Writing competence of junior high school students at two junior high schools in Yogyakarta

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Abstract: The problem limitation in this research is only about English writing competence in junior school and only compare two schools in Yogyakarta, that are MTs Negeri 1 Bantul and SMPN 1 Pengasih. To describe the student writing competencies at two junior high schools. The objectives of this study are to reveal the factors affecting the students writing competencies and to find out the solution to overcome the problem in writing competencies. In collecting data, the researcher used documentation technique. This technique was implemented by making use of teachers' collection of the students' writing tasks. Based on the result and analysis, so the conclusion in this research as follows the writing competencies of the ninth-grade students of two junior high schools are at good enough level. The factors affecting the students English writing competencies are their ability, the learning process and classroom situation. When the students weak in grammar, they have to make practice more, and also when they got in doing the difficult assignment. When the step of rhetoric weak, so the students must more practise in daily life, also for the make clarity of meaning and the relationship between ideas can improve by more practice in daily life, they can use the English language. About the weak vocabulary, so the teacher can practice and give more homework about the vocabulary and the task for example in writing and reading a lot of procedure text or story. The solution to overcome the problem in writing competencies such as make a lot of training or practice English in daily life, the teachers should employ active learning to support students engaged in teaching-learning process

Keywords: Writing Competence

Introduction

In Indonesia context, English is one of the compulsory subject. In the development of the current era, the mastery of more than one language has become a very important aspect. As a nation that opens itself to global progress, the demand to master foreign languages is higher. English as an international language is the most foreign language studied. In addition to being used as a language of instruction in the business world, English is also used in education. A good mastery of English can be an effective advice in improving the mastery of science, and technology so as to enhance the competitiveness of Indonesian human resources. Seeing the importance of mastery of English as a foreign language or can also be called a second language, then many people who see the importance of mastering English early on. The introduction of English lessons has even been done since the level of junior high school. Learning English is terns progressing up to junior high school.

The goal of teaching english in Junior High School is to develop the four using skill to meet the need of performing simple communication in English. Those are generated into basic competencies and general competencies. The ability to communicate including listening, speaking, reading, and writing. These four competencies are expected to be able to prepare and equip junior high school students to pursue more education high or to enter the world of work especially in the sector in need english skills. So far, practices of teaching put the emphasis on reading. It is reasonable because for many teacher teaching reading is more doaable and practicable. Besides, reading is becoming the one the dominant item in the final school living text.

Based on the results of interviews with teachers at SMPN 1 Pengasih it is known that the location of the school is on Jalan Projomartani 1 Pengasih, Pengasih Kulon Progo Yogyakarta. The problems

that existing in SMPN 1 Pengasih students in writing is the lack of vocabulary and grammatical errors. The way teachers teach MTs Negeri 1 Bantul students about writing in English starts from introducing the kind of sentences used in the taught text (including grammatical structure), the practice of mixed words (arranging mixed words into good sentences), arranging mixed sentences into good text, and compile the types of texts that are taught. It is effective enough to give them plenty of practice on writing assignments. The ability of students SMPN 1 Pengasih write English can be said that the ability of students there are less and some are quite good. The number of students in SMPN 1 Pengasih is 192 students, but teachers only teach 72 students in 3 classes. In a week of English lessons at SMPN 1 Pengasih there are 4 hours of lessons each week. This kind of text is the focus of English writing in SMPN 1 Pengasih is procedure, report and narration.

The study on teaching writing competencies at the students of Junior High School is considered need to be done because of, it can improve their English achievement. It was known that, the student ability can be improved after treatment by using picture. Beside that, their composition in three assessment criteria, namely vocabulary, language use or grammar, and mechanic can be also improved. And, the student ability in arranging wordsor phrases into a good sentence is being a good one. So that, there is a significanteffect toward students achievement. Along with various activities in teaching writing, the students are not only expected to be able to express their ideas, but also be able to understand the writing organization, grammatical construction, the appropriate words to express their ideas, and the content of their writing. The students usually have good ideas in their mind, but they also usually have problems or difficulties to write their ideas into a good writing. So, they need to understand about doing writing inEnglish. That is why, writing is being a skill that should be developed or improved by thestudents after applying listening, speaking, and reading skill. It needs enough competences,especially in writing components.

Based on this, the researcher intends to conduct a research on this topic writing competence junior high school of student at two junior high school in yogyakarta: a case study. There is a weakness in the ability to write first grade students in the first year. They often score low on their writing assignments. As a result, they develop a negative attitude towards writing. The problem of this study is expressed in the following question; (1) How is the writing competencies of the ninth grade students of two junior high school?; (2) What factors affecting the students English writing competencies?; (3) What is the solution to overcome the problem in writing competencies?

Literature Review

Writing

Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another."(Brown, 2000). Giving definition of the language (Brown, 2000) further says that a consolidation of a number of possible definitions language is described as follows: (a) language is systematic, (b) language is a set of separate symbols, (c) the symbol is primarily a vowel, but possibly also visual, (d) the meaning of the symbol has been adjusted with reference, (e) the language used as a communication tool, (f) language used in public or cultural talk, (g) essentially, language is for humans, although its possibilities are not limited only for humans, and (h) the language most humans have the same way.

