

CHAPTER I

INTRODUCTION

This chapter provides general introduction of this thesis. There are some points in part of the introduction, those are the background of the study, research question, research objective, significance of the study, scope and limitation, and definition of key term.

A. Background of Study

Writing proficiency is one of the most essential skills that students must develop throughout their educational journey. Writing is not merely the ability to construct grammatically correct sentences, but also the capacity to express ideas clearly, organize thoughts logically, and communicate messages effectively to readers. Through writing activities, students learn to formulate arguments, explain information, narrate experiences, and respond to various issues in a structured way. In academic settings, writing plays a central role because students are required to complete assignments, answer essay questions, and produce different types of texts. Furthermore, writing fosters critical thinking, as students must plan their ideas, select appropriate vocabulary, structure their arguments coherently, and revise their work to achieve clarity. Therefore, writing proficiency becomes a fundamental competence that influences students' academic achievement and future communication abilities.

According to Brown (2001), writing is a complex and productive skill that involves the integration of multiple components, including grammar,

vocabulary, organization, mechanics, and writing strategies. Students are expected not only to understand linguistic rules but also to apply them appropriately in meaningful contexts. In the Indonesian curriculum, students are introduced to various text types based on genre, such as descriptive, narrative, recount, report, and procedure texts. Each text type has its own communicative purpose, generic structure, and language features. Among these genres, procedure text is particularly important because it is closely connected to everyday life and practical communication.

Procedure text is a type of text that aims to explain how something is done through a series of sequential steps. Its communicative purpose is to guide readers in performing certain tasks accurately and systematically. To achieve this purpose, a procedure text generally consists of a clear goal, a list of materials, and a sequence of ordered steps. In addition, it typically uses specific language features such as imperative verbs, action verbs, temporal connectors, and simple present tense. Although the structure seems straightforward, writing an effective procedure text requires logical sequencing, clarity of instructions, and appropriate language use.

However, many students experience difficulties in writing procedure texts in classroom practice. Teachers often find that students struggle to arrange steps in a logical and chronological order. Some students erase essential steps, while others present instructions that are inconsistent or unclear. Difficulties also appear in the use of language features. Students frequently misuse imperative forms, forget to use temporal connectors, or apply inappropriate verb forms. In some cases, students are unable to differentiate procedure text

from other genres, resulting in texts that do not meet the expected structural conventions. These problems indicate that students' challenges are not limited to grammar alone but also involve organization, genre awareness, and understanding of communicative purpose.

The inability to write clear and well-organized procedure texts can lead to wider problems for students. In SMAN 1 Prambon, students are often asked to explain steps, describe experiments, or give clear instructions in different subjects. If they cannot write these explanations clearly, their ideas may be misunderstood, and their work may not show their true understanding. In the workplace, the ability to write clear instructions is also very important, especially when preparing manuals, reports, guidelines, or other technical documents. Students who do not develop this skill may experience confusion, lower self-confidence, and difficulty completing tasks properly. In addition, writing procedure text helps students learn how to think in order and organize ideas step by step. If they are weak in this area, they may also struggle with other types of academic and technical writing. Therefore, examining students' difficulties in writing procedure text is important to improve teaching strategies and to strengthen students' overall writing skills.

Several previous studies have examined students' difficulties in writing procedure texts. The first study found that students had problems in language features such as the use of simple present tense, action verbs, conjunctions, and adverbs. They also had limited vocabulary and weak understanding of generic structure and social function in procedure text (Irawaty et al., 2024). The second study showed that students faced difficulties in word choice,

conjunctions, imperative sentences, sentence structure, punctuation, and maintaining focus on the topic. Some students also lacked confidence and had difficulty translating their ideas from Indonesian into English (Tiyas & Kartikawati, 2024). The third study revealed that students had problems in writing the generic structure, especially in composing materials and steps clearly and completely. They also struggled with noun phrases and temporal conjunctions. The main causes were limited vocabulary, low motivation, and weak grammar mastery (Zai, 2023).

Furthermore, another study explained that students experienced difficulties in both generic structure and language features. They had problems in writing goals, materials, and steps. They also had difficulty using temporal conjunctions, imperative sentences, adverbials, action verbs, and present tense. These problems were related to lack of knowledge, limited vocabulary, and poor time management (Ningsih et al., 2025). The last study found that students struggled in organization, language use, vocabulary, and mechanics. Many students made grammar errors, used inappropriate word choices, and made mistakes in spelling and punctuation. Some students also had difficulty developing ideas clearly and logically. These difficulties were influenced by internal factors such as limited vocabulary and external factors such as less effective teaching media (Rukmana et al., 2022).

