

**Problems Encountered by the Ninth Grade Students of SMPN 30
Palembang in Learning Technology-based Procedural English
Texts**

A THESIS

by

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Student Number: 06011381722064

English Education Study Program

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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State that the thesis entitled “Problems Encountered by the Ninth Grade Students of SMPN 30 Palembang in Learning Technology-based Procedural English Texts” is my own work and I did not plagiarize or use inappropriate quotation in violation of the ethic and standards endorsed by Ministry of Education of Republic of Indonesia Number 17, 2010 concerning the plagiarism in higher education. Therefore, if I am found to have plagiarized this work, I deserve to go to court.

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DEDICATION

The writer would like to dedicate this thesis to:

My beloved parents, thank you for your support and love. I always try to be a child that you can be proud of.

My beloved siblings (Bagas and Tya) thank you for supporting in any condition.

My beloved bestfriend (Dian Yunita Lestari) thanks for always being there for me.

And the last one, my beloved idol (BTS) thanks for being my inspiration.

MOTTO:

*“Your efforts will never betray you. All your efforts
will pay of”*

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Hopefully, this thesis will be able to be useful for teaching and learning in English Education Study Program, the schools in Indonesia, also all of the people who need it.

Palembang, August 01st 2022

The Writer,

A handwritten signature in black ink, consisting of a large, stylized letter 'L' with a vertical line through it, and a small flourish at the end.

Lita Meidina

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL	iv
DECLARATION	v
THESIS DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF CHART	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Objective of the Study	5
1.4 The Significance of the Study	5
CHAPTER II	6
LITERATURE REVIEW	6
2.1 The Concept of Reading	6
2.1.1 Techniques of Reading	6
2.2 The Concept of Text	7
2.3 Procedural Text	8
2.3.1 Structure of Procedure Text	9
2.3.2 Language Features of Procedure Text	10
2.3.3 Example of Procedure Text	10
2.4 Technology-based Procedural Text	11
2.5 The Concept of 21st Century Skills	12

2.6 Merdeka Belajar	13
2.7 Learning Media.....	14
2.8 Teaching and Learning Activities in SMPN 30 Palembang	16
2.9 Students' Problems in Learning Technology-based Procedural Texts	18
2.10 Previous Related Studies.....	19
CHAPTER III	21
METHODOLOGY	21
3.1 Method of the Study	21
3.2 Population of the Study	21
3.3 Sample of the Study	22
3.4 Data Collections	23
3.5 Data Analysis	23
CHAPTER IV	24
FINDING AND INTERPRETATIONS	24
4.1 Findings	24
4.1.1 The students Problems in Learning Technology-based Procedural English Texts	24
4.2 Interpretations	26
CHAPTER V	29
CONCLUSIONS AND SUGGESTIONS	29
5.1 Conclusions	29
5.2 Suggestions	29
REFERENCES	31
APPENDICES	35

LIST OF TABLES

Table 1 Population of the Study	22
Table 2 The Distribution of Students Problems in Learning Technology-based Procedural English Texts	25

LIST OF CHART

Chart 1 The Percentage of Students who had problem n Learning Technology-based Procedural English Texts	24
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LIST OF APPENDICES

Appendix A Usul judul	36
Appendix B SK Pembimbing	37
Appendix C Permohonan Izin Penelitian	39
Appendix D Surat Keterangan Telah Melaksanakan Penelitian	43
Appendix E Thesis Consultations Card	44
Appendix F Questionnaire	48
Appendix G The Students Distribution Problems in Learning Technology-based Procedural English Texts	51
Appendix H Problems and Causes in Learning Technology-based Procedural English Texts	53
Appendix I Rencana Pelaksanaan Pembelajaran	61

**Problems Encountered by the Ninth Grade Students of SMPN 30
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ABSTRACT

This paper examines the ninth grade students' problems encountered in learning technology-based procedural English texts. It tries to identify students' problems in learning technology-based procedural English texts. This study uses a qualitative descriptive approach. The sample of this study was 15% from the population, 30 samples consisting of 15 male students and 15 female students. The data analysis technique in this research is in the form of descriptive analysis; analysis from the questionnaire will be describing and interpreting to find out the tendency. The result showed that students of class IX-1 SMPN 30 Palembang have the problems in learning technology-based procedural English texts. Meanwhile, to see the problems faced by students in reading are the students' lack of grammar, vocabulary. The problems faced by the students are caused by several things namely; lack of students' motivation, lack of facility, and lack of understanding teachers' explanation.

