

**AN ANALYSIS OF THE STUDENTS' PROBLEM IN WRITING  
PROCEDURE TEXT AT THE FIRST SEMESTER OF THE  
NINTH GRADE OF MTS MUHAMMADIYAH  
SUKARAME IN THE ACADEMIC  
YEAR OF 2022/2023**

**A Thesis**

Submitted as a partial Fulfillment the Requirements for S1-Degree

**By :**

**ANNISA IRMA YUANITA  
1611040298**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
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**Advisor : M. Ridho Kholid, S.S.,M.Pd.**

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STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
2022/2023**

## ABSTRACT

Writing is one of productive skill in English, where the writer should produce a good writing by considering the writing rules properly. Most of the students usually faced problems when they were writing. The varieties of writing's problems are psychological problem, linguistic problem and cognitive problem. Linguistic problem was the most common problem faced by the students, which included syntax problem, grammar problem, vocabulary problem and mechanical problem. This research only focused on analyzing the student's mechanical problems in writing procedure text. Based on the preliminary research, it showed that the students still faced problems in writing procedure text related to their writing mechanism. Therefore, the researcher was interested in analyzing the student's problem especially their mechanical problems in writing procedure text at the second semester students of the ninth grade of MTS Muhammadiyah Sukarame in the academic year of 2022/2023.

In this research, the researcher used descriptive qualitative research design. The researcher took the ninth grade of IX A as a sample because they had lower score in writing than other classes by using purposive sampling technique, which consisted of 28 students. In collecting the data, the researcher used document analysis and questionnaire. Besides, the researcher used three major phases in conducted data analysis, those are: data reduction, data display and drawing conclusion or verification.

After analyzing the data, the result showed that there were three kinds of mechanical problems faced by the students. There were 11% students faced punctuation problems which consisted of (full stops, coma, exclamation mark, question mark, semicolon and quotation mark), 65% students faced capitalization problem and 24% students had problems in writing English word for word. Thus, the dominant mechanical problem faced by the students in writing procedure text was capitalization problem.

**Keywords: Writing's Problem, Mechanical's Problem in Writing, ProcedureText, Qualitative Research**

## DECLARATION

The researcher is a student with the following identity:

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Thesis : An Analysis of Students' Problems in Writing  
Procedure Text at The First Semester of The  
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in The Academic Year 2022/2023.

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, April 13<sup>th</sup> 2023  
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**APPROVAL**

**Title : AN ANALYSIS OF THE STUDENTS' PROBLEM IN WRITING PROCEDURE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF MTS MUHAMMADIYAH SUKARAME IN THE ACADEMIC YEAR OF 2022/2023**

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## MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

In the name of Allah, Most Gracious, Most Merciful.

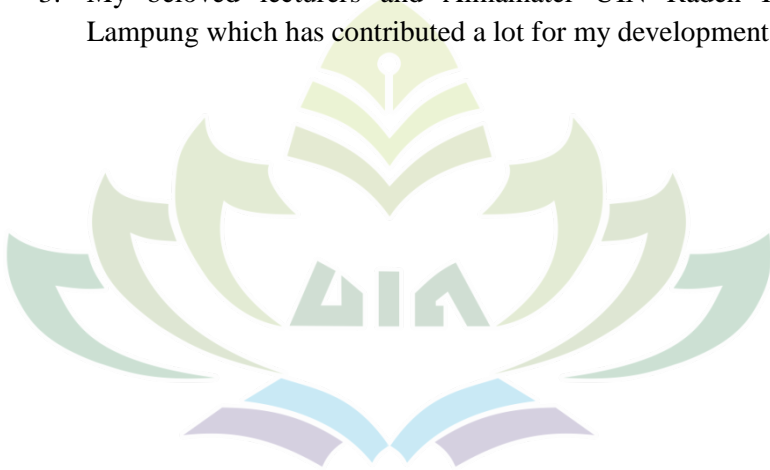
"Whoever goes out to seek knowledge, then he will be in the way of Allah until he returns."



## DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, This thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. Supriyanto and Mrs. Siti Mas'ah who have always prayed and supported for my success and advised me.
2. My beloved sisters Nandiah Septianasari and Auladina Angraini , who always support me and cheer me up until the completion of this thesis.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.





## **CURRICULUM VITAE**

The researcher's name is Annisa Irma Yuanita. She is called Sasa. She was born in Bandar Lampung on September, 07<sup>th</sup>. Annisa is the first child of Mr. Supriyanto and Mrs. Siti Mas'ah. She has two beloved sisters. Their names are Nandiah Septianasari and Auladina Anggraini. She lives in Waydadi Sukarame Bandar Lampung.

The researcher began her study in Elementary School at SD Al - Azhar 2 Way Halim Bandar Lampung and finished in 2010. She continued her study in Junior High School at SMPN 29 Bandar Lampung, and finished in 2013. After that, she continued her school to Senior High School at SMAN 12 Bandar Lampung, and graduated 2016. After completing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.



## ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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4. M. Ridho Kholid, S.S.,M.Pd., as first advisor, who always patiently guided the researcher until the completion of this thesis.
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12. To My Beloved Partner Wahyu Ilyas Abiyoca, S.T , Thank you for contributing a lot in writing this thesis. For giving me good, energy, thoughts, and materials. And always being patient with me, Thank you for being a part of my journey until now. Hopefully in the future we can fix anything that was lacking yesterday and add what is needed.
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14. Finally to myself. Thank you myself who has been strong through the twists and turns of life until now. Thank you to the hearts that are still strong and willing to go through everything. Thank you to the body and soul who are still strong and sane until now. I am proud of myself. In the future for a body that is always steadfast. Lets work together to futher develop into a better person.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, April 13<sup>th</sup> 2023  
The Researcher,

Annisa Irma Yuanita  
NPM. 1611040298





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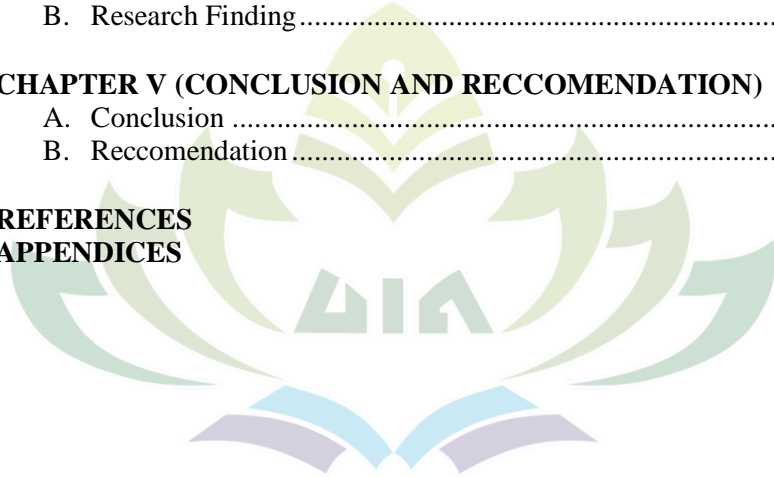
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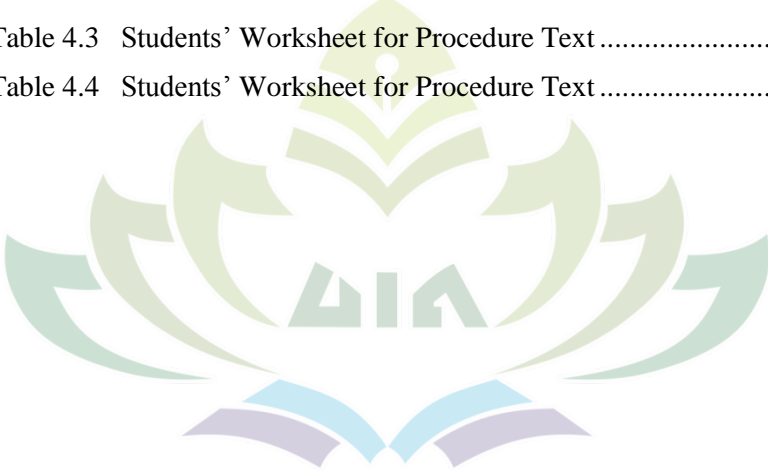
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

As a first step to understand the title of this study, and to avoid misunderstandings, the investigator will explain the title : “An Analysis of The Students’ Problem in Writing Procedure Text”.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. Making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion.

