

STUDENTS' PERCEPTION IN WRITING PROCEDURE TEXT

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Abstract

This study aims at investigating the students' perception in writing procedure text and the definition of writing is different from learning other skills because writing is thinking process and need much time. Writing can help us to deepen understanding. It can help to make the sense of the information. The objective of this research is to find out students' writing skill in procedure text. This research was a descriptive qualitative method research with a survey approach through questionnaire. The samples of this research were 20 students from 1 classes of X at SMK Jabir Al Hayyan. The data in this research were obtained through 10 questions of the questionnaire. The objective of this research is to find out students' perception in writing procedure text. Based on the result of the data analysis who the researcher got the researcher can conclude that students' writing skill in procedure text was positive. Most of the students knew that they have skill in writing procedure text. From the questionnaire, it was shown that the teacher may also give a good system to learn about how make a procedure text in writing skill.

Keywords: *Students' Writing skill, Procedure text*

INTRODUCTION

Teaching in SMK Jabir Al Hayyan, the researcher teach about 4 hours / week in tenth grade which consist 25 students. The condition of the class was comfortable enough and the students' motivation in the learning process was good, especially in learning English. Students will more active if there is a game in every learning process and depend on how the teacher deliver their material. Writing is one of the four in language skills, which is taught in the school. In writing the students can express their feelings, ideas, thoughts, and opinions. "Writing is about more than making our thoughts and ideas visible and concrete Ghaith (2002). However, writing in English is not easy and the students often find some difficulties while they are writing. This idea is also supported by Richard and Renandya (2002) who state that writing is the most difficult skill for foreign language learners.

Writing is different from learning other skills because writing is thinking process and need much time. Blanchard and Root (1998: 1) as cited in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy. Writing can help us to deepen understanding. It can help to make the sense of the information. . Writing has been considered as "the most difficult skill in learning a language for language learners since it is a productive skill" Khoii (2011) in (Anugrah, n.d.). In contrast to other skills such as listening, speaking, and reading, it requires some conscious mental efforts and consideration of various ways in expressing ideas and thoughts, unifying them, and organizing the sentences through written form. Therefore, writing should be learn through formal instruction. To produce the final written form, there are some stages that should be done by the writers. The process may be affected by the subject matter of writing (content), the type of writing, and the medium where

it is written Jeremy Harmer (2004) In addition Writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form Gebhard (1996) cited in Apsari (2017). Strumpf and Douglas (2004: 14) in (Haryudin, A., & Argawati, 2018) also say “we study grammar so that we may speak and write in a clearer and more effective manner.”

In writing, writers must have certain goals and intentions, certain relationships to their readers, and certain information to convey to the readers. Text is a resource used to fulfill all of those aspects. Hylan (2003) states that the ways of using language for particular purposes which socially recognized are called genres. Some factual genres are recount text, procedure text, descriptive text, report text, and explanation text. A procedure text is designed to describe how something is achieved through a sequence of actions or steps. Mark and Kathy Anderson (1997) argue that procedural is a piece of text that give us instructions for doing something. The purpose of procedure text type to explain how something to be done. The students can be write procedural text easily by using generic structure and language features. This text uses the simple present tense, often the imperative sentences. It also usually uses the temporal conjunction, such as first, second, then, next, etc. The structural of a procedure text consists of aim/goal (or title, materials (not required for all procedure texts), and steps.

The important of ability to write a procedure text is to describe the procedure text. In writing a procedure text, the students should be able to write different procedure in sequences and the students should be able to distinguish the structure of procedure text which consists of aim/goal, materials, and steps. In is important, because procedure text is always used in daily lives, for example the procedure of using electronic tool etc. The purpose of the research is to find out students' perception in writing procedure text. If students understand how to write a procedure text, so it will be easier to write procedure text.

The reason why the writer chose this school was that when the researcher did the teaching practicum, the researcher saw many students who did not seem to write procedure text.

The research was conducted in Senior High School at SMK Jabir Al Hayyan. The participants of this study were 25 students of grade X at SMK Jabir Al Hayyan.

METHOD

The research methodology of this research is using descriptive qualitative method. The researchers use questionnaire for collecting the data in order to know to find out students' perception in writing procedure text. The questionnaire was presented in Indonesian to make it easier for the participants to understand the statements. While for the analysis the data, there are some steps in analyzing the data. First, the researcher gives a questionnaire for the students. Second, the researcher collected the questionnaire. Third, the researcher started to categorize students' responses. Fourth, the researcher knew what the students' writing skill procedure text. Finally, the researcher analyzed and summarized students' responses to find out the result of my research.

RESULTS AND DISCUSSION

Results

This part discusses the result from the analysis of the data. The data from questionnaire were analyzed to answer the research question “*what are the students' writing in procedure text?*”

the researcher made 10 questions about *students' writing skill procedure text*. After that, the researcher discussed several questions that received the highest and lowest percentages. Presented below are the mean and percentages of the participants' responses and their discussion.

This table below shows the data collected from the questionnaires about their perception in writing procedure text.

Table 1. The result of questionnaire

No.	Questions	Answers		
		Yes	Maybe	No
1	Do you like learning English?	100%	-	-
2	Do you like four English skills (listening, speaking, writing, reading)?	55%	-	45%
3	Do you like writing?	55%	45%	-
4	Do you think that writing is one of skills that difficult to learn?	15%	55%	35%
5	Do you understand the writing lesson by teaching method that have been applied by your teacher?	80%	20%	-
6	By guidance of teacher, do you feel being motivated ask questions about things that you have not already understood?	65%	35%	-
7	Whether you feel the difficulty when understanding reading text?	25%	75%	-
8	Do you know procedure text?	100%	-	-
9	Do feel the difficulty when writing procedure text?	-	25%	75%
10	Do you think the way of teacher in teaches writing in procedure text is fun?	55%	45%	-

Discussion

Based on the data above, it was found that the the students' perception in writing procedure text was positive. it can be seen from the table above that 75% of the respondents said writing procedure text no difficult. From the first question, all students were aware that they like English subject. It makes easier to understand what teacher to teaches the material. From number two and three questionnaires, we can see that most of the students like four basic skills especially writing. Although 45 % of the students are still confused to answer the questions. They fell uncertain that they like writing skill. Besides that, the students were aware that they have writing skill in procedure text. but they have difficulty in vocabulary.

CONCLUSION

From the result of the data above, the researcher concluded that most of the students knew that they have skill in writing procedure text. From the questionnaire, it was shown that the teacher may also give a good system to learn about writing procedure text. Students' writing skill in procedure text was positive. but students should learn more about writing procedure text especially about vocabulary that related with procedure text and to enhance their ability in writing skill. The teacher can find another way to teach so that the students can learn easier and the teacher must keep giving students more practice in writing procedure text.

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