English Competencies

The definition of competence in general according to Brown (2005) is"Competence refers to one's underlying knowledge of a system, event, or fact. It isthe nonobservable ability to do something, to perform something". The definitionmore specifically about language competence, Brown is more detailed states that "in reference to language, competence is one's underlying knowledge of the system of rules of grammar, its vocabulary, all thepieces of a language and how many pieces fit together. Based on this definition it is clear that competence on language is more emphasized on the rules of grammar,

vocabulary and all parts which are related to each other. Based on the above description, the authors draw a conclusion that the language has a central role in intellectual, social, and emotional development students and is a key determinant to success in learning all fields of study. Language is expected to help students recognize themselves, culture, and culture of others, express ideas and feelings, participate in a society that uses the language, makes responsible decisions at the personal and social levels, discovering and using existing analytical and imaginative abilities in him.

The Teaching of Writing

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the massage. Tarigan (2008) stated that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys. After deepening the subject, the author collects ideas. One thing in this stage is the need to consider candidates who will read readers the text. Prospective readers are an important concept to be able to predict who the reader of his writings later. To be able to communicate through writings, writers must understand for students, boys, girls, for parents or even the writing is for scientists. With understand the prospective readers, the author will decide which language pattern will be used in writing so that readers will easily understand it.

Different Types of Writing

There are some types of writing that a student will expect to use as his classes become more writing-intensive, as follows:

Narrative writing

Narrative writing is the type of writing that tells a story. Narrative writing typically uses the first person. Narrative is a form of writing whose main target is the act of being assembled into an event that occurs in a unity of time.

Descriptive writing

Descriptive writing is used to create a vivid picture of an idea, place or person. Description is a form of writing that seeks to give details about something. The author seeks to move his impressions, observations, and observations to the readers. In the description there is imagination or imagination. Descriptive writing makes the reader as if looking directly at events or something to talk about.

Expository

Expository writing is to-the-point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarifications. Exposition or exposure is one form of writing that explains and outlines a point of view. The expository writing style is usually informative, i.e. an objective or non-emotional style of language.

Persuasive

Persuasive writing is often in essay form, contains an explanation of the other point of view and uses facts and/or statistics to disprove that view and support your child‘s opinion. A persuasive paragraph is a paragraph whose content seeks to grab the reader's attention. This paragraph is presented in an interesting manner, convincing them that the experience implied is a very important thing. Therefore, sometimes persuasion paragraphs are often used as propaganda paragraphs by health agencies, governments, and others.

Five Aspects of the Language Components

Regarding the nature of writing, Hyland (2003) says that writing is a way of conveying, expressing feelings and sharing the author's experience with readers in written language. Correspondingly, Reid (1987) says writing is a process of expressing an author's ideas, thoughts and feelings or experiences using a conventional system so readers understand the messages being sent. While assessment refers to the various ways used to collect information about the ability and learning outcomes that have been achieved.

English Competence

In order to evaluate the students composition, Jacobs et al., (1981:60) profiles five components that will be measured. Students works are categorized into four levels of competence, that is excellent to very good, good to average, fair to poor and very poor. It characterized and distinguished by descriptors which the function are as follows: (1) as a specific criteria for excellent and longer concept in composition on, and (2) to focus on significant aspect of a composition which affect the degree of students work. Students are indicated to have competence when they were in the first two levels that is excellent to very good and good to average. The next two levels (fair to poor and very poor) are indicated that the students are fail or showed that there are mistakes of some sorts, either partial or completely of their works. So, there is a psychological process of students thinking toward writing based on picture and without using picture. In doing writing based on picture, students are assigned to construct a written composition based on the series of picture given. The students are expected to be able to describe any event describing in the context. It is related to De Bono (1987:33) who stated that before writing something, students have to understand what possibly the picture tells about, because they will probably explain it to other person who didn't see the picture directly.

Writing Competence

Writing is a process of construction and it has been one of the most difficult skills that students have to learn. Moreover, writing is an important part of language learning, because it is an essential activity that requires enough thinking about a specific topic to analyze and classify any background knowledge. Writing competence is an important skill that has to be included in the programs, which are schools that specialize in training teachers. Writing competencies is the process that to make the competence in student's writing text (Jacobs, et al., 1981).

Procedure Text

Identifying rhetorical relations in this type of text is not straight forward. Some relations have a few marks associated whereas others are largely pragmatic and need some knowledge of the domain to be identified by a reader. Expanding on Boggan, Farkas, and Welinske (1993 and 1996), now offer a detailed analysis of the construction and function of streamlined-step procedures, with a focus on help systems. The approach the streamlined-step model as a set of mandatory, near mandatory, and optional components that function together to produce efficient procedures. Any given design following this model will make use of all or some of these components.