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it. Writing actually creates a thought, and generates your ability to think, you discover thoughts your hardly knew you had, and come to know what you know.<sup>1</sup>

Writing does not come naturally each generation has to teach it to the next.<sup>2</sup>Therefore, they are needs hard effort to master it. Most of them write incorrect sentences, such as in correct grammar, and word choice. The researcher concluded that writing is a useful tool for discovering and thinking.

Before going to the definition of procedure text, it is better to know definition of the text itself. Text is a segment of spoken or written language. It has some characteristics: it is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context.

Procedure text is a set of instruction that performs a spesific

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<sup>1</sup>Sheri and Baker,*The Practical Stylist, Sixth Edition*, (New York:Harpe t& Row publishers,1987),p.1

<sup>2</sup> JamesC.Raymond, *Writingisan Unnatural Act*, (New York Harper Publisher, 1980), p.3

task of function.<sup>3</sup> We can say that procedure text describes how something is accomplished through a sequence of actions or steps. Procedure text gives step by step to perform an activity. Its used is to describe how something is completely done through a sequence of series.

## **B. Background of the problem**

There are many languages used by people in this world, one of them is English. English is the language which is considered as an international language because it is most widely used by all people in the world. Patel says, English is the international language. International English is the concept of the English language as global means of communication in numerous dialects and also the movement towards an international standard for the language. It is spoken all over the world.<sup>4</sup>

In Indonesia, English as a foreign language which is not used as daily language. Indonesians only learn English from the school like elementary school, junior high school, senior high school and in university. In teaching and learning process of English subject, students are required to master four English skills; they are listening, speaking, reading, and writing. Listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills.<sup>5</sup> It means that the students must master all the skills of English to have a good ability in English.

From the four skills, one of the important skills mastered by the students is writing. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to entertain and make fun. Elbow states that writing is the ability to create words or idea of the writer.<sup>6</sup> Besides, Brown states

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<sup>3</sup> American Heritage Dictionary.2000: 1398. New York Toronto London San Francisco.

<sup>4</sup>M.F Patel, Praveen M.Jain, *English Language Teaching Method (Method, Tool, Technique)*,( Jaipur: Sunrise Publisher and Distributors, 2008 ), p.6

<sup>5</sup>Jeremy Harmer, *Op.Cit*, p.3.

<sup>6</sup> Peter Elbow, *Writing with Power: Technique for Mastering the Writing Process*, *Rocky Mountain Review of Language and Literature*, second edi (New York: Oxford University Press,2007),6https://doi.org/10.2307/1347374.

that writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Writing skill helps the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it.

Writing is an activity that give many benefits to everyone. There are several benefits of writing according to Graham and Perin they are two benefits: “(1) it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing are port or give an opinion with the support of evidence; and (2) writing is a mean sextending and deepening students knowledge; it acts as a tool for learning subject matter”.<sup>7</sup> So writing has great benefits for students in expressing them selves or just expressing opinions with one purpose.

Writing is difficult skill to learn because the learners have to understand some writing component as well. Writing has some components that must be attended. Tibble states there are five scoring criteria for scoring of writing; the re tasks fulfillment or content, organization, vocabulary, language and mechanic.<sup>8</sup>

In writing, several procedures must be passed to produce the writing product it self. Ideas that are written in draft form and begin to be written into writing will which is good writing and easy to read. Assisted with the use of good vocabulary and grammar.

There are still many students who think that writing is a difficult and boring thing with several factors. First, students have no idea what for writing then how for starting writing. Second, students find it difficult to gather and organize ideas into paragraphs. Third, students are afraid to make mistakes. The students only focused on making some mistakes in spelling, grammar then punctuation. Those were some essential elements of the writing, but most essential

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<sup>7</sup> Rina Lestyaningsih, *An Effectiveness of the Using a Video to Teach the procedure Text Writing*, (Surakarta: IAIN Surakarta, 2017), p.16

<sup>8</sup> Christopher Tribble, *Language Teaching Writing*, (Oxford : Oxford University Press, 1996), p.130

elements were how the researcher was providing the writing that could be read clearly by all readers. Writing is a skill that used in almost levels of students, through writing the students are supposed to be able to express their ideas in written form. There are many ways to express it, one of them is through a text.

In general, there are two types of text in English, those are spoken and written text. Siahaan and Shinoda explain text is a meaningful linguistic unit in a context, it is both a spoken and written text.<sup>9</sup> It means text is a combination of words that are combined become a written or oral form which is include meanings. There are various types of text in English such as narrative, descriptive, recount, report, procedure, exposition, hortatory, explanation, etc.

Besides, Markand Kathy divided text types into literary and factual. Literary text usually tells about experiences of human. The examples of this kind of text are narratives, dramatics, novels, song lyrics and response, while factual text tells about information or thought of human. The examples of factual text are explanation, report, exposition, discussion, recount, and procedure.<sup>10</sup> Thus, one of text type which is found in the syllabus of ninth grade of Junior High School is Procedure text.

The researcher was conducting the interview in the preliminary research at MTs Muhammadiyah Sukarame. Interviewing with the English teacher some ninth-grade students on January 15, 2022. Many students felt some difficulties when they write in English. Students just have limited vocabularies that could be seen when the choosing the diction then organizing their sentences. Next, the students were finding those difficulties to exploit then express their ideas. Some times students are also confused about what they want to write.

The researcher found some difficulties were faced by students when writing the procedure text. There were four classes of ninth grade there. The reseracher asked some students from some classes about the problem in teaching and learning English. The researcher

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<sup>9</sup>Sanggam Siahaan and Kisno Shinoda, "Generic Text Structure," Yogyakarta: (Graha Ilmu, 2008), p. 1.

<sup>10</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Melbourne:McMillanEducationAustralia,1997),p.124-127.



also asked the teacher about some problem in teaching and learning English there. She said the most problem is in writing especially in writing procedure text. The teacher also gave the students' procedure text writing scores from the four classes. And the class that got the lowest score in writing procedure text that was IX A. Based on asking some students, also the researcher can conclude that the IX A Class was the class the got many problem in procedure text. Sometimes the. Sometimes the teacher found the students copied all of the materials from the internet. They may not arrange their procedure text in good form. Besides that, Junior High School learners have to lack in grammar patterns and also vocabulary. The students wrote the procedure text with many wrong in writing the vocabulary (many typo), also with the grammar. The students also did mistake when they using wrong grammar to write procedure text. The most problems that the researcher found there were mechanical problem. the students had problem in capitalization, punctuation and spelling problem. It could be seen from the students' procedure text writing that the teacher showed to the researcher.

