

CHAPTER I

INTRODUCTION

A. Background

English is one language that is widely spoken throughout the world then taught at school as the main subject besides mathematics, science, civilization etc. English frequently found in many public places such as relating to transportation, market, even medicine using English. English is an international language. In Indonesia, English is as a foreign language taught in school. It is becomes a global means of communication in several fields, such as social, cultural, economics and education. English as an unknown dialect just as a subsequent language so we truly need to learn and comprehend the grammar, phonemes, semantic and syntax.

English has four main skills there are listening, speaking, reading and writing; thus, these skills are divided into receptive and productive skills. Speaking and writing are included into productive skills and listening and reading are included into receptive skills. As a productive skill, writing is essential to be learnt. It needs more consideration in educating in light of the fact that writing is the most troublesome among different abilities. At the point when a student writes an entry or text, he/she should focus on the grammar, punctuation, spelling, coherent and cohesive of the paragraph.

According to Brown (1994), writing is the most confounded and troublesome subject on the grounds that the understudies need to dominate a few standards, for example, the decision of word, spelling, sentence structure and accentuation. A decent author should have capacity toward the principles. Writing is an ability that ought to be accomplished by the understudies. The understudies are requested to have a few competencies recorded as a hard copy. They are asked to construct a sentence comprising a few words, expressions and conditions. Furthermore, they ought to think about the attachment, intelligibility, sentence structure, accentuation, and some more. Writing as known by and large is the process that describe about something or one subject at that point clarified obviously by individual through their insight and capacity likewise opinion what they know towards topic that examine on writing structure. Afterwards, it is important to share what their perspective to finish into reach at specifically a decent creative writing. It should to be maximal consequences of item recorded as a hard copy and make it plainly.

Additionally, it important to write in language that can be effectively to comprehension (word-choice), so the readers don't difficult to comprehend the significance what the author write. Writing is a significant ability to be procured by a language student or student. Then, through writing they can communicate their thought, feeling and thought to the readers. Besides, by writing, it can assist the understudies with being more capable to dominate language and to think fundamentally for it urges the student to mastermind word by word, state by expression and provision by proviso while

simultaneously they should think about the design, union, association, which means, etc. There are a few writings which ought to be dominated by senior high school students, in particular narrative, spoof, recount, discussion, report, news item, review, hortatory exposition and analytical exposition text. The text has its own social function, generic structures and language features. Consequently, it is significant for the student to have a few capacities on the writings. One of them is scientific work.

Expositional text is a piece of writing that is persuasive in nature and tries to convince readers or listeners. In this paper usually contains important issues that are currently being discussed. Of course, this writing contains the opinion of the author which can be said to be a one-sided opinion. Not only opinions, in this type of text almost all of the writers' arguments against a problem. So, it can be said that the exposition text is an open text that can produce pros and cons for the author. According to (Anderson, 1997), analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. In this research, analytical exposition text refers to the text that elaborates the writer's idea about the phenomenon surrounding. This research will focus on written text that consist 3-6 paragraph.

Writing that is classified as an exposition text is sometimes also known as argumentative text, because this text was dominated by the writer's arguments and that is the characteristic that distinguishes this type of text from other texts. Writing also a complex process in which requires writers to

think critically in order to show their ideas in a text or written form. In composing a text or passage, the writer must have ability to create the product of writing by organizing the critical thinking as good as the writers or student can. Furthermore, in writing analytical exposition student must concern to the generic structure of the text. Student should get their ideas into the text in writing that related of each sentences and paragraph to one main topic. When student in action writing an analytical exposition text, they should take care of the generic structure in their product because it will make their ideas on writing conveyed well and the text flow naturally red.

There are two kinds of text exposition. The analytical exposition text and hortatory exposition text, analytical exposition text goal is to expose and influenced the readers the readers that there is problem that needs attention. Communicative purposes of analytical exposition are to convince the reader that the topic presented is an important topic to discuss or get attention by providing arguments or opinions that support the main idea or topic. Analytical Exposition text is a piece of text that presents one side of an issue.

The purpose of an analytical exposition text is to persuade the reader or listener by resending one side of an argument and also opinions that related to the topic. Analytical exposition text usually has three sections. The first section introduces the author's point of view and can preview arguments that may follow in the text. Next, there is a series of arguments that that aim to convince the audience. The final section is a conclusion that sums up the arguments and reinforces the author's point of view.