Keywords: *Technology-based, Procedural English Texts, 21st century, reading skill*

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CHAPTER I

INTRODUCTION

This chapter describes: (1) the background, (2) the problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

In the 21st century, there have been many changes and developments in many aspects of life. Technology and education have experienced many developments. Change follows the technological developments offered by the era of globalization. Technology plays an important role in every development. Beetham & Sharp (2013) point out that 21st century learning is broadly defined as educational reform aimed at equipping every student with the essential skills to face the challenges of the 21st century. Because education has experienced many developments within the 21st century, teachers and students must also adapt the development of existing education.

The 21st century as an era of globalization makes the learning process must be consistent with the skills of the 21st century, namely (1) innovation and learning skills including mastering multiple knowledge and skills, problem solving and critical thinking, learning and innovation, creativity and innovation, collaboration and communication, (2) digital literacy, including understanding of information, communication and ICT, (3) career and life skills, including adaptability and flexibility, initiative, social and cultural interaction, accountability and productivity, responsibility and leadership. Then there are skills to students that need the 4cs: critical thinking, communication, collaboration, and creativity. The 4Cs concept as the core of the teaching and learning process in 21st century education, plays a central role in schools and transforms learning opportunities for all children, and very important to enroll in a good college, career and success in today's world (Gerald,2015). The 4cs can lead them through the 21st century needed skills.

Indonesia is actively moving towards a new chapter known as Industrial Revolution 4.0 industrial revolution which means that everything in its life is taking advantage of advanced technology. People should be familiar with technological developments covering all aspects of life to support their daily activities, even at work. Around this time, the industry began to enter the virtual world, with the form of connecting people, machines and data, which is every where, or everyone is familiar with the term Internet of Things (IoT).

Industrial Revolution 4.0 not only affects the economy, but also the world of education. Therefore, this is a challenge for education professionals. The achievement of the implementation of the 4.0 education era should be followed by the teachers' ability in implementing the learning in the 21st century learning. Teachers should be able to apply various interesting learning methods. Therefore, the 21st century education era has been echoed by the learning that combines conventional learning (face-to-face) and e-learning or electronic one.

The Industrial Revolution 4.0 era poses challenges as well as opportunities for educational institutions. The conditions for the advancement and development of educational institutions must be innovative and collaborative. Moreover, Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim came up with the concept of "Pendidikan Merdeka Belajar" in his speech during the National Teachers' Day (HGN) 2019 event. This concept is the answer to the needs of the education system in the era of Industrial Revolution 4.0. Nadiem Makarim, in 2019 issued that Four Principles of "Freedom of Education" policy which included the Zoning Regulations for New Students Enrolment (PPDB), Lesson Plan (RPP), National Examination (UN), and National Standard School Examination (USBN). It aimed at improving the quality and competence of human resources (HR), and freedom of learning was freedom of thought. The education program "Merdeka Belajar" by the Minister of Education and Culture, Nadiem Makarim emphasized that teachers and students have the freedom to innovate, are able to learn independently and be creative (Aesthetic, 2019). Moreover, Lubis (2020) states that in the world of education, independent learning includes conditions of independence in achieving goals, methods, materials, and evaluation of learning for both teachers and students. The era of learning independence can be interpreted as a period in which teachers and students have freedom or freedom of thought, free from the burden of education that shackles so that they are able to develop self-potential to achieve educational goals.

In addition, English is an international language spoken by many people around the world. English as a foreign language is very important for non-native speakers to communicate with people of other countries and nationalities. Besides that, to be able to compete in the world of work, it is necessary to use fluent English. Recognizing the importance of English in this era of globalization, the era in which the development of technology is growing rapidly. The Indonesian government, through the Ministry of

Education, stipulates that English must be taught from an early age. This policy was introduced for the teaching of English from elementary to high school.