Procedure

Social Function: To describe how something is accomplished through a sequnce of actions or steps
Generic Structure: (1) Goals; (2) Materials; (3) Steps
Significant Lexicogrammatical Features: (1) Use of Simple Present Tense often imperative; (2) Use mainly of temporal conjunction/connectives; (3) Use action verbs

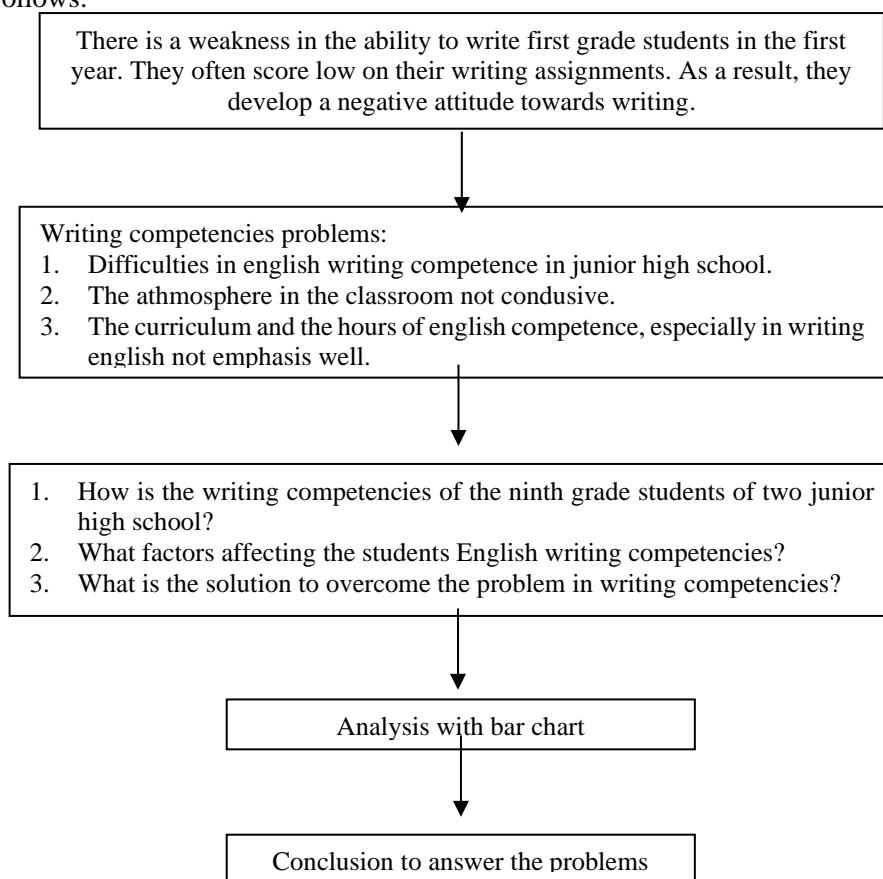Factors Affecting English Writing Competency

Factors affecting English writing competency is about the ability. Second, motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and integrative orientation, and intrinsic and extrinsic motivation. Third, the neurobiology of affect includes neuroanatomy, neurochemistry, and neurophysiology (Schumann in Brown, 2000: 166). It informs several areas of interest for language acquisition studies, for example, plasticity, affect, memory, and learning. The last, the measurement of affective factors has for many decades posed a perplexing problem. Social cultural Factors, these factors consist of social and environmental such as attitudes, second culture acquisition, social distance, and culture in the classroom (Brown, 2000:180-189). Firstly, attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one's perception of self, of others, and of culture in which one is living. Secondly, second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture

Previous Studies

Previous study done by Buckingham (2008) investigates how a group of 13 Turkish scholars from the humanities faculty of a prominent Turkish university perceive the development of their discipline-specific second language writing skills. Personal interviews were used to elicit data and excerpts from the interviews have been recorded in this paper. The acquisition strategies identified in the data reveal that the acquisition of scholarly writing expertise was an extended process of exploration of genre conventions, with a strong component of largely self-directed analysis of linguistic and organizational norms. The study considers how these strategies can be incorporated into a field study or portfolio-based academic writing program, with a view to training junior researchers to recognize the rhetorical, organizational, and linguistic characteristics of scholarly writing from their own discipline, and to monitor the development of their own writing competence.

Conceptual Framework

This research is interesting because there is weakness in the ability of the students in the first year, they often have low score about their writing assignments, so this problem arises and will analyze the factors affecting the students English writing competencies and the solutions. So the conceptual framework as follows:

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┌─────────────────────────────────────────────────────┐
│  There is a weakness in the ability to write first   │
│  grade students in the first year. They often score  │
│  low on their writing assignments. As a result, they │
│  develop a negative attitude towards writing.        │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  Writing competencies problems:                      │
│  1.  Difficulties in english writing competence in   │
│      junior high school.                             │
│  2.  The athmosphere in the classroom not condusive. │
│  3.  The curriculum and the hours of english         │
│      competence, especially in writing               │
│      english not emphasis well.                      │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  1.  How is the writing competencies of the ninth    │
│      grade students of two junior high school?       │
│  2.  What factors affecting the students English     │
│      writing competencies?                           │
│  3.  What is the solution to overcome the problem    │
│      in writing competencies?                        │
└─────────────────────────────────────────────────────┘
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        ┌───────────────────────────────────┐
        │      Analysis with bar chart       │
        └───────────────────────────────────┘
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        ┌───────────────────────────────────┐
        │   Conclusion to answer the problems │
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Method

Based on the objective, the present study belongs to a case study. Stake mentions that a case study deals with a particular object that studies it as a case (Stake, 2005). As the nature of the study reveals the writing competence, data could be obtained from all parties concerned, especially the writing worksheet of the students. Therefore this research also beongs qualitative descriptive that describes the object under study. Case study research was a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in depth data collection, involving multiple sources of information (e.g., observation, interviews, audiovisual materials, and documents and reports) and reports a case description and case-based themes (Sekaran, 2005).