There are several previous studies on analysis students' problem in writing procedure text. The first thesis is entitled "A Study on The Student's Ability in Writing Procedure Text a Descriptive Study on the Seventh Grade Students of SMP Bina Utama Pontianak in Academic Year 2011/2012" by Lusiana. English Education of Pontianak Islamic Education Department, 2013. Similarities of thesis and research are focused on analyzing the students' writing procedure text. The differences from earlier research then this research is research by first previous research was conducted by Lusiana was focusing on various aspects of the imperative sentences, then generic structures. Then the current research only focused on the students' problem.

The second thesis entitled "An Analysis of The Second Year Students' Ability in Writing A Procedure Text of A recipe at SMK N 9 Padang" by Tari Kurnia Putri and Saunir Saun. The Similarities of this thesis and the current research are focused on analyzing the students' ability and problem in writing procedure text. The differences from the thesis by Tari Kurnia Putri and Saunir Saun then

this current research were the previous research had used random sampling technique and the current research used random sampling technique.

The third relevant research about students' procedure text writing is by Eka Dyah Putri about "Analysis of Students' Ability to Write Procedure Text at the Informatics Engineering Students of State Polytechnic of Cilacap". The similarities from the fourth previous research with the researcher are the research same as measuring students' writing problem. To determine the same population using a random sample technique and taking values from the lowest class. The differences from The research by the third researcher conducted by Eka Dyah P focused analysis on students' ability of three parts, namely communicative purpose of the learners' procedure text, generic structure of students' procedure text and linguistic features of learners' procedure text and applied the combination method and is conducted for students. While the current researcher research focused on the interest of the researcher examined further students' problems. Problems for investigating by the researcher were in the writing aspects: content, organization, vocabulary, grammar, and mechanics in relation to the students' ability in writing procedure text.

The fourth thesis entitled "Errors Analysis in Students' Writing Procedure Text in Eighth Grade Students of Madrasah Tsanawiyah Laboratorium UIN SU Medan" by Nur Jam'ah Hasibuan. The similarities with the current research was conducted by using qualitative descriptive research. The difference between the research from by the fourth researcher conducted by Nur Jam'ah Hasibuan focused analysis on students' error in writing procedure text with two focused common errors that were Omission and intralingual transfer. The current research focused on analysis the students' problem in the process of writing.

The fifth thesis entitled "An Analysis of Students' Problem in Writing Recount Text at the First Grade Of Man 1 Kebumen" by Khanifatul Hikmah. The similarities with the recent research is same objective. The objectives of this research were to know how was the students' ability in writing recount text, what were the students' problems and the most dominant problem in writing recount text. The

differences between the research by Nur Jam'ah Hasibuan and the current research, the previous research focused for analysis the students' problem in writing recount text. Meanwhile the current research focused for analysis students' problem in writing procedure text.

Based on the statement above, this researcher was an interest for examine further about students' problems related in writing procedure text. So, the researcher conducted a research entitled "An Analysis of Students' Problems in Writing Procedure Text at The First Semester of The Ninth Grade of MTs Muhammadiyah Sukarame in The Academic Year 2022/2023".

### **C. Focus and Sub-Focus of the Research**

Based of research background above, the research focused on students' problems in writing procedure text. The sub Focus was an analysis of the students' problem in writing procedure text at the ninth grade students at MTs Muhammadiyah Sukarame.

Based on the students's worksheet in writing procedure text that the teacher showed to the researcher, the most student's problem that was mechanical problem. The mechanical problems that students faced when they write a procedure text include punctuation problem, spelling problem and capitalization problem. And another problems like : the students get some problems in the grammar then mechanic to make a procedure text.

### **D. Problem Formulation**

Based on the background of the problem and the limitation of the problem above, the researcher formulated the research questions as follow:

What were the problems faced by the students in writing procedure text at the ninth grade of MTs Muhammadiyah Sukarame in the academic year of 2022/2023?

### **E. Objective of the Research**

Based on the formulation of the problem above, the objective of the research was as follow:

To know the students' problem on their writing of procedure text at the ninth grade of MTs Muhammadiyah Sukarame in the academic year of 2022/2023.

### **F. Significance of The Research**

Based on the objective of there search above, The significance of this research was as Follow:

#### **1. Theoretically**

This research could give the information to the English teacher about the students' problem in writing procedure text.

#### **2. Practically**

This research gave feedback for the English teacher at Junior High School in which this study was done about the students' problems in writing procedure text

##### **a. For Teacher**

This research gave new information to the teacher about student's problems in writing procedure text, the teacher used this finding as an evaluation for better result in teaching learning process.

##### **b. For Students**

This research gave new information to the students about problem that they usually faced in writing procedure text, then after know the problem they revised it and learn more to get better result.

##### **c. For the Writer**

This research was expected to be much experience for the researcher it self. So, she can plan better when she became the real teacher in future.

## G. Relevance of the Reserach

There were some relevant earlier researchs relating to writing procedure text, first by Lusiana about “A Study on The Student’s Ability in Writing Procedure Text a Descriptive Study on the Seventh Grade Students of SMP Bina Utama Pontianak in Academic Year 2011/2012”. The result from generic structure some learner was not apparent then not entire write the generic structures. The result from grammatical several students did not understand to use imperative sentences. And the result of sequences words do not apparent and not entire for using some of sequence words. Instrument the researcher used observation and writing test. The researcher focused analysis on four aspects was the imperative, generic, and the sequence word.<sup>11</sup>

The Second study by Yulia Suryanti, Denni Iskandar and Subhayani about “Kemampuan Siswa Kelas VIII SMP Negeri 6 Banda Aceh Menulis Teks Prosedur”the researcher used quantitative descriptive methods. Data collection techniques using nontest techniques. This research data is processed in quantitative descriptive with statistic analysis techniques by finding the average value. The researcher focused analysis on learners’ abilities for writing title, students’ ability to write the core part, students’ ability to write the closing part. The researcher gives text and score with an ideal score of 100. The first result is that the title is in the 70-84 range, which is in a good category. The second result which is the initial part is in the range of 40-55, which is in the poor category. The third result is that the core is in the 70-84 range. The fourth result which is the closing part is in the range of 56-69. The result of it can be concluded in the general ability of eight grader learners of SMPN 06 Banda Aceh to write procedure text was in great category an average value on 80.<sup>12</sup>

The third study by Tari Kurnia Putri and Saunir Saun about “An Analysis of The Second Year Students’ Ability in Writing A Procedure Text of A recipe at SMK N 9 Padang”. The researcher took

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<sup>11</sup>Lusiana, *Study on Student’s Skill In a Writing Procedure Text, Study on Seven Grader Students of SMPN BinaUtama PontianAak in the Academic Year 2012/2013*, ( Research Articles, Pontianak, 2013)

<sup>12</sup>Suryanti, Yuliadkk, *KemampuanSiswaKelas VIII SMP Negeri 6 Banda Aceh MenulisTeksProsedur*, (JurnalIlmiahMahasiswa Vol.3 No.1, Januari 2018)

samples using random sampling techniques. Researcher was using the writing the instrument tests. Researcher was collecting learners' procedure text to score by using a rating scale to find out students' abilities. The study looks at students' ability to write text procedures and analysis systems used in the form of rubrics that relating to the language feature. Researcher was focusing on analysis students' ability on generic features of text. Results are categorized as good, although there were many learners who did not appreciate how to be written it.<sup>13</sup>

The fourth study by Eka Dyah P about "Analysis of Students' Ability to Write Procedure Text at the Informatics Engineering Students of State Polytechnic of Cilacap". The researcher examines the characteristics of case study problems and measures data analysis using the combination method. The researcher focused analysis on students' ability three parts, the namely the communicative purpose of learners' procedure text, the generic structures then the linguistic features of the learners' procedure text. Results of this study are categorized in both generic structures and communicative, some students lack linguistics.<sup>14</sup> The similarities from the fourth previous research with the researcher are the research same as measuring students' writing problem. To determine the same population using a random sample technique and taking values from the lowest class.