Based on those five studies, it can be concluded that students' difficulties in writing procedure text mostly relate to generic structure, grammar, vocabulary, and mechanics. Limited vocabulary and weak grammar understanding appear as the most common problems. Therefore, this present

study aims to observe and find out the specific difficulties that students face in writing procedure text, particularly related to generic structure and language features.

Based on the explanation above, the researcher carried out a research to observe and find out observing and finding out the specific difficulties that tenth grade students at SMAN 1 Prambon face in writing procedure text. For this research to be carried out, the researcher takes the title **“AN ANALYSIS OF TENTH-GRADE STUDENTS’ DIFFICULTIES IN WRITING PROCEDURE TEXT AT SMAN 1 PRAMBON”**.

B. Problem of the Study

Based on the background of study above, the problem of the study is formulated as follows :

1. What difficulties do tenth-grade students face in writing procedure texts?
2. To what extent do tenth-grade students’ experience difficulties across the aspects of organization, content, grammar, vocabulary, and mechanics in writing procedure texts?

C. Purposes of the Study

In accordance to the following purposes of the study, this research attempts to achieve the objective of the study, namely :

1. To identify the difficulties faced by tenth-grade students in writing procedure texts.
2. To analyze the extent to which tenth-grade students experience difficulties across the aspects of organization, content, grammar, vocabulary, and mechanics in writing procedure texts

D. Significance of Study

1. Theoretically

This study contributes to the development of knowledge in English language teaching, particularly in the area of writing instruction. The findings provide empirical evidence regarding the difficulties experienced by tenth-grade students in writing procedure texts based on five aspects of writing: organization, content, grammar, vocabulary, and mechanics. Furthermore, this study enriches the existing literature on students' writing difficulties and can serve as a reference for future researchers who are interested in investigating similar topics in different educational contexts.

2. Practically

a. For Teachers

This study gave a clearer picture of the specific difficulties that students face in writing procedure text especially in generic structure and language features. With this understanding, teachers can adjust their teaching methods, provide more focused guidance, and design activities that address students' weaknesses more effectively. The results can also help teachers in giving better feedback to students and in preparing appropriate learning materials for teaching procedure text.

b. For Students

This study is expected to help students become more aware of the difficulties they face in writing procedure text. By knowing their specific problems, students can work on improving their weaknesses, whether in organizing the text structure or in using the appropriate

language features. It is also hoped that this awareness can motivate students to practice more and develop better writing skills. Furthermore, students can receive more appropriate support and guidance based on their actual needs.

c. For the School

The results of this study can provide useful input for SMAN 1 Prambon in evaluating and improving the English writing curriculum. The school can use the findings to develop better policies and programs for teaching writing, especially in procedure text. This can ultimately contribute to improving the overall quality of English education at the school.

d. For Further Researchers

This study can serve as a reference or a starting point for conducting similar research in different contexts. The findings can be compared with other studies to gain a broader understanding of students' difficulties in writing procedure text. Additionally, future researchers can use this study as a basis for developing further research on teaching strategies or learning approaches for procedure text. The methodology used in this study can also be adopted or modified for similar research purposes.

E. Scope and Limitation

This study focused on analyzing students' difficulties in writing procedure texts. The topic of this research was limited to writing skill, especially procedure text, including its generic structure (goal, materials, and

steps) and language features such as imperative verbs, simple present tense, and temporal conjunctions. The subjects of this study were X-2 students of SMAN 1 Prambon, and the research was conducted in the classroom where English was learned as a foreign language. This study focused on five aspects of writing, namely organization, content, grammar, vocabulary, and mechanics, based on students' written work.

However, this study had some limitations. This research only focused on procedure text and did not discuss other types of text. It was also limited to one class in one school, so the results could not be generalized to all students in other schools. This study only examined students' writing results and did not discuss other factors such as teaching methods, students' motivation, or learning environment. In addition, this study did not attempt to provide or test a teaching method, but only identified and described students' difficulties.

F. Definition of Key Terms

1. Students' Difficulties

Students' difficulties refer to the problems, challenges, or obstacles that students encounter when performing a particular task. In this study, difficulties mean the struggles that students face in writing procedure text, particularly in organizing the generic structure and using appropriate language features.

2. Writing

Writing is a productive language skill that involves expressing ideas, thoughts, or information in written form. It requires the ability to

organize thoughts logically, use appropriate vocabulary and grammar, and communicate messages clearly to readers.

3. Procedure Text

Procedure text is a type of text that provides instructions on how to do something through a series of ordered steps. Its main purpose is to guide readers in completing a task accurately and systematically. The generic structure of procedure text consists of the goal (what will be achieved), materials (what is needed), and sequential steps (how to do it in order). The language features typically include imperative verbs, action verbs, temporal connectors (such as first, then, finally), and simple present tense.