A good case study should be done directly in the actual life of the case investigated. However, case study data could be obtained not only from the case studied, but also could be obtained from all

those who knew and knew the case well through the exploration of the bonded system or from various cases from time to time through data collection, indepth inerview involving rich sources of information in a context. In disscus is at MTs Negeri 1 Bantul and SMPN 1 Pengasih in writing competency in English.

Place and Setting

This research was conducted in two junior high schools. The schools are MTs Negeri 1 Bantul which was located at West Imogiri street km 4.5 Sewon, Bantul and SMPN 1 Pengasih located at Jalan Projomartani 1 Pengasih, Pengasih Kulon Progo, Yogyakarta. The two schools were chosen purposively on the basis of accessibility and practicability. From the accessibility aspect, the researcher got the access to do the research based on the help of the English teachers in the two sschools who happened to be the researcher classmates in the graduate school. With the help of these two teachers, formal consent from the principals could be easily obtained. Further, data collection was made accessible with the help of the teachers. From the practicability aspect, the researcher afforded to do the research without much hazzle so that she did not have to make many trips to the research sites over and over. Based on this, the researcher could conduct the research while attending the regular courses at the graduate school well. In addition, at the time of the reaserch, the researhcer had just delivered her second baby-boy that restricted her from travelling out of town over and over to do this research.

Participants

This research involved 9F class in MTs Negeri 1 Bantul that consisted of 24 students and 32 students in a class of third grade of SMPN 1 Pengasih. The reasons to choose 9F class in MTs Negeri 1 Bantul because in this classes, the teacher said there were many students cases that worth researching such as problems of writing faced by sudens in writing narrative text in English. Oveall, the researcher's reasons to choose students in ninth grade was because in the ninth grade the students have got at least three years of English lesson that enable them perform simple text especially narrative text. As it is stated in the curriculum, competence in writing narrative text is also stated in the 2013 Curriculum of junior high school.

Data Collection Technique

In collecting data, the researcher used documenttion technique. This technique was implemented by making use of teachers' collection of the students' writing tasks. Out of so many topics discussed in class, topic on narrative was most competely documented. The researcher purposively took this topic as data because of this data from the narrative topic will be sufficient and can be represtative to describe students' writing competence. This was the researcher believe it fulfill content validity because the topic is listed in the curriculum, and it is also one of many topics assigned by the teachers as the students' homeword.

The researcher collected, or more precicely borrowed, students' teachers' documentation on students' writing task or assigmnent based on which she analyzed piece by piece of students' writing to reveal their competence in writing procedure text. In addition, the researcher also administered a simple questionnaire to gain background data of the students. This was administered with the help of the English teachers teaching in those schools.

Data Analysis

Data analysis was conducted by using Jacob's (1981) model of describing students' writing competence. Jacob accomodate five aspect in identifying the students writing competence to include rethoric, grammar, vocabulary, clarity of meaning and relationship among ideas. Each of the aspects is rated from the best quality which deserve 4 score and the least quality bearing score of 1. The following is the detailed framework of Jacob's model of analysing writing.

Table 1 Aspects evaluation of writing competencies

Aspects	Score	Description
The step of rhetoric	4	Structured to maximize the description type
	3	Minimal structured by type of description
	2	The text option is not clear

Aspects	Score	Description
	1	Unstructured and difficult to understand
Grammar	4	Right and proper
	3	Sometimes less precise but does not affect the meaning
		Less precise and affect the meaning
	2	Difficult to understand
	1	
Vocabulary	4	Right and proper
	3	Sometimes less precise but does not affect the meaning
		Less precise and affect the meaning
	2	Difficult to understand
	1	
Clarity of meaning	4	Very clear and very effective
	3	Self explanatory and effective
	2	Clear and ineffective
	1	Unclear
The relationship between ideas	4	Very clear
	3	Quite clear
	2	Unclear
	1	Not clear

Source: Jacobs, et al. (1981).

Findings And Discussion

Respondents' Overview

To describe students' writing competence, students' backgrounds are informative to help understand how the competency come about. Therefore, the researcher admnistered a questionnaire to get basic data on student participants. Result of the questionnaire administered to 24 students in MTs Negeri 1 Bantul and 32 students in a class of SMPN 1 Pengasih is presented in the following tables of students' gender, students age. The sumary of findings of the questionnaires are presented in the Tabel 2.

