

CHAPTER I

INTRODUCTION

A. The Background of the study

English is a language that is widely used all over the world. It is a means of communication that links people with different mother tongues. It has the role as a lingua franca. It is a bridge that communicates people in numerous occasions in all aspects of human life such as in economy, education, and government. The condition results in the high demand of learning English on the Earth. The century has seen the importance of English in human life in general.

Unavoidably, in Indonesia English has been considered important by the government. From the point of view of education, it is seen from its position as one of compulsory subjects in high schools, both in junior and senior levels. The importance of English in Indonesia is also reflected by the fact that English is one of the compulsory requirements that high schools' students need to pass to graduate from those levels of education.

According to the national standard of competency and basic competency (BSNP: 2006), English is learned in two levels; "functional" and "informational", both written and spoken language and both in junior and senior high school respectively as the standard of graduation. It means that the graduates of Indonesian junior high school are expected to be able to use English in their daily life to get things done. On the other hand, graduates of Indonesian senior

high school are expected to be able to use English to have access to knowledge and information.

However, those high standards set by the government do not merely run as the expectation. While according to the national curriculum, all skills of English should have the same attention and time proportion; it is easily found that school teachers tend to focus more on certain skills, particularly those which are included in the national examination, listening and reading skills or the receptive skills. Teachers provide more time allocation for those two skills and fewer for the other two, speaking and writing or the productive skills. This condition certainly results in students' lack of ability in producing texts both spoken and written and that is what is happening in SMK SWASTA PAB 12 Percut Sei Tuan.

The Pre eliminary data of the researcher's observation students of grade 11th find difficulties when they are to write. Students need much time to express their ideas and put them on a piece of paper. It could be because of two possibilities that have direct connection to the problem student's language proficiency level and the natures of written language itself.

The problem of students' language proficiency level comes from the fact that the majority of students of the class are not very good in English. They have low mastery of English grammar and vocabulary. Some of them even find it hard to write a correct sentence. The characteristics of the skill writing, could also be a problem. One characteristic of writing, which causes difficulties, comes from the fact that what is seen from writing is often the product. It means that once a written language is produced and finished, the writer can have no time to make any

correction and mistakes and errors are not tolerable. The writer cannot put explanations or clarification if the writing is misunderstood by the readers. This is in line with what Harmer (2004) notes about writing in comparison with speaking.

Writing is the most difficult language skills. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills. Writing skill have been highly required in many fields today. Such skills reflect one's personal quality since writing, many people, is very difficult. During their studies in universities, for instance, students often find it hard to express their thoughts in good organization of writing. And even more, the problem arises when they are to start, it is difficult for them to generate an idea of what to write.

Assessment is a systematic way to gathering information about the students, achievement in learning. Assessment purposes to proof and evaluate how far students' progress towards criteria of assessment. The lesson plan in curriculum 2013 attached the criteria of assessment which consists of indicators, assessment techniques, form of instruments and the rubric assessment.

Assessment instruments to learners can be either a method or procedure for formal or informal to generate information about the students. The instruments of the assessment can be written tests, oral test, observation sheets, interviews, and homework.

In this study, the writer will analyze on analytical exposition text is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around.

The analytical exposition text is a part of exposition in general. As it is commonly known the word exposition is sometimes interchangeably used with persuasive writing. It is used to present a logical argument from a particular point of view. This genre will often involve the writer comparing opposite points of view, analysing the arguments and concluding with an overriding opinion or conclusive argument. In addition, the analytical exposition is also defined as a text that elaborates the writer's idea about the phenomenon surrounding.

In connection with the problem is explained above, the writer interests to analyze students responding assessing devices used in analytical exposition text. In addition, this study becomes one of the cynosure especially in constructing sentence to carve a glorious achievement in writing.

B. The Identification of The Study

Based on the background of the study, there are several identification of study:

1. The abilities of students to respond in making writing analytical exposition text.
2. Teacher's ability to assess students in writing analytical exposition text.

C. The Problem of The Study

In line with the background of the study, the problem of the study were formulated as following: “ How do the students’ responding assessment in analytical exposition text for the Eleventh grade Students of SMK SWASTA PAB 12 Percut Sei Tuan”.

D. The Objective of The Study

Based on the above problems, the purpose of this study is as follows: to find out how students respond to understanding analytical exposition text.

E. The Scope of The Study

This study will be focused on students’ responding assessment in analytical exposition text. It will be applied in the Eleventh grade students of SMK SWASTA PAB 12 Percut Sei Tuan. The skill that will be concerned on is writing.

F. The Significances of The Study

There are two kinds of significances in a scientific study. The two significances of the study are stated as follows:

1. Theoretical Significance

Theoretically, the results of this study will answer the research problem regarding the assessment of students in responding to a text, The were given by worksheet containing an analytical text.

2. Practical Significance

a. The results of this study are expected for all members of the English Language Department. I hope this research can support the teaching and learning process especially in teaching writing.

b. Practical research results are useful for students and teachers, especially teachers who know how to assess students' response skills in the analytical exposition text.

