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CHAPTER 1

INTRODUCTION

A. Background of the problem

Writing is an important part of language learning. It is kind of complex process especially for non native speakers. Because of the activities range from the transformation into words that using the competence structure and coherent organization. It also needs control for several variables like content, vocabulary, mechanics etc.

Writing is communication medium without any sound. We use sign and symbol as the elements for delivering the message. English has the same level for each skills, included writing. Every single person who studies about English should consider the important level for mastering the writing. Considering with speaking ability, writing is in the same level with speaking, we know the term with productive skill. In English subject, Kumaravadivelu, (2003, p. 227) stated that productive skill is (speaking and writing). We use the language where we have been acquired for producing a message through speech or written text that we want others to understand. The difference from both of them only about element for delivering the message, speaking uses a sound, and writing uses sign and symbol.

Writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements or paragraphs that will be clear for a reader. Hughey, et. al, (1983, p. 34) asserted that through writing we express our ideas, our plans, our recommendations, our values, and our commitments. Several people choose to express their feeling through writing than telling to the other people. Because in their life perception, privation is one part should be kept by someone

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They prefer for telling their feeling through writing, either the happy moment or bad moment. For the impact, logically they will have the great ability in writing skill because of their habit in writing. But, writing is not as easy as we think, because as a writer should be ability how to employ the grammatical from of writing in order to have written the readers understand what we mean. For finding the ideas are not easy things, one paragraph consists of many sentences and then one of sentences as main idea. For the point one, mastering writing in English is composite from all aspects, vocabulary and grammar mastery, correlation between topics sentence and main idea in one paragraph until the one writing are formed.

For mastering writing is the obligation in curriculum. The Junior High School students are expected to write several types of text such as procedure, descriptive, report, narrative, recount, explanation and etc. based on KTSP curriculum, “the students is expected to be able to write the simply paragraph by using a variety of written in accurately, fluently, and acceptably to interact with the environment”. (Department of National Education, (2006, p. 287). Regarding with the quotation above, it is clearly that students should be able to write paragraph.

Beside that, Heaton(1989, p. 96) states that there are five components of writing; they are content, organization, language use, vocabulary, and mechanics. There are three forms of writing, namely paragraph, text and essay. In writing text, students have to decide kinds of text that they will write. Texts has some types, they are descriptive text, narrative text, recount text, procedure text and report text. There are two types of text; they are literary text and factual text. One of the factual texts is procedure text.

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2. Some of the students were not able to use appropriate tenses, action verb and conjunction in procedural text.
3. Some of the students were not able to use appropriate vocabulary in procedural text.
4. Some of the students were not able to use appropriate punctuation and capitalization in procedural text.

Based on the background depicted above, thus, the researcher tries in investigating the problem above into a research project in entitled **“An Analysis of the Students’ Ability in Writing English Procedural Text at the Ninth Grade of Junior High School 2 XIII Koto Kampar”**

B. Problem

1. Identification of the Problem

Based on background of the problem, the researcher identify of the problem is How is students’ ability in writing English procedural text based on the components of writing at the Ninth Grade Students of Junior High School 2 XIII Koto Kampar?

2. Limitation of the Problem

After identifying the problem of this research, the researcher is necessary to limit and focus her research problem on analyzing students’ ability in writing English procedural text at the ninth grade of Junior High School 2 XIII koto Kampar in writing’s problem.

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3. Formulation of the problem

The formulation of the problems in this research is formulated in the following research questions: How is the students' ability in writing English procedural text based on the components of writing at the ninth of Junior High School 2 XIII Koto Kampar?

C. Objective and Significance of the Research

1. Objective of the Research

The general objective of this research is to find out the students' ability in writing English procedure text at the ninth grade of Junior High School 2 XIII Koto Kampar.

2. Significance of the Research

These research activities are significantly carried out for the following needs:

- a. Hopefully, this research is able to benefit the researcher as a novice researcher in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable information for both of students and English teachers to be the future focus of teaching and learning English.
- c. Besides, these research findings are also expected to be valuable information for those who are concerned in the field of teaching and learning English as a foreign/ second language.

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- d. Finally, these research findings are also expected to be practical and theoretical information to the development of theories of language teaching in general.

D. The Reason of Choosing the Research

There are some reasons why the researcher is interested in carrying out her research. This research is investigated based on by the following reasons:

- a. The title of this research is relevant to the researcher's status as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
- b. The title of this research is not yet investigated by other previous researchers.

E. Definition of the Term

There are many terms involved in this research. To avoid misunderstanding on the terms used in this research, the following terms are necessary defined as follows:

1. An Analysis

Analysis means finding clear information about something, somebody or some case. An analysis can be described as an examination of something together with thought and judgement about it. In this research, the analysis means examination of students' ability in writing English procedure text, because analysis includes examining ideas, identifying arguments and analyzing arguments.

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2. Writing Ability

Writing ability is a skill who have had by the students, it is thinking process in its own right and a process where ideas are focused on more relevant and important factors. It gives someone opportunities to explore their ideas and acquire information. In this case, the students write their ideas in procedure text with five indicator they are developing ideas, organizing ideas, grammar, mechanic, and using vocabulary. According to Brown (2001): “Writing is thinking process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”.

3. Procedure Text

Procedure text is a text that explain how to make something or how to use something. Mark and Kathy Anderson (1998, p.28) said, “Procedure text as a piece of the text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something, or getting somewhere. So, procedure text is defined as a text that explains, tells or shows someone how to do something, to make something and to get someplace, that have to be done in a series of sequenced steps.