) conducted an analytical investigation. The research shows that ninth grade at SMPN 5 Tanjungpinang had trouble writing procedural texts because of their social function, textual structure, linguistic qualities, and subject matter.

(Marbes & Idayani, 2022) another researcher reported that the ninth-grade students at SMPN 1 Rambah Hilir demonstrated good writing skills in procedural text. The average score of 78.82 in procedural text supported the result, categorizing it as good. This document contains the details regarding the writing proficiency of ninth-grade students at SMPN 1 Rambah Hilir in procedural text composition.

According (Sari, 2016) performed a study on procedural texts for tenth-grade students at SMK 10 MUHAMMADIYAH KISARAN and discovered that the students' writing proficiency, particularly in composing recount texts, was deficient. Their mean score of 59.0 serves as evidence. Building on this prior research, the investigators are interested in doing a study about procedural texts at the upper levels of high school.

This study distinguishes itself from others by concentrating on the obstacles encountered by students in composing procedural documents. Research studies have addressed this topic based on the background. Students seek an engaging assessment that enhances their writing comprehension in everyday situations, specifically to improve their proficiency in procedural texts. Composing procedural texts aids students in cultivating structured thinking, as these texts necessitate a

coherent and logical arrangement of processes. They are composing procedural texts, students enhance their ability to comprehend and adhere to instructions effectively, as they must envision how the reader will implement the procedures. Many circumstances necessitate procedural documents, including the composition of work guides, technical instructions, or user manuals. Acquiring the skill to compose procedural texts equips students more effectively for situations like this.

This study aims to enhance students' proficiency in composing procedural texts in accordance with the provided instructions through administered assessments.

B. Research Problem

Based on the research background described above, the researcher would like to investigate the following issues:

1. What are the challanges that eleventh-grade students have when creating procedure texts?

2. What factors contribute to these difficulties?

C. Objective of the Study

The objective of this study is to :

1. Identify the challenges encountered by the eleventh-grade students of SMA Budi Murni 1 Medan in the composition of procedure texts, as indicated by the previous study's problems.

2. Identify the factors influencing the eleventh-grade students of SMA Budi Murni 1 Medan in the creation of procedural texts, as highlight by the issues identify in the preceding study.

D. The Significances of the Study

1. Theoretically

This study will be used as a resource for future studies and to contribute to the pedagogical process of difficulty analysis, aims at enhancing students' writing skills, particularly in composing procedural texts.

2. Practically

English teachers comprehend the challenges students have when composing procedural texts. To enable teachers to enhance their pedagogical approaches, thereby facilitating students' comprehension of lessons, particularly in grammar related to procedural writing. This research can help students write procedure texts with proper grammatical structure. They can become more aware of the errors they make throughout every writing test, not just in procedure text writing, but also in all writing activities.

E. Scope of the Study

The research is restricted to the eleventh-grade students of SMA Budi Murni 1. The study examines the challenges associated with procedural texts using lexicogrammatical.

F. Definition of Key Terms

1. The lexicogrammatical refers to the relationship between vocabulary (lexis) and grammatical structures within a language. It underscores the interplay between words and grammar in conveying meaning during communication.

2. Pedagogical approaches denote the diverse ways and strategies employed by educators to enhance learning. These methodologies are influenced by learning theories, educational philosophies, and student requirements.