Table 2. Gender of Respondents

School	Gender	Frequency	Percentage
1. Pengasih	a. Male	20	62.5%
	b. Female	12	37.5%
	Sub- total	32	100%
2. MTs N 1 Bantul	a. Male	16	66.7%
	b. Female	8	33.3%
	Sub-total	24	100%
	Total	56	100%

Source: Primary Data Processed (2018)

The table shows that boys dominate both classes in that in Pengasih Junior high school 20 students or 63.5% are boys and only 20 students or 35 % are girl. A similar percentage was found in MTs N 1 Bantul in that there are 16 boy students or 66.7% , and only 8 girl students or 33.3%. The percentage is consistent in both schools which differs insignificantly. In terms of age, students of both schools share some similar features. The score of male higher than female because the male make more practice in english writing rather than female. The practice for example in the daily life in english practice because the male more having hang out with their friends outside rather than female (they like in home and not travelling), male like to travelling outside, also in social media practice in writing english with their friends.

Students' Writing Competencies
Step of Rhetoric

From the Figure 1, it can be concluded that the step of rhetoric between comparison SMPN 1 Pengasih better than MTs N 1 Bantul because the score was higher. There are 3 students in SMPN 1 Pengasih answered structured to maximize the description type and 1 student in MTsN 1 Bantul answered that structued to maximize the description type. There are 16 students in SMPN 1 Pengasih

and 14 students in MTsN 1 Bantul answered minimal structured by type of description. There are 10 students in SMPN 1 Pengasih and 7 students in MTsN 1 Bantul that answered the text option is not clear. There are 3 students in SMPN 1 Pengasih and 2 students in MTsN 1 Bantul answered unstructured and difficult to understand. Some students has majority in minimal structured by type of description. This is because English is not their mother tongue and they used Indonesian language in the daily life.
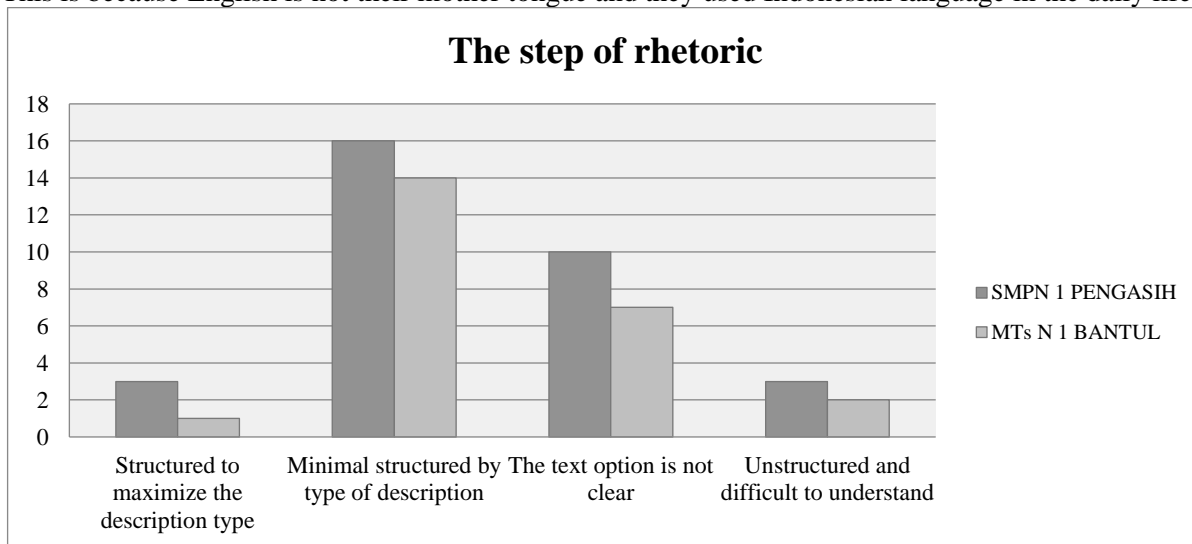

