

CHAPTER I

INTRODUCTION

A. Background of the Study

Rapid and increasingly complex developments in the modern era have intensified the demand for high-quality human resources. Education plays a vital role in improving human resources, as it functions as a process through which individuals and societies acquire knowledge, skills, values, and habits that are transmitted across generations through teaching, training, and research. Education is closely connected to learning activities, which involve changes in learners' behavior, including the development of knowledge, skills, critical thinking, understanding, and attitudes. In the teaching and learning process, interaction between teachers and students becomes an essential element that supports the achievement of learning objectives. In Indonesian language learning, four main skills are emphasized: listening, speaking, reading, and writing. This study employs a mixed-methods research design, which integrates quantitative and qualitative approaches to obtain more comprehensive, valid, and objective data (Sugiyono, 2012). Accordingly, data in this research are collected in both numerical and descriptive forms.

Writing is a complex and engaging activity that requires various types of thinking rather than focusing on a

single idea. Creativity, defined as the ability to produce original and imaginative ideas (Zulaeha, 2011), plays an important role in the writing process. It enables individuals to explore different ways of expressing ideas and solving problems through spontaneous and reflective thinking. Creativity can be manifested through various forms, including written works that contain aesthetic and expressive value, and it emerges from an individual's natural drive to create (Fitria, 2022). In the educational context, writing skills are essential in preparing students to communicate effectively, both academically and professionally. The main objective of writing instruction is to develop students into competent writers who are able to express ideas clearly, logically, and in accordance with appropriate language conventions. To achieve this, a process-oriented approach to writing is considered effective, as it allows students to engage in stages such as planning, drafting, revising, and editing. Moreover, the development of writing skills is strongly influenced by students' interests and a supportive learning environment. Therefore, teachers are expected to create conducive classroom conditions, allocate adequate time, and apply appropriate strategies to encourage active and meaningful writing practices.

Writing is a process in which writers take time to think, reflect, and express their ideas clearly. Therefore,

writing should not be seen only as a technical activity, but as a process that involves thinking, interaction, and continuous development. In writing activities, students use their cognitive abilities differently depending on the type of text they write. Olive, Favart, and Beauvais (2009) explain that the level of cognitive effort required in writing may change according to the text genre, such as narrative or argumentative texts. This means that each type of text presents different challenges for students.

However, writing is often considered one of the most difficult language skills for students. This is because writing requires students to combine several language components such as vocabulary, grammar, spelling, punctuation, and the ability to organize ideas logically. Many students experience difficulties when they are asked to write because they do not know how to begin their writing or how to organize their ideas into a well-structured text. According to Jeremy Harmer (2004), writing is a complex skill because it involves various language abilities at the same time and requires creativity as well as critical thinking. Therefore, it is not uncommon for students to feel less confident when they are asked to write in English.

In the English learning curriculum at the junior high school level, students are expected to understand and produce various types of texts. Some of the text types studied

by students include descriptive texts, narrative texts, and procedural texts. One of the text types learned by seventh-grade students is procedural text. Procedural text is a type of text that contains steps or instructions to perform an activity in a systematic and structured way. According to Ken Hyland (2004), procedural text is a type of text that aims to provide instructions or directions on how to carry out an activity through a clear and logical sequence of steps.

In writing procedural texts, students are expected to understand the structure of the text, which consists of the goal, materials, and steps. In addition, procedural texts also have specific language features such as the use of imperative verbs, sequence connectors, and the simple present tense. These elements are intended to ensure that the instructions presented in the text can be clearly understood by the readers. However, in reality many students still experience difficulties in writing procedural texts. Some students have difficulties in developing ideas, organizing the steps logically, and using appropriate vocabulary and grammar in their writing.

Besides the challenges faced by students in writing, another factor that influences the learning process is students' level of enjoyment in learning. Enjoyment in learning can create a positive learning atmosphere and increase students' motivation to participate in learning

activities. When students feel enjoyment during the learning process, they tend to be more active and confident in completing the tasks given by the teacher. According to Jean-Marc Dewaele and Peter D. MacIntyre (2014), enjoyment in language learning is a positive emotional experience that can encourage students to become more engaged in learning activities.

In the context of learning to write procedural texts, students' enjoyment may arise when the topics discussed are related to their daily activities, such as explaining how to make food, drinks, or perform other simple tasks. When students are familiar with the topic being discussed, they find it easier to express their ideas in written form. On the other hand, when students feel that writing activities are too difficult or boring, they tend to lose motivation to complete the writing tasks. Therefore, it is important to understand students' experiences during the writing process, both in terms of the challenges they face and the enjoyment they experience.

In addition, student involvement in the writing process plays an important role in improving writing skills. According to Zhang and Hyland (2018), active participation in writing activities helps students not only correct their mistakes but also reflect on their writing and develop better strategies. This shows that learning to write in English as a

foreign language needs appropriate teaching strategies that can reduce language difficulties and encourage students to be more active. Therefore, research on students' writing challenges is necessary to improve the effectiveness of English teaching in the classroom.

Engaging in enjoyable and meaningful learning activities gives positive effects on students' motivation and learning outcomes (Dewi & Setyaningrum, 2022). Writing activities can improve students' self-confidence and creativity because they allow learners to express ideas, feelings, and experiences in written form using appropriate vocabulary and sentence structure (Yarmi, 2014). Writing also provides opportunities for students to explore new ideas and develop their imagination, which supports creative thinking. In the modern era, creativity is an essential skill, and writing plays an important role in developing this ability. As stated by Alin (2016), writing is a productive language skill that requires patience, consistency, and intellectual effort. Therefore, continuous practice and engagement in the writing process are necessary to produce effective and meaningful writing (Arianti, 2020).