The Fifth by Mey Pravitasari about "A Descriptive Study on the Students' Ability in Writing Procedure Text at the Third Year of Junior High School Negeri 1 Tulung". The purpose of this research was to know the students' ability in writing Procedure text and also the difficulties in writing procedure text. This research used random sampling to determine the samples.<sup>15</sup> The similarities with the recent research are this research use the same sampling and same data

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<sup>13</sup>Putri,KTari and SaunirSaun, *An Analysis of The Second Year Students' Ability in Writing A Procedure Text of A recipe at SMK N 9 Padang*, (A Journal of the English Languages Teaching v.8 N.3, September 2018)

<sup>14</sup>EkaDyah P, *Analysis of Students' Ability to Write Procedure Texts at The Informatics Engineering Students of State Polytechnic of Cilacap*, (Inovish Journal Vol.2 No.2, December 2017)

<sup>15</sup>Mey Pravitasari, *A Descriptive Study on the Students' Ability in Writing Procedure Text at the Third Year of Junior High School Negeri 1 Tulung*, Yogyakarta : Muhammadiyah University Yogyakarta, 2009)

collection those are documentation, interview and questionnaire.

The Sixth by Nur Jam'ah Hasibuan about "Errors Analysis in Students' Writing Procedure Text in Eighth Grade Students of Madrasah Tsanawiyah Laboratorium UIN SU Medan". This study aimed the error usage on students' writing of procedure text. Same with the recent research this research was conducted by using qualitative descriptive. The result of the study showed that there were so many errors found in students' procedure writing. The analysis showed that the most common type of errors made by the students is omission (45,2%), from the data analysis that the main causes of errors in intralingual transfer (59,6%).<sup>16</sup>

The seventh by Khanifatul Hikmah about "An Analysis of Students' Problem in Writing Recount Text at the First Grade Of Man 1 Kebumen". The result of this research shows that the mean score of students was 60.36. It means that the students' ability in writing recount text at the first grade of MAN Kebumen 1 was sufficient. The students' problems in writing recount text were grammar (34.10%), vocabulary (29.54%), contents (22.72%) and organization (13.64%).<sup>17</sup> The similarities with the recent research is same objective. The objectives of this research were to know how was the students' ability in writing recount text, what were the students' problems and the most dominant problem in writing recount text.

## **H. Research Method**

### **1. Research Design**

The researcher used descriptive-qualitative method. Based on Hancock et. al., qualitative research is research that concerned with developing explanation of social phenomena.<sup>18</sup> Moreover, Wahyuni stated that Qualitative is an inductive approach and its goal is to gain a

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<sup>16</sup>Nur Jam'ah, "Errors Analysis in Students' Writing Procedure Text in Eighth Grade Students of Madrasah Tsanawiyah Laboratorium UIN SU Medan", (Medan : UIN Medan, 2019)

<sup>17</sup>Khanifatul Hikmah, "An Analysis of Students' Problem in Writing Recount Text at the First Grade Of Man 1 Kebumen" (Kebumen : Universitas Muhammadiyah Purworejo, 2014)

<sup>18</sup> Maharani, *A Sociolinguistic Analysis of Language Style in 'Wild Child' Movie*, p.22



deeper understanding of a person's experience<sup>11</sup>. The descriptive qualitative was used in this research, because the data that obtained were in the forms of words, not numbers. Descriptive Qualitative method was conducted in this research to analyze the students' problem in writing procedure text.

## 2. Research Subject

The subject of this research was ninth grade students of MTs Muhammadiyah Sukarame in the academic year of 2022/2023.

## 3. Research Instrument

The researcher is the key instrument.<sup>19</sup> Sugiyono states that human is an instrument which determines the research focus, chooses the information as source of the data, collecting data, analyzing data and also make a conclusion of her findings.<sup>20</sup> It means that, the main instrument of this research is the researcher herself. Thus the researcher must know what she wants to do and the whole content of her research as clear as possible to makes the instrument valid.

## 4. Data Collection

In this research, the researcher used three data collecting technique in qualitative research. They are questionnaire and documentation. For detail description as follows:

### a. Questionnaire

The questionnaire is a list of questions that used by obtaining information from the respondent.<sup>21</sup> The researcher gives a questionnaire to the students to know further opinions and to know the aspect that may influent the students distributed learning process and confirms the answers given by their teacher. From collecting data through a questionnaire, the researcher found out the students respond toward the teaching and learning process.

The researcher distributed the questionnaire after the process of teaching writing procedure text. The aim was to find out problems

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<sup>19</sup>Eliyana, *Educational Research, Seventh Edition*, (Oregon: University of Oregon, 1998), P.223

<sup>20</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan RnD*, p. 222.

<sup>21</sup>SuharsimiArikunto, *Prosedur Penelitian*, (Jakarta: RinekaCipta, 2010), p.

faced by the students in learning procedure text. Furthermore, in this research, the researcher used open-ended questions and give the questionnaire to the students. An open-ended question was a question format that limits respondents with a list of answer choices from which they must choose to answer the question.

#### b. Documentation

Documents are other types of data collection tools in qualitative research. Documentation is printed or written records have existed before the start of the study, such as a personal diary, or that were created after the study began such as student essay.<sup>22</sup>

Furthermore in this research, the researcher asked for the result of the assignments procedure text from English teacher and the result of the task as a document.

### 5. Data Analysis

Data analysis is the process of arranging data in order to obtain the regularity of the research kinds' patterns.<sup>23</sup> Data can be collected in different ways (observation, interviews, digestion of documents, tapes) and are normally handled first previously it is ready for use (via logging, composing, altering, or rather than composing), however, the subjective investigation actually utilizes words that normally coordinated into extended text, and don't utilize numerical calculations or statistics as an analytical too.<sup>24</sup> As indicated by Miles and Huberman, analytical activities consist of three activity lines: that occur simultaneously, namely data condensation, data display, and concluding / verification.<sup>25</sup> Occur simultaneously means condensation data, data presentation, and concluding/verification as something which are intertwined is a cyclical process and interaction when

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<sup>22</sup> Marguerite Lodico, *Methods in Educational Research* (Chicago: Wiley Imprint, 2010), p.130

<sup>23</sup> Nigel Mathers, Nick Fox, and Amanda Hum, "*Trent Focus Group Using Interviews in a Research Project*", (Institute of General Practice, 2001) p.1

<sup>24</sup> Saldana, Miles and Huberman, *Analysis Qualitative Data*, (Chicago: Sage Publication 2014), p.31.