Figure 1. The step of rhetoric

Grammar

The comparison from the Figure 2, it can be concluded that the grammar between comparison SMPN 1 Pengasih better than MTs N 1 Bantul because the score was higher. There are 3 students in SMPN 1 Pengasih and 6 students in MTsN 1 Bantul answered right and proper. There are 17 students in SMPN 1 Pengasih and 8 students in MTsN 1 Bantul that answered sometimes less precise but does not affect meaning. There are 9 students in SMPN 1 Pengasih and 7 students in MTs N 1 Bantul that answered less precise and affect the meaning. There are 3 students in SMPN 1 Pengasih and 3 students in MTsN 1 Bantul that answer difficult to understand. Majority of the students has sometimes lese precise but does not affect the meaning. This is because English is not used in their daily communication, therefore they have little chance to practice it and their knowledge about grammar is low because a little practice, they also did not understand full about the English grammar because English has different system and different with Indonesian language.
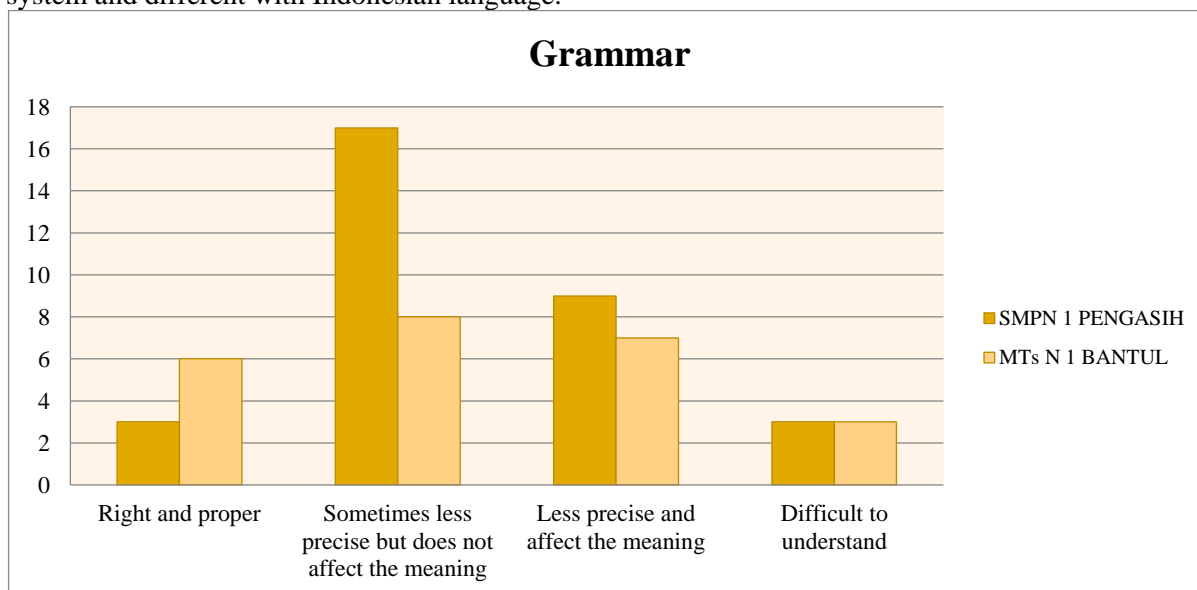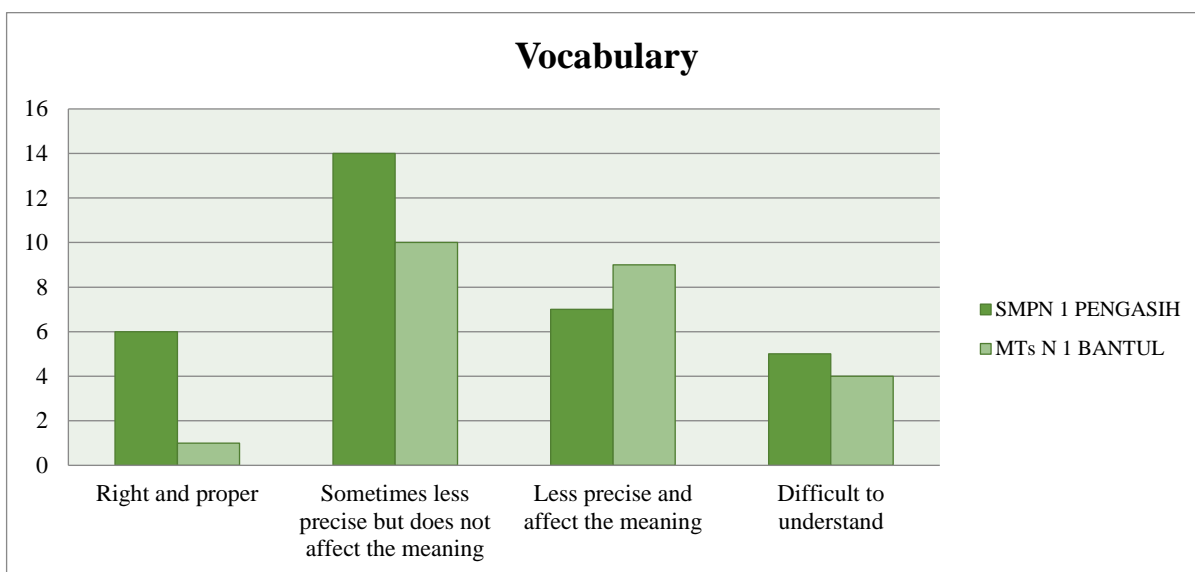

