THE USE OF WRITING PROMPTS TO HELP STUDENTS IN WRITING PROCEDURE TEXT

(A Pre-Experimental Study on the Eleventh Grade of SMK Negeri 5 Pontianak in the Academic Year 2023/2024)

A THESIS

Submitted to Fulfill One of the Requirements for Bachelor Degree at English Education Study Program of Language and Arts Education Department of Teacher Training and Education Faculty of Universitas Tanjungpura Pontianak

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The writer

ABSTRACT

Maulida, A., (2024*), The Use of Writing Prompts to Help Students Writing Procedure Text*. (Pre-Experimental Research on the Eleventh Grade of SMK Negeri 5 Pontianak in the Academic Year 2023/2024)

Supervisor: 1. Yanti Sri Rezeki, M. Ed., Ph. D
2. Eka Fajar Rahmani, M. Pd

This study aimed to investigate the use of writing prompts for eleventh-grade students of SMKN 5 Pontianak to help students in writing procedure text. This study followed a pre-experimental design using a pre-test and post-test with a single-group design. The population was eleventh-grade students, consisting of 310 students, and sample was the XI Kuliner 1 class, consisting of 35 students selected through cluster random sampling. The analysis was carried out using both the pre- and post-test data, which were then analyzed using the t-test and effect size formulas. Inter-rater reliability was applied to ensure the consistency and accuracy of scoring between multiple evaluators. The findings showed that the t-test result was 14.27 and the t-table value with a degree of freedom (df) = 34 and a significance level of 0.05 was 2.032. This data showed that the t-test was higher than the t-table, demonstrating that the alternative hypothesis was accepted and the null hypothesis was declined. Additionally, the effect size scores for the treatment was 1.99, which is regarded as a strong effect. Based on the study's findings, it can be inferred that the use of writing prompts had an effect on helping students writing procedure texts.

Keywords: *Writing Prompts, Procedure Text, Writing Skills, Pre-Experimental*

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CHAPTER I

INTRODUCTION

A. Background of the Research

English serves as a global language that connects people across different cultures and is the most widely studied language among students at school. Alongside listening, speaking, and reading, writing is a crucial skill in the English subject, involving the articulation of ideas after carefully considering, organizing, and revising the content into a written form (Nonita & Kardena, 2023). Writing is defined as the act or process of producing and recording words in a form that can be read and understood (Yulitriana et al., 2022). According to Anita and Kardena (2021), written texts, as the product of writing, reflect the writer's ability. Despite its importance, writing is often perceived as one of the most challenging skills for students in the process of learning English (Aisyah, 2023).

Based on the results of experiences and learning during the researcher was teaching at SMK Negeri 5 Pontianak, the researcher found that students often faced difficulties in writing. Considering that the curriculum used by SMK Negeri 5 Pontianak is *Kurikulum Merdeka*, writing is taught in eleventh-grade students with *Capaian Pembelajaran* (CP). During this phase, students are expected to identify their own potential and talents as they prepare to advance to a higher-grade level. Writing is also included in the skills that students need to master in addition to other skills namely listening, reading, and speaking.

Qothrunada and Putri (2024) found that students encounter difficulties in writing in the *Kurikulum Merdeka*. This is caused by students' lack of interest in

writing which is mostly found due to students' difficulties in understanding the context, the purpose of writing, and how to organize ideas into writing. On the other hand, Maslukhi et al. (2024) found that the difficulties in learning English including writing are based on internal and external factors. Internally, physical health issues and psychological factors like low motivation or mental health problems can interfere with learning. Externally, social interactions with peers, teachers, family, and the community, as well as non-social factors like access to learning materials, can also impact a students' ability to learn. Additionally, there is possibility for teachers to encounter English writing problem in *Kurikulum Merdeka*, as Fikni et al. (2024) explained, where teachers encountered such as students' lack of enthusiasm, inadequate facilities, and limited time, funds, facilities, and educators' readiness.

On the other hand, students of senior high schools often experienced difficulties in text writing including procedure text. Some of previous research found out situations faced by students. Harefa et al. (2023) found that students' thought procedure text challenging in contexts such as limited vocabulary, weak sentences, and even the complexity where the students may find procedure text confusing. On the other hand, Alviana (2019) found students difficulties in writing procedure text such as exploring ideas, how to use the proper word in writing, and problems in producing grammatically correct sentences. These difficulties acquired from students' frequent uncertainty about the exact type of material or topic for procedure text they must write. Besides, other than students found writing procedure text difficult in finding the ideas to write procedure text, lack of

vocabulary, difficulties to find key words, and they were unable in grammar and mechanic or steps in procedure text. Other problems can be influenced by students' boredom, which may develop from teaching practices that prefer explanation without including interactive media or dynamic learning tools (Munawwaroh and Aisyah, 2023).

As one that can be used as learning media, writing prompts that provide structure and instruction for students, encourages critical thinking, and urges creativity to inspire them. It could be said writing prompts do play a key role in students' writing performance (Tibus, 2023). Prompts are used to improve students' writing abilities by introducing them into language instruction while encouraging their creativity and imagination (Lennon, 2020). In addition, teachers can employ alternative medias aside from writing prompts such as mind maps, or application for students' procedure text writing. Bingol (2023) discovered that writing prompts has influence on students' creativity and expression such as increasing critical thinking, fostering individual expression and getting past creative blocks. Other study conducted by Shi, Huang and Lu (2020) found that the various forms of writing prompts influence the writing techniques employed by students when tackling a follow-up writing assignment.