<sup>25</sup> *Ibid*, p.35.

previously, during, and after information as sort mentinequal building general insights called “analysis”.

The researcher used three analytical activities in this research, such as data condensation, data display, and concluding / verification. The following were data analysis is techniques used by the researcher:

1) Data Condensation

Data condensation is not something separate from the analysis. Data condensation is characterized as the method involved with choosing, focusing on improvement, reflection, and change of emerging raw data from written records in the field. Data condensation activities are in progress constantly, especially during qualitatively oriented projects taking place or during data collection. Data condensation is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such away that conclusions can finally bedrawn and verified.

2) Data Display

Data display is the action to display the data in the form of a narrative. A display can be a drawn-out piece of message or chart. A few exercises in breaking down the information that the researcher in data display has done are;

a. Observing the online learning courses

In this step, the researcher noticed the teaching-learning process through online learning. By observing the researcher knew how the students' difficulties and causes in online learning on pronunciation mastery at Master English Course.


b. Giving questionnaire

In this part, the researcher gave the questionnaire to students. This step was conducted to know the difficulties in online learning courses on students' pronunciation mastery.

### 3) Draw a conclusion

The third analysis activity is drawing conclusions and verification. When data collection activities are completed, a subjective analyzer starts looking for the significance of things, taking note of normality, designs, clarifications, potential setups, causal pathways, and recommendations. Ends that are not clear at first will increase to more detailed. "Last" ends will arise contingent upon the size of the collections of field notes, their coding, storage, and retrieval methods used, the proficiency of researchers, and the demands of funders, but often those conclusions have been formulated before hand from the start.<sup>31</sup>

Furthermore, in this step, the researcher concluded that there are three steps in reporting the result of qualitative research. The first is data condensation. It is to find out the key points of the research. Second, after getting the key points of the research, the researcher described it to be significant and all the more effective to comprehend. The last conclusion drawn in qualitative analysis is to take a conclusion from the start of data collection. The qualitative analyst is beginning to decide what things mean, nothing regularities, patterns explanations, possible configurations, casual flows, and prepositions. The researcher was taken all the conclusions and verified the data into well organized.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theory

##### 1. Teaching English as Foreign Language

English is considered as a foreign language in Indonesia. Some people still do not really care about English, even though it is very important in this modern era. Moreover, teaching English as a foreign language is quite hard. Brown states that teaching may be defined as showing or helping someone learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand.<sup>1</sup> Teaching English to non-native speakers is a challenging experience for teachers. In other words, language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment.

English as a foreign language (EFL) occurs in countries where English is not actually used or spoken very much in the normal course of daily life. According to Muhassin *et al*, in condition of Indonesia, many students still deal with some difficulties in English as Indonesians are more tend to teach and learn English as a foreign language (EFL).<sup>2</sup> In these countries where English is spoken as foreign language, it is typically learned at school but students have little opportunity to use English outside the classroom and therefore little motivation to learn English. In contrast, English as a second language (ESL) is spoken in countries where English is an important and usually official language but not the main language of the country.

In learning English as foreign language, students are not only

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<sup>1</sup> H. Douglas Brown. *Principles of Language Learning and Teaching 5th Ed.* (New York: Pearson Education Inc., 2007), p.7-8.

<sup>2</sup> Mohammad Muhassin, et.al. "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension", *International Journal of Instruction*, Vol. 14 No. 2 (April 2021) p. 254

hoped to be able to use language, but also receive and get information. Harmer elaborated that many people start to learn English because they think it will be useful in some ways for international communication and travel.<sup>3</sup> English is the most used and spoken language around the world, it is also used in business, science, and technology. From that explanation, it can be concluded that learning English will help to increase more chances to get a job, participate in discussions, and improve networking skills.

In addition, according to Muhassin, English teachers can make language learning effective by implementing communicative activities. To build up such conditions, teachers can play out some activities, like games, role play, and dialogues, which invite students to speak or communicate with others during the lesson.<sup>4</sup> In other words, teachers need to be creative in creating a lesson through proper errands, where students can actively enjoy the lesson and be successful individually or within groups.

Based on the explanations above, it can be concluded that teaching English as a foreign language is a communicative activity where the teacher delivers knowledge of English by providing tasks or activities for the students, where they have to utilize the language in both written and spoken form.

## **2. Writing**

### **a. Definition of Writing**

Writing is one of skills in English that should be mastered by students. As we know that writing is a productive skill because the students should express their ideas into written form and organize it with a good grammar. On the other hand, writing is the process of expressing ideas or thought into a written form.

Elbow states that writing is the ability to create words or idea of the writer. It means that writing is one of the English skill that has

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2007), p.265.

<sup>4</sup> Mohammad Muhassin "Teachers' Communicative Activities in Teaching English as A Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung", *Humaniora*, Vol. 7 No.4 (October 2016), p.485-486.

function to pour ideas in order to can be conveyed by the reader.

Besides, Brown states that writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.<sup>5</sup> It means that, writing is the way how to express the ideas into written form to distribute the information into paper by using words and also grammatical structure, coherent and it is organization.

In addition, Caroline argues writing as an activity to produce a text or something in written form in order to read, carry out and apply it by the reader.<sup>6</sup> Means that writing is one of occupation of people to make something with the aim to read and implemented in.

From the explanation above, we can conclude that writing is a skill in English to produce words by expressing ideas or thinking in a written form with appropriate grammar, coherent and organization in order to read and implemented by the reader.

### **b. Purpose of Writing**

Writing is one of productive skill where the writer should express their idea into written form, it means that writing has the purpose to putting down the ideas and the information can be conveyed by the reader well. Brown and Harmer said that written English as a foreign language can make the students deliver messages to the readers across places and times.<sup>7</sup> It means that, the purpose of writing activity is to inform the reader about the messages or information in a particular time and places.

### **c. Process of Writing**

In writing, we have to considered some steps that can make our writing appropriate with the aim. Tompkins in Faraj argues that there are five adapted stages in writing, those are:

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<sup>5</sup>H. Douglas Brown, *Teaching by Principles*, p. 215 .

<sup>6</sup>T. Linse, *Practical English Language Teaching: Young Learners*, 98.

<sup>7</sup>H. Douglas Brown, *Teaching by Principles*, p. 215.



**1: Pre Writing**

- a. Students write on topics based on their own expressions.
- b. Students gather and organize ideas.
- c. Students define a topic sentence.
- d. Students write an outline for their writing.

**2: Drafting**

- a. Students write a rough draft.
- b. Students emphasize content rather than mechanics.

**3: Revising**

- a. Students re-read their writings.
- b. Students share their writings with the teacher.
- c. Students participate constructively in discussion about their writing with the teacher.
- d. Students make changes in their composition to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.

**4: Editing**

- a. Students proofread their own writings.
- b. Students increasingly identify and correct their own errors.

**5: Publishing**

- a. Students make the final copy of their writings.
- b. Students publish their writings in appropriate forms.
- c. Students share their finished writings with the teacher.<sup>8</sup>

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<sup>8</sup>Avan Kamel Aziz Faraj, "Scaffolding EFL Students' Writing through the Writing Process Approach," *Journal of Education and Practice* 6, no. 13 (2015): p. 132.