Figure 2. Grammar

Vocabulary

Figure 3. Vocabulary

From the Figure 3, it can be concluded that the step of rhetoric between comparison SMPN 1 Pengasih better than MTs N 1 Bantul because the score was higher. There are 6 students in SMPN 1 Pengasih and 1 student in MTsN 1 Bantul answered right and proper in vocabulary. There are 14 students in SMPN 1 Pengasih and 10 students in MTsN 1 Bantul answered sometimes less precise but does not affect the meaning. There are 7 students in SMPN 1 Pengasih and 9 students in MTsN 1 Bantul that answered less precise and affect the meaning. There are 5 students in SMPN 1 Pengasih and 4 students in MTsN 1 Bantul answered difficult to understand. Majority of the students sometimes lese precise but does not affect the meaning. This is because English is not used in their daily communication, therefore they have little chance to practice it and their knowledge about vocabulary is low because a little practice, they also have limited vocabulary mastery due to the limited exposure.
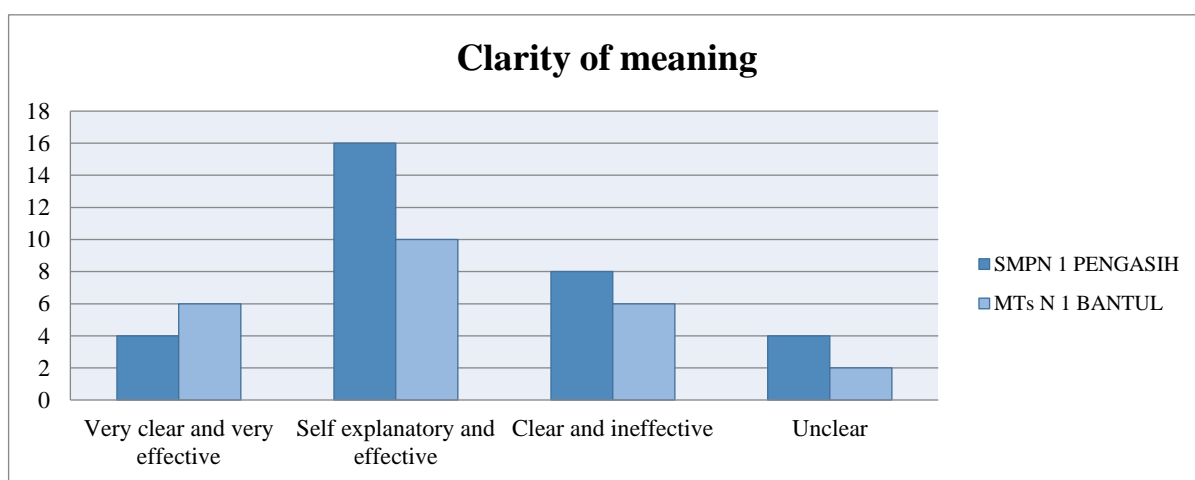
Clarity of Meaning

Figure 4. Clarity of meaning

From the Figure 4, it can be concluded that the step of rhetoric between comparison SMPN 1 Pengasih better than MTs N 1 Bantul because the score was higher. There are 4 students in SMPN 1 Pengasih and 6 students in MTsN 1 Bantul that answered very clear and very effective. There are 16 students in SMPN 1 Pengasih and 10 students in MTsN 1 Bantul that answered slef explanatory and effective. There are 8 students in SMPN 1 Pengasih and 6 students in MTsN 1 Bantul that answered clear and ineffective. There are 4 students in SMPN 1 Pengasih and 2 students in MTsN 1 Bantul that answered unclear. Majority of the students stated that the clarity of meaning self explanatory and

effective because the reader can understand so effective. But still some students unclear. This is because English is not used in their daily communication, therefore they have little chance to practice it.
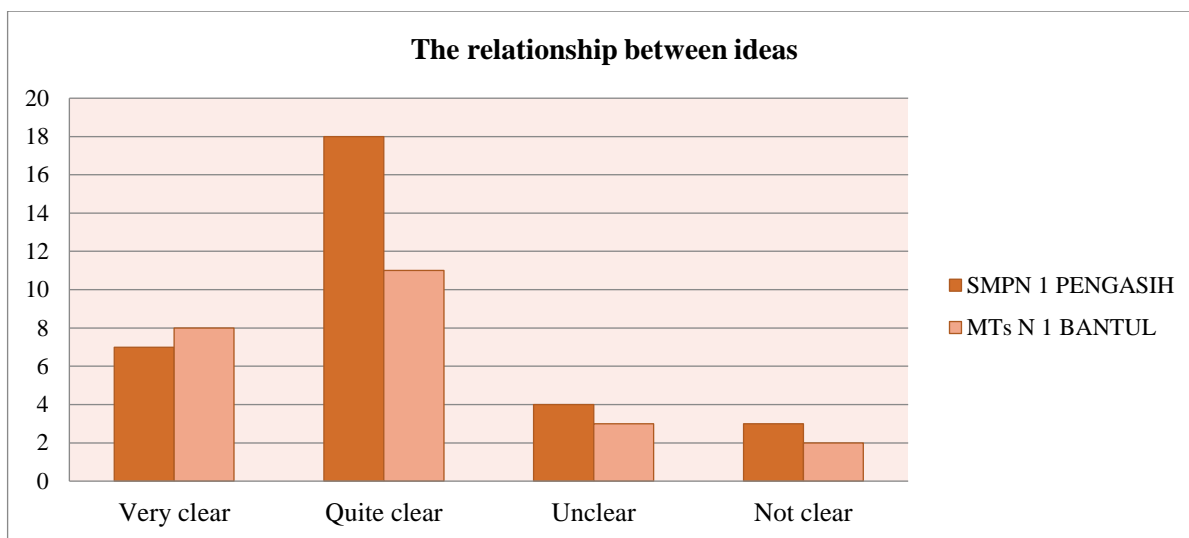
The Relationship between Ideas