Procedural text is a type of text intended to guide readers in completing an activity or process through clear and sequential steps. This text commonly uses imperative sentences and the simple present tense to give direct

instructions, such as “add two spoons” or “cook over low heat.” The use of sequence markers, including numbers and conjunctions like *then* and *next*, helps organize the steps logically. In addition, adverbs such as *carefully* and *slowly* are used to clarify how actions should be performed, while action verbs like *add*, *mix*, and *turn* are frequently applied (Rahmawati, 2020). Understanding the structure of procedural texts enables students to recognize the purpose and language features of the text more effectively. Wu and Alrabah (2020) explain that students who understand text structure are better able to comprehend and produce texts that follow the appropriate genre and communicative purpose.

Procedural texts are organized according to specific structural and linguistic conventions. In learning English as a foreign language, many students experience difficulties in producing written texts, particularly procedural texts. Writing is considered a complex skill because it involves several stages and requires appropriate instructional support. Knapp (2005) explains that developing writing competence demands clear teaching strategies applied consistently at different stages of learning. In addition, Schleppegrell and Go (2007) argue that English learners often face challenges in expressing ideas clearly, which makes writing a demanding task for them.

Motivation also plays an important role in second language learning. Learners who possess strong intrinsic motivation tend to show better achievement in language learning than those who lack clear goals. Intrinsic motivation encourages students to engage more actively in learning activities and persist in overcoming difficulties (Kassab et al., 2017; Yu et al., 2020).

Based on these considerations, teachers have a significant role in creating engaging and meaningful learning environments, especially in teaching writing skills such as procedural texts. Limited student participation and monotonous teaching practices suggest the need to evaluate instructional strategies used in the classroom. Therefore, this study aims to explore the teaching strategies applied in procedural text instruction and to examine students' challenges and enjoyment during the learning process at SMP N 36 Bengkulu Utara. The findings of this research are expected to provide deeper insights into the effectiveness of teaching practices and students' learning experiences in writing procedural texts.

B. Identification of problem

Based on the background of the problem, writing procedure text is the ability in writing about steps or instructions on how to do something. It is provides information about materials or ingredients and steps so that

the readers can prepare in making something or doing such activities.

C. Limitation of the research

This research is limited to analyzing seventh-grade students at SMP N 36 Bengkulu Utara. This study specifically aims to explore students' views, obstacles, and enjoyment in writing procedural texts.

D. Research Questions

Based on the background above, the questions are as follows:

1. What challenges do seventh grade students face in writing procedural texts?
2. How do seventh grade students of perceive their enjoyment in writing procedural texts?

E. Objectives of the Study

Based on the problems that have been formulated above, the objectives to be achieved in the research can be formulated as follows:

1. To describe challenges do seventh grade students face in writing procedural texts
2. To describe do seventh grade students of perceive their enjoyment in writing procedural text

F. Significance of the Study

Based on the research objectives to be achieved, it is hoped that this research will have benefits in education both directly and indirectly. The benefits of this research are as follows:

1. For teacher

To improve and Provide a better understanding of student difficulties, so as to develop more effective teaching strategies between educators and students

2. For students

Through this learning students can Help them realize that challenges are part of the learning process and may provide insight into how to overcome difficulties.

3. For Curriculum/Material Developers

The author hopes that the results of this study can provide input for curriculum design or teaching materials that are more relevant and interesting in writing procedure texts.

4. Further researchers

For further researchers, it can make references and make a positive contribution to all those involved, especially in the same field.

G. Scope and Limitation of the Study

The scope and limitations based on the description above are as follows:

1. Scope

This research is conducted for grade 7 students who will research on procedural texts in order to find out about the difficulties and pleasures in writing procedural texts.

2. Limitation of the Study

This research is focused on students in SMP N 36 Bengkulu Utara in order to observe the learning process of writing this research uses quantitative and qualitative methods.

H. Definition of Key Terms

To avoid misunderstandings and provide clarity of meaning, several important terms in this research are explained as follows:

1. Challenges

A challenge can be defined as a situation or task that demands effort, competence, and perseverance to overcome. In daily life, challenges emerge in various contexts, including education, work, personal relationships, and self-development. Doró and Balla (2014) emphasize that challenges play a significant role in personal growth, as they motivate individuals to learn, adapt, and improve their abilities.

In general, challenges may be classified into external and internal types. External challenges originate from environmental conditions, such as academic pressure, competition, financial difficulties, or unexpected life events. Meanwhile, internal challenges arise from within the individual and include factors such as fear, self-doubt, anxiety, and lack of confidence. These internal

obstacles are often more difficult to overcome because they are closely related to personal attitudes, habits, and beliefs. Therefore, overcoming challenges requires appropriate strategies, such as breaking complex problems into manageable steps to facilitate effective problem-solving.

2. Enjoyment

Enjoyment plays a significant role in students' engagement and motivation in learning to write procedural texts. When students experience enjoyment during the writing process, they tend to be more confident, active, and willing to express their ideas. According to Dewaele and MacIntyre (2014), enjoyment in language learning creates positive emotional experiences that support students' willingness to participate and persist in learning tasks. In the context of procedural text writing, enjoyment often emerges when the topics are closely related to students' daily activities, such as explaining how to make food or perform simple tasks. This finding is supported by Hyland (2004), who states that meaningful and familiar topics can increase students' interest and enjoyment in writing activities. Furthermore, Brown (2007) explains that positive feedback and appreciation from teachers can enhance students' intrinsic motivation and sense of achievement. Therefore, enjoyment not only

creates a comfortable learning atmosphere but also contributes to the improvement of students' writing skills and overall learning performance.