From the statement above we can conclude that there are several steps that we should consider in producing good writing, all of steps above will make our writing more perfect.

### 3. Writing Ability

Writing is one of skill that is include in a productive skill, because in writing we should express ideas or thought into written form and organized it use a grammatical correct. Sanggam argues that writing ability is the skill of a writer to communicate the information to the reader or group of readers.<sup>9</sup> We can conclude that, if the writer be able to communicate their information or message in a written form correctly it means that they have a good writing ability.

Hedge defines writing skill as an ability in using some strategies for dealing with the problems in writing process.<sup>10</sup> It means that, writing skill is an ability to solve the problems of process write something by using several ways.

Besides, Christos and Marry Papoutsy in Ekarista states writing skill could be defined as the creation original text using the individual and linguistic resources, rather than copying someone else's or practicing and handwriting.<sup>11</sup> Means that writing ability is the ability to make an original text which is used personal and linguistic resources than translating other people's writing.

From the explanation above, we can conclude that writing ability is the ability of writer used to give information or messages to the reader in the text form by using personal and linguistic resources than other people's writing. In addition, the writer should consider some aspects in writing that can makes them be able to communicate use their writing, if the writer be able to communicate their ideas well, means that they have a good writing ability.

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<sup>9</sup>Sanggam Siahaan, *Issue in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 22.

<sup>10</sup>Tricia Hedge, *Teaching and Learning in the Language Classroom* (California: Oxford University Press, 2000), p. 150.

<sup>11</sup>Felix Ekarista, "Improving Students' Writing Ability in Recount Text Using Picture Series," *KnE Social Sciences* 3, no. 4 (2018): p. 343, <https://doi.org/10.18502/kss.v3i4.1945>.

#### 4. Process of Writing

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:<sup>12</sup>

##### A. Planning

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

##### B. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

##### C. Editing

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

##### D. Final Version

In this stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

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<sup>12</sup>Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.4-6

Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing Instruction.<sup>13</sup>

## 5. Teaching Writing

As we know that writing is the most difficult skill in English for the language learners, it means that the teacher should have appropriate approach that can be used to teach them in order to make the learners understand and be able to make a good writing. In teaching learning process, the teacher should give clear explanation to the students, so that they can grasp the meaning well.

Brown defined teaching as an activity showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand.<sup>14</sup> It means that, teaching is an occupation to give information, help out to convey something, provide something related to the knowledge which is conducted by the teacher in order to make the students easily to catch the meaning.

Besides, Harmer argues that writing should encourage students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.<sup>15</sup> We can conclude that, writing as a process where the students ask to focus on the use of

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<sup>13</sup>H. Douglas Brown, *Teaching by Principle: An Collaborative Approach to Language Pedagogy, Second Edition, Op.Cit*,p.348.

<sup>14</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, ed. Allen Ascher, fourth edi, vol. 9 (San Fransisco: San Fransisco State University, 2000), [https://doi.org/10.1016/0346-251x\(81\)90016-6](https://doi.org/10.1016/0346-251x(81)90016-6).

<sup>15</sup>Ibid.

language because in writing they will express what they think in a written form.

Ur states that the objective of teaching writing is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language.<sup>16</sup> It means that, teaching writing used to make the students get knowledge which is expected can produce something in a written form by using they own words.

Harmer states that in big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching and learning sessions. Frequently, big classes are not easy to have students walking around or changing pairs. Most importantly, big classes can be quite intimidating for inexperienced teachers.<sup>17</sup> It means that big classes can make the teacher should be pay attention in teaching learning process, because the number of the students can influence the way students receive the teacher's attention or material

From the explanation above, we can conclude that teaching writing is guiding the students to learn and work. Teaching writing also facilitating students to learn, that is why teaching cannot be separate with learning. When the teacher teaching writing to their students, they are not only teaching but also the way to organize their writing with appropriate grammar. Teaching writing will be more effective if the students not too big so that the teacher easier to control the class.

## **6. Concept of Mechanical Problem in Writing**

Almost students in all of level state that writing is a difficult skill, it means that they are faced some problems in writing. Byrne classified the writing's problem into three types, those are:

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<sup>16</sup>Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), p. 162.

<sup>17</sup>Jeremy Harmer, *How To Teach English* (Edinburgh: Longman, 2001), p. 128.

psychological problem, linguistic problem and cognitive problem. The linguistic problem is the problem that occur within structuring sentences such as tenses, word class, using mechanics and vocabulary.<sup>18</sup> From the statement above, it can conclude that the linguistic problem is the type of problems in writing where the learners have difficulties in arranging sentence, using grammar well, using writing's mechanism, and using the appropriate words.

In addition, Hedge argues that grammatical problems, mechanical problems, sentence structure problems and vocabularies problem are linguistic problems that hamper students' effective writing in English. Linguistic problem may include syntax, grammar, vocabulary and mechanic.<sup>19</sup>

The linguistic problem may include: syntax, grammar, vocabulary, and mechanic. In this research, the researcher only focused on the mechanical problems.

Mechanic in writing refers to the ways writer handles basic convention of writing, such as punctuation, spelling and capitalization. The mechanical problems include punctuation problem, spelling problem and capitalization problem.

a. Punctuation

According Peck and Coyle in Abdussalam referred punctuation as the signaling system of language. In addition, Christensen argues punctuation marks include the comma, exclamation mark, question mark, semicolon, and quotation marks.<sup>20</sup> Besides that, Zuzana in Ginting stated that proper punctuation makes a text clear to understand. Wrongly placed punctuation marks make a sentence ambiguous or even change the meaning. Here are the most common punctuation marks in technical and scientific writing:

Full stops                      (.)

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<sup>18</sup> D. Byrne, *Teaching Writing Skill* (New York: Longman, 1988), p. 124.

<sup>19</sup> Hedge, *Writing*, p. 128.

<sup>20</sup> Heidi Christensen, Yoshihiko Gotoh, and Steve Renals, "Punctuation Annotation Using Statistical Prosody Models.," *ISCA Tutorial and Research ...*, 2006, p. 2-3, <http://hdl.handle.net/1842/1158>.

Coma (,)

Colon (:)

Semicolon (;)<sup>21</sup>

Rehman in Yuliah stated that all the writings require complete mastery of punctuation because it is punctuations which removes ambiguities and makes prose clear and easily comprehensible.<sup>22</sup> It means that, as a writer we should pay attention on the use of punctuation to minimize unclear meaning and make us easily to understand it.

b. Capitalization

Gowere et. al in Alfaki states that learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. "The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students". They also describe that due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students.<sup>23</sup> In addition, Straus argues that capitalization means the first letter of word is capitalized while the other letters of the word are in lowercase.<sup>24</sup> It means that, capitalization is a capital letter where usually placed at the first letter of word.

c. Spelling

Kelاهر states that teaching students to capitalization

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<sup>21</sup> Fiber Yun Ginting, "An Analysis of Student's Ability in Using Punctuation Marks in Descriptive Paragraph Writing," *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* 1, no. 3 (2018): 340.

<sup>22</sup> Siti Yuliah, Agustia Widiastuti, and Ghea Resta Meida, "The Grammatical and Mechanical Errors of Students in Essay Writing" 5, no. 2 (20019.): 7.