There are four skills that English learners must know and master in order to learn English. Namely: speaking, reading, writing and listening. Among those four skills, reading is one of the most important processes in learning English. Reading is a crucial skill for English as a Foreign Language (EFL) and English as Second Language (ESL) students. According to Lorange (2014) as cited in Parmawati (2018) states that reading is an activity that is based on the recognition of images, shapes, patterns, and rhythms. The meaning that is created while reading is more than the meaning derived from the interpretation of the written word. Reading requires certain strategies such as predicting, guessing, checking, and ask oneself question. So, reading without these strategies is very difficult.

Through junior high to senior high school, reading is emphasized as a significant topic. Reading is emphasized more than the other skills when teaching English, and it is something that the language teacher should be concerned about. Knowing the importance of reading, teachers should encourage their students to make reading a habit and to read as part of their learning process. When learning English, there are various genres to learn. The genres are procedure text, narrative text, descriptive text, recount text, report text, news item, explanation text, discussion text, review text, analytical explanation text, hortatory text, and anecdote texts. Among these texts, procedure texts are one of the genres that students or teachers should study.

Procedural text is one of the genres of texts taught in reading classes. Students may find a procedure text like one of these outside of the classroom. They can find procedural text when they use a new gadget, sign up a social media, or even making a cup of tea. According to Arifin (2009), procedure texts are should describe how something is accomplished through a series of steps. It can explain how people perform different procedures in the same set of steps. Instructional text is a type of text that describes how to do something. It is usually structured to include the goal of the activity, the materials needed to achieve the goal, and the steps for achieving the goal. This text uses the present simple. Instructions also often use temporal conjunctions such as first, second, then and next.

In reading a procedure text, students should be able to impart knowledge of the content. According to Johnson (2008, p.3), as cited in Jaya, A and Marleni (2018), reading is described as the practice of using text to create meaning. To facilitate students' learning to

read procedure text, teachers can use technology to assist students in creating knowledge in procedure text form based on instructions. Technology-based learning or e-learning at this time must be realized as a real action, because in all conditions, the learning process must continue without any exception. The education process must still be given in every difficult time. Therefore, the education using technology is a solution that can be applied to deliver knowledge to the students. Students have some problems in learning procedure text. One of the difficulties students face when reading procedure texts in English is understanding the steps about. Lacked of vocabulary mastery in understand texts, lack of knowledge, students' low motivation and so on.

This study focuses specifically on problems encountered in procedure text, one of the English lesson materials for 9th grade SMP/MTs. Procedure text is text intended to help readers ho to do, use, or complete something. Students sometimes compose procedure text without paying particular attention to general structure. They also have problems with the use of imperative verb and temporal conjunctions and understanding the technology-based of procedure text. Therefore, the result of the study procedure text is not maximal.

Finally, based on the problems and desired location, the writer select SMPN 30 Palembang to conduct the research. She wants to attend this school because most learners at SMPN 30 Palembang are have some problems in understanding procedure texts especially technology based. To solve the problems, the writer chooses the title “**Problems Encountered by the Ninth Grade Students of SMPN 30 Palembang in Learning Technology-based Procedural Texts**”

1.2 The problems of the study

Based on the background, the problems of this research are formulated with the following questions:

- 1) What problems do the ninth grade students of SMPN 30 Palembang have in learning technology-based procedural English texts?
- 2) Why do the ninth grade students of SMPN 30 Palembang have problems in learning the technology-based procedural English texts?

1.3 The Objectives of the Study

Based on the research questions, the objectives of the study are to find out:

- 1) the problems of ninth grade students of SMPN 30 Palembang have in learning technology-based procedural English texts, and
- 2) the reasons of ninth grade students of SMPN 30 Palembang have problems in learning the technology-based procedural English texts.

1.4 The significance of the study

This study contributes to the educational field through provide information about understanding technology-based procedural text problems and difficulties for the students of SMPN 30 Palembang. Hopefully, the results of this study will increase the awareness and help students at SMPN 30 Palembang overcome their problems.

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