Previous research has highlighted the use of writing prompts in teaching English writing. Mahendra and Rosa (2014) and Wahyuni, Apriliaswati, and Salam (2018) emphasize their effectiveness in the context of narrative texts in junior high school. Meanwhile, Ratnawati (2022) and Shi (2020) focused on the use of picture prompts at the junior high school and college student levels, little has been

investigated the use of writing prompts toward procedure text writing, particularly within vocational high schools. This study aims to fill that gap by examining the role of writing prompts as an effective tool to help writing procedure text among vocational high school students. Previous studies have demonstrated the positive impact of writing prompts on student performance, showing improvements in creativity, critical thinking, and overall writing ability (Tibus, 2023; Lennon, 2020; Bingol, 2023). While others have proven the effectiveness of writing prompts in narrative texts context (Mahendra & Rosa, 2014; Wahyuni, Apriliaswati, & Salam, 2018), their effectiveness in teaching procedure texts remains under-researched.

Despite the considerable amount of research that has been conducted on writing prompts, the research on the use of writing prompts as a media to make a procedure writing or text is still rarely found compared to the use of other media such as mind map, brainstorming, video or picture. Therefore, the focus of this research is to find out whether the use of writing prompts effective toward students' procedure text writing in the context mentioned above. In addition, the researcher used writing prompts related to the major of the population which is SMK Negeri 5 Pontianak.

B. Research Questions

Based on the background above, the researcher formulates of the research question as in the following:

1. Is writing prompt effective as a media to help students in writing procedure text?

2. If it is, how effective is writing prompts in helping students' procedure text writing?

C. Research Purpose

Based on the research questions stated above, the goal of the research is:

1. To examine the effectiveness of writing prompts in helping students' procedure text writing.
2. To measure the significant effectiveness of writing prompts as media in helping students' procedure text writing.

D. Significance of the Research

This research seeks to offer information on the use of writing prompts towards students' procedure text writing. Students are often having difficulty in writing. Therefore, the researcher hopes the finding of this research are expected to be useful and provide information to readers about the use of writing prompts for students' procedure text writing. The researcher also expects this research results can be used to:

1. Teacher; to provide teachers with valuable information about the use of writing prompts to help students' procedure text writing. The result from the study can enhance teachers' pedagogical approaches and instructional practices, enabling them to incorporate writing prompts as media to facilitate students' creative expression and improve their writing abilities.

2. Researcher; as the useful and informative input for other researcher to conduct future research using writing prompts. The findings can inform further research and serve as a foundation for developing new theories and approaches in the field.
3. Students; the results of this research will be beneficial for students, as they offer valuable insights into using writing prompts to support their writings in writing procedure texts. By understanding how prompts can guide and inspire their writing process, students can enhance their creativity, structure their ideas more effectively, and improve overall writing quality.

E. Scope and Limitation of the Research

This study specifically focused on examining the effectiveness of writing prompts on students' procedure text writing. The research primarily explored the implementation of writing prompts in the context of writing procedure text. The scope of this study was limited to investigating the effects of writing prompts specifically on students' procedure text writing. The research did not explore other forms of writing or genres beyond procedure text according to the students' chosen major.

The findings of this study may not be applicable to text other than procedure text, such as narrative, descriptive, or recount texts because the writing prompts used in this research were specifically designed to suit the structure and requirements of procedure texts. Therefore, the prompts that effectively guide students in writing procedure texts may not provide the same level of support or relevance for other genres of writing. Additionally, the results may not generalize

to students in other majors or educational levels. Given that the participants were eleventh-grade culinary students at SMK Negeri 5 Pontianak, the findings may not be applicable to students in different fields or at other schools. Furthermore, the study was conducted within a specific time frame, and the subjective nature of assessing writing skills should be considered when interpreting the findings.

F. Research Variables and Research Hypotheses

The following contents are the research variables and research hypothesis:

1. Research Variables

There are two variables for this research, including:

a. The independent variable could be referred to factor that tend to cause, influence, or result in specific outcomes. In this research, the independent variable was the use of writing prompts as media to help students in writing procedure.

b. The dependent variable is one that changes as a result of an independent variable changes. In this research, the dependent variable was the students' procedure text writing, which represents their ability and competency in writing procedure texts.

2. Research Hypotheses

There are two hypotheses for this research, as follows:

a. H_0 (Null Hypothesis): The writing prompts is not effective to help students in writing procedure text.

b. H_1 (Alternative Hypothesis): The use of writing prompts is effective to help students in writing procedure text.

G. Terminology

To avoid misunderstanding among the reader, the researcher would like to give some terminologies and information that were explained as follows:

1. Writing prompt refers to writing guideline focusing on a specific theme, topic, line, or issue. Writing prompts are designed encourage the student's interest in a topic and encourage them to write about it in a thoughtful and creative way. In this research, the focus is the use of writing prompts as media to help in writing procedure text.
2. Procedure text refers to is a text that gives us an order or instruction to do something. It is commonly found in recipes, manuals, how to do something, or DIY (do-it-yourself).
3. The eleventh-grade student of SMK Negeri 5 Pontianak refers to students in their second year of SMK Negeri 5 Pontianak in the academic year 2023/2024. The eleventh-grade student of SMK Negeri 5 Pontianak consists of five majors: Akuntansi, Desain dan Produksi Busana, Kuliner, Perhotelan, and Tata Kecantikan Kulit dan Rambut.