Figure 5. The relationship between ideas

From the Figure 5, it can be concluded that the step of rhetoric between comparison SMPN 1 Pengasih better than MTs N 1 Bantul because the score was higher. There are 7 students in SMPN 1 Pengasih and 8 students in MTsN 1 Bantul answered very clear. There are 18 students in SMPN 1 Pengasih and 11 students in MTsN 1 Bantul that answered quite clear. There are 4 students in SMPN 1 Pengasih and 3 students in MTs N 1 Bantul that answered unclear. There are 3 students in SMPN 1 Pengasih that answered not clear and 2 students in MTsN 1 Bantul that answered not clear. This is because English is not used in their daily communication, therefore they have little chance to practice English. So based on the description above, it can be concluded that the students in the two schools still have good enough the motivation and ability in writing procedure text, but still not optimal, so must make better practice English in their daily life.

Factors Affecting The Students English Writing Competencies

Writing includes aspects of language activities that are considered difficult. It was complained by many people. Learners in primary and secondary education, college students in higher education, and even college graduates complain about the difficulty of writing. The consequences of the complaint eventually became public opinion, that writing was indeed difficult.

Writing just like any other language activity is a skill. Any skills will only be obtained through practice. Systematic, continuous, and disciplined discipline is a recipe that practitioners always advise to be able to or be skilled at writing. Of course, provision to practice not just a will, but also there are other supplies that need to have. Other provisions that are knowledge, concepts, principles, and procedures that must be pursued in writing activities. So, there are two things that are necessary to achieve writing skills that are knowledge of the writing and practice to write because writing is an integrated language skills, aimed at producing something called writing.

Factors that affect writing ability are external factors and internal factors. External factors are not yet available support facilities, in the form of limited facilities to write. Internal factors include psychological factors and technical factors. Psychological factors such as habit factors or experience. The more accustomed to writing the ability and quality of writing will be better. Another factor that is classified as a psychological factor is a factor of need. Technical factors include mastery of the concept and application of writing techniques. Concepts related to the limited theories of writing that one possessed have an effect. The second factor is the application of the concept. Writing skills have much to do with the ability to read then someone who wants to have the ability to write better is required to have ability to read.

Discussion

Referring to the ten core learning paradigms above Jacobs and Farrell (in Richards 2008) suggests that these conditions will lead to eight changes in the way a language is taught. Changes to these changes, namely: (1) Learner autonomy in determining the direction of learning; (2) The social nature of learning where learning is no longer done individually but rather leads to a process of social collaboration where one individual interacts with the other; (3) Curricular integration where English is no longer seen as a stand-alone subject but rather on how the language is also related to other subjects. This is also related to the students' skills in processing and digesting the various texts present in the subject's discourse that are used across the curriculum; (4) Focus on meaning where meaningfulness is seen as a major impetus in a lesson. This is closely related to the Content-based teaching (CBT) approach that seeks effective ways of relating meaning to certain situations in the language through activities directed to the formation of meaningfulness itself; (5) Diversity that is the diversity and differences in potential students as individuals who have their own uniqueness in learning language. Thus learning is not done monotonically and flat hours for each student in class, but should emphasize how students can apply their own strategies in a lesson; (6) Thinking skills where language skills should work to improve thinking skills, also known as critical thinking and creative thinking. This is interpreted as the ability of students to be able to apply language skills not only in class / school situations but can further link them in activities outside the classroom, ie in real situations in the community; (7) Alternative assessment is an assessment format that does not rely solely on a scoring system based on multiple choice questions but rather on judgments in other forms such as obsrvation, porto folio, interview and journal diary. This will give an idea of the students' actual ability to use English as a foreign language; (8) Teachers as co-learners in this case the teacher who acts as a facilitator on an ongoing basis can be a learning partner for all students who are under his responsibility and always try different alternative methods in implementing language learning in the classroom.

Besides, those two aspects are first mentioned points in the ESL Composition Profile of Jacobs et al (1981) that are used by the researcher as the standard of the composition assessment. The terms of „content" refers to the idea that the writer wants to share, while the terms of „organization" refers to the structure transitions of the composition. Finally, this study provides the description of the content and organization of the students" procedure composition that are taught by using collaborative learning.

The procedure text procedure in SMPN Pengasih 1 and MtS Bantul 1rather good but not optimal because some students did not understand fully about the steps and the ingredients about the tittle enterily done. Also about the way to improve the students better in improve their procedure text must implemented through the active learning in the class.

Conclusion

Based on the result and analysis, so the conclusion in this research as follows: (1) The writing competencies of the ninth grade students of two junior high schools are at good enough level; (2) The factors affecting the students English writing competencies are their ability, the learning process and classroom situation. When the students weak in grammar, they have to make practice more, and also when they got in doing the difficult assignment. When the step of rethoric weak, so the students must more pracrites in daily life, also for the make clarity of meaning and the relationship between ideas can improved by more practice in daily life, they can use English language. About the weak vocabulary, so the teacher can practice and give more homework about the vocabulary and the task for example in writing and reading a lkot of procedure text or story; (3) The solution to overcome the problem in writing competencies such as make a lot training or practice English in daily life, the teachers should employ active learning to support students engagement in teaching learning process.

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