<sup>23</sup> Karen Kellaher, *Capitalization, Punctuation & Spelling*, Complete Poems (New York: Scholastic Professional Books, 2001), p. 5, <https://doi.org/10.2307/j.ctvjk2tz9.40>.

<sup>24</sup> Jane Straus, Real-world Examples, and Reproducible Quizzes, *The Blue Book Grammar and Punctuation*, 2014, 49.



punctuate, and spell properly is one of the most important tasks you face in teaching writing.<sup>25</sup> Most of the students have problems in spelling because the written and the spoken are different in English, so that they confuse to identify it.

In some case you may decide that students need not to punctuate and spell correctly on a first draft of a story or in a journal entry that only they will read, but it is very important to emphasize that proper punctuation, capitalization and spelling must be used when you are write.<sup>26</sup>

On the other hand, many students answered incorrectly to the test in the form of spelling, either spoken or written. It is because of the students lack of knowledge, lack of balance in the curriculum and the influence of mother tongue.<sup>27</sup>

From the explanation above, it can be concluded that mechanical problem is a part of linguistic problem that usually faced by the students in writing, there are three aspects include in mechanical problems, those are punctuation problem, capitalization problem, spelling's problem.

## 7. Text

### a. Definition of Text

In general, there are two types of text in English, those are spoken and written text. Siahaan and Shinoda explain text is a meaningful linguistic unit in a context, it is both a spoken and written text.<sup>28</sup> It means text is a combination of words that are combined become a written or oral form which is include meanings.

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<sup>25</sup> Kellaher, *Capitalization, Punctuation & Spelling*, 5.

<sup>26</sup> Ibid.

<sup>27</sup> Abdusalam Alhadi A Shweba and Yan Mujiyanto, "Problems of Spelling , Capitalization , and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya" 101, *English Education Journal* no. 2 (2017): 92–102.

<sup>28</sup> Sanggam Siahaan and Kisno Shinoda, "Generic Text Structure," Yogyakarta: (Graha Ilmu, 2008), p. 1.

In addition, Hyland argues that a text has a structure, they are orderly arrangements of words, clauses and sentences and by following grammatical rules writers can encode a full semantic representation of their intended meaning.<sup>29</sup> It can be conclude that a text is produced in a written form and contain of words, clauses, and sentences that follow grammar rules. Thus, the text will be more complete with full of meaning.

On the other hand, Knapp and Watkins said a text is organized as a cohesive unit that is used as the language communication system.<sup>30</sup> Means that, text is a collection of words, clauses, and also sentences with a grammatical rules that is used as a language communication system.

From the explanation above it can be concluded that text is a combination of words, clauses, and sentences that follow grammar rules which is produced in a written form and used as language communication systems.

### **b. Kinds of Text in English**

Based on the current curriculum (curriculum 2013), writing usually taught by the teacher through a genre of text that students learn at senior high school. In learning writing, there are many text types that should be mastered by the students. Gerrot and Wignel argues that there are many types of text in English, those are report, narrative, spoof, analytical exposition, hortatory exposition, discussion, explanation, procedure, review, description, recount, news item and anecdote.<sup>31</sup>

Besides, Mark and Kathy Anderson divided text types into

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<sup>29</sup>Ken Hyland, *Teaching and Researching Writing*, ed. Christopher N. Candlin, second edi, vol. 37 (Edinburgh: Pearson Education Limited, 2009), p. 8, <https://doi.org/10.1080/01619565909536880>.

<sup>30</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, first edit (Sydney: University of New South Wales Press, 2005), p. 29, <https://www.pdfdrive.com/genre-text-grammar-technologies-for-teaching-and-assessing-writing-d156774997.html>.

<sup>31</sup>Linda Gerrot and Peter Wignell, *Making Sense of Functional Grammar (Genre and Grammar, Text and Context)*, second edi (New South Wales: Gerd Stabler, 1995), 210.

literary and factual. Literary text usually tells about experiences of human. The examples of this kind of text are narratives, dramatics, novels, song lyrics and response, while factual text tells about information or thought of human. The examples of factual text are explanation, report, exposition, discussion, recount, and procedure.<sup>32</sup> Thus, one of text type which is found in the syllabus curriculum 2013 on the second grade of Senior High School is procedure text.

From the explanation above, it can be inferred that there are a lot of text types in English writing that should be mastered by the students especially in senior high school. Based on the curriculum 2013 types of text in English such as report, narrative, analytical exposition, hortatory exposition, discussion, explanation, procedure, review, description, recount, news item, spoof and anecdote. Thus, procedure text is one of the English text in senior high school that should be mastered by the students in the current curriculum.

## **8. Teaching Writing by Using Lecturing Method**

### **a. The Definition of Lecturing**

The teacher had used Lecturing Method in teaching procedure text writing. According to Good and Merkel in Gurpreet Kaur suggest that lecture is method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period.<sup>33</sup> Waugh (1999: 3) stated that a lecture is a teaching method where the lecturer talks, acts, persuades in fact has perfect freedom to do whatever is desired, except to ask students to answer question.<sup>34</sup>

Lecturing is commonly used approach that involves

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<sup>32</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Melbourne: McMillan Education Australia, 1997), p. 80.

<sup>33</sup> Kaur, Gurpreet, *Study and Analysis of Lecture Model of Teaching*. Volume 1. No 1. (International Journal of Educational Planning & Administration, 2011). P. 9-13

<sup>34</sup> Waugh, Geoffrey H, *The Value of Lectures in Teacher Education: The group perspective*. Volume 24. No 1. (Sydney : Australian Journal of Teacher Education, 1999), p.3

presenting specific information for the majority of class time, allowing little opportunity for student interaction and expects students to have mastered the information by the time of the exam. Generally, lectures consist of instructors introducing construct and their definition, examples of how phenomena work, and other supporting information.<sup>35</sup>

Based on the definition of some expert above, the meaning of lecturing method is a method where an instructor is the central focus of information transfer. The lecture method that is knowledge is an object that can be transferred from the teacher to the learner.

## **b. Advantages and Disadvantages of Using Lecturing Method**

### **1. Advantages of Using Lecturing Method**

There are many advantages and disadvantages of using lecturing method. Kaur stated that advantages of lecture method can be summarized as follows:

1. The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
2. Many facts can be presented in a short time in an impressive way.
3. The lecture can stimulate very good interest in the subject.
4. Greater attention could be secured and maintained, as interest leads to attention.
5. Spoken word has greater weight than mute appeal by book.<sup>36</sup>

### **2. Disadvantages of Using Lecturing Method**

There are many advantages and disadvantages of using lecturing method. Kaur stated that advantages of lecture

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<sup>35</sup> Hackathorn, Jana, *Learning by Doing: An Empirical Study of Active Teaching Techniques*. Vol 11. No 2. (The Journal of Effective Teaching, 2011), p.2

<sup>36</sup> Op.Cit, Kaur Gurpreet, *Study and Analysis of Lecture Model of Teaching*, p.12

method can be summarized as follows:

1. It is waste of time to repeat the matter already present in books
2. In the process of lecturing, the learners are more passive than be active in class
3. The problem solving attitudes of pupils may disappear in the lecture method.<sup>37</sup>

## 9. Procedure Text

### a. Definition of Procedure Text

There were types of the text, one of which was procedure text. Procedure text was the text which could be called an instruction. Very common text in everyday life. For example in making food or drinks, operating a machine or turning on a computer. All that is needed is instructions to avoid mistakes in operating it or making something. The steps that have been instructed must be answered in accordance with the initial procedure, nothing should be missed.

This procedure text was to describe how something was established through some sequences of step.<sup>38</sup> This was very important text genre with the aim of telling how to do or make something. Consequently, procedure text was telling the step how making drink and something. Martin assumed that a procedure text was to show how processing were accomplished – and how something was done.<sup>39</sup>

It could be concluded that a procedure text was the piece of text types for explaining how something could be done through some sequences of step. In addition, it used the detail informations of the materials then commands which guided readers to complete sequence steps. These kinds of text could also be said as the instructions, directions or manuals.

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<sup>37</sup> Ibid, p.12

<sup>38</sup> Linda Gerot, Peter Wignell. *Making Sense of Functional Grammar*. (Australia: GerdStabler, 1995), p.206

<sup>39</sup> Martin in J.C Richards. *A Second Language Writings*. (NewYork: Cambridge University Press, 2004), p. 02

### **b. Characteristic of Procedure Text**

The different genre has different feature of the particular genre gave readers the clear point of view from generally meaning of text. So, they were knowing what the kinds of text told about. Here several steps to construct procedure text:<sup>40</sup>

1. The introductory statements that gave the goal these could be the best title of paragraph or text.
2. The list of materials that would be needed to complete the procedure. This might be the list.
3. The sequence of steps that they need to be done.
  - a) Number could be showed used: first, second, third.
  - b) Sequence could be showed used a signal word like: next, now, then, soon.
  - c) Step usually begin with the command : Push, add

### **c. Purpose of Procedure Text**

Walter assumed the purpose of this text was to unsure that something was done correctly, then achieve the good result in the end.<sup>41</sup> That means the purpose of text provided some informations which were that about how making, how cooking, how using then how operating something that was essential to readers achieved successful result.

### **d. Types of Procedure Text**

Walter said that there were the different procedurals text for the different purposes:<sup>42</sup>

1. Text that give details how how to use some operations, instructions.  
Eg: how to use a laptop
2. Text that that train how doing the particular activities.

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<sup>40</sup>Ibid, p.52

<sup>41</sup>Carlene Walter, *Procedural Witing Grade Three*, (New York: The Medium,2015), p.2

<sup>42</sup> Ibid, p.2

Eg: how to create the daily activities.

3. Text that deal with a human behavior.

Eg: how to live cheerfully, how to be succeeded

All could be resumed that these types of a procedure text have many types with the different needed.

### e. The Element of Procedure Text

Linda Gerot assumed that there were various elements of these procedure texts: <sup>43</sup>

a) Social functions

This text described how something was done based on step by step.

b) Generic structures

Same with the other genres, a procedure text also included some generic structure then language feature. In universal, a procedure text were arranging some main parts like aims, list of some materials that was needed, and last there were sequence of some steps

- 1) Aims. This part was title of text that showing what writer may like to inform to readers.
- 2) Materials. This part described all material that was needed to entire procedure
- 3) Steps. In these parts showed the ways that people need to do when completing some procedures

### f. Language Features of Procedure Text

- a) Using the technical languages
- b) The sentence began with a verb.
- c) Using the time numbers that told the order to do some procedures. Time numbers were describes ad the sequences, like second, after, next, firstly, finally.

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<sup>43</sup>Gerot, *Op Cit*, p.206



- d) Adverb was using in this procedure text. It told how the action must be done. These adverbs of manner were applied.<sup>44</sup>

Procedure text used one of tense was simple present. It was often the imperative verb. An instruction in the procedure text was verb then how that word was adverb. In the process of making a procedure text, it used the transition signal that was word like next, finally and other. This transition word as the guide made it more easier for all readers for following their ideas. But, we may not put this transition signal in front of the paragraph.

### **g. Advantages and Disadvantages of Procedure Text**

#### **1. Advantages**

Learners could analyze what was a text that they have read was procedure text or not. They could develop their vocabularies. Learners could guess some differences of functional texts in this procedure text. This text help learners in composing something.

#### **2. Disadvantages**

The learner felt difficult to make the differences between a procedure text with another text. When using this generic structure could make them confused, some learners did not know about tenses.

From both explanation above, researcher may be asserted that this text could assist all learners to compose, design then improve their vocabularies. Meanwhile, from disadvantages students are still confused because they do not know the tenses used.

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<sup>44</sup>Hayati,Tuhfah, TheEffectivenes in Using a Video in the Teaching Writing of a Procedure Text ( Quasi – Experimental Studies At Ninth Grade learners Of second

.Islam Plus Darussalam Tangerang Selatan), (Jakarta:UINSyarifHidayatullah), p.9

## h. The example of Procedure Text

Here is the Example of procedure text<sup>45</sup>

**Figure 1**

### **The Example of Procedure Text**

Goal	: Spicy Coconut Salad (Urap)
Ingredients of Vegetables	: 220grama bean sprout, 105 gram longbeans cutting in 3cm length, 105 gram cassava leaf, 105 gram kangkungor spinachs
Utensils	: knife, bowl, stove, cup
Method	: First, cook some of vegetables separately in the boiling water. Did not overcook it. Second, exhaust those vegetables then place them in the large bowl. Third, Add some coconuts dressing to those vegetables thenpitch thoroughly Finally, Served at a room temperatures
Ingredients of Coconut dressing	:4 red chilliessliced, 3 garlics, 3 teaspoons kencur, ½ teaspoons finely sugar, 200gram coarsely grate coconut
Utensils	: teaspoon, knife, stove, cup, spatula
Steps	: First, Process all the ingredients, except the grated coconut Second, Stir in the coconut Third, Wrap the mixture in banana leaf Fourth, Put it in a steamer and cook over boiling water, 30 minutes Finally, Leave to cool to room temperature

<sup>45</sup>Wachidah, Siti dkk. *Bahasa Inggris, the Think Globally Acts Locally: teacher book*. (Jakarta, Departemen Pendidik Nasional, 2018), p.102

From those example above, all people knew how to create a procedure text. Firstly, they must write down their aims. Then, they write down also the list of materials that they would be needed to make their aims. Last, they needed several steps for achieving the aims with some purposes.

## **B. Conceptual Framework**

In the text many types was one of which was procedure texts. These text were text that could be named some instructions. Very common text in everyday life. For example in making food or drinks, operating a machine or turning on a computer. All that is needed is instructions to avoid mistakes in operating it or making something. These procedure texts were to be described how something was completed through some sequences of the steps.

Writing these procedure texts were one of some topics for discussing to the learners' of Junior High School. Learners' must be acquired these kinds of the writing skills based on genres. Each types of the genres have some specific generic structures then lexico grammatical features, but sometimes learners was finding some of difficulties to the different procedure text with another genres.

In the teaching writing where those positions as second then foreign languages, students was beginning to be written in the English, they would be faced the problem to be written, several problems were : various problems for developing feelings, problem for organizing feelings, learners was finding some difficulties in the grammars, spellings, lacking of some vocabularies, or capitalizations .Many learners were thinking that blank pages were big problems for starting write or getting feelings. So all made students feel very difficult to start writing. That will be resolved by finding a good opening sentence.

The causes of the problems that students often do is not only from internal factors but from external factors as well. Internal factors such as psychological problem, linguistic problem, cognitive problem while external factors like lacking students' motivations, lacking of the practices.

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