In this pandemic situation as we know Covid-19 in the middle of March 2020 hampered all human activities start from the economy, socio-culture, including education in Indonesia. Kementerian Pendidikan dan Kebudayaan/ Kemendikbud (Ministry of Education and Culture) stipulates that all teaching and learning process activities are carried out by work from home and online classroom. All levels of the school are forced to eliminate activities at school. This situation falls into a special category; therefore, the previously applied curriculum has a slight problem in its application, many basic competencies could not be achieved when the teaching learning done by online. Then, Kemendikbud took steps by publishing core competencies and basic competencies of lessons in the 2013 curriculum for distinctive conditions in which there are competencies that are trimmed or adjusted in such a way that learning remains effective even though the learning process is carried out online and in a shorter time than usual when it is school in normal conditions before.

Likewise, in learning English the competencies used have also changed. Simply put, the number of competencies in one semester is reduced, as stated on the official website of kemendikbud.go.id, the competence of English subjects is only four topics, namely analytical exposition text, personal letters, procedural texts and songs. In learning about analytical exposition, students are expected in theory and insight to distinguish the social functions, structures and linguistic elements of several oral and written analytical expositions (persuasive or argumentative) and ask for information,

convey opinions / thoughts related to actual problems, according to the context obviously. Students are also expected to have skills in capturing meaning contextually related to social functions, text structure and language elements of exposition, oral and written texts (persuasive or argumentative), related to actual issues. With this emergency situation on spreading of Covid-19, students are expected to be able to gain knowledge related to online English lessons, in this occasion analytical exposition text. So, with this particular situation, students can analyze social functions, text structure, and linguistic elements of an analytical exposition text on topics that are currently being discussed in general, according to the context and compile a written analytical exposition text about natural phenomena, related to other subjects in the classroom and paying attention to the social functions, text structure, and linguistic elements, which are correct and in context.

Based on the lesson plan that guided on syllabus, teacher applied in classroom, it is known that at eleventh grade in senior high school students learn about analytical exposition. The students have to know how to write and arrangement based on the generic structure of simple analytical exposition text. In the first semester of eleventh grade senior high school, the basic competency that should be achieved in the writing English subject are the students must able to develop and procedure written simple functional text in the exposition text (persuasive and argumentative), means that only one topic that discussed in first semester.

Nevertheless, based on informal preliminary investigation conducted by using Google Form in class XI-MIPA 1 SMAN I Pangkalan Lesung, it was found that students got low ability in writing analytical exposition text.

There are several of students had no idea or confused when it was asked what the text organization. Moreover, students also felt reluctant to write meaningful analytical exposition text because of their limited vocabularies, several students lack comprehension of grammar but at least there are students also told understand the rules in writing Analytical Exposition text.

Based on the fact above, the writer is interested to conduct the research on students' ability in writing analytical exposition in class XI. Then, this research includes the problem faced by the students in writing analytical exposition. Research about students' ability is important to do to help both teachers and students that the result of this research was able to inform the teacher about students' ability in writing analytical exposition text due or in tune with rule of writing the text. Despite the fact that there are many of researchers who have led the research already, this research is different because in this research was investigated the students' ability in writing an analytical exposition text viewed from thesis statement, argumentation, organization and writing, and the use of evidence.

B. The problems of the study

Based on the background of the problem above, the research formulates problems in this research as follows:

1. How is students' ability in writing analytical exposition text at eleventh grade of SMA Negeri 1 Pangkalan Lesung?
2. What types of problems are made by students in writing analytical exposition text at eleventh grade of SMA Negeri 1 Pangkalan Lesung?

C. The Objectives of the Study

In the line with the problem of the study above, the objectives of this research as follows:

1. To describe the students' writing ability in analytical exposition text at the eleventh-grade students of SMA N 1 Pangkalan Lesung.
2. To investigate the students' problem that dominated in writing analytical exposition text at eleventh grade of SMA Negeri 1 Pangkalan Lesung.

D. The Scope of the Study

There are four skills in English, listening, speaking, reading and writing. In this research was focused on writing and the ability of writing skill, then as a productive skill, writing is essential to be learnt. It needs more consideration in educating in light of the fact that writing is the most troublesome among different abilities. Writing provides students with the avenue to learn all the rules of their language and how they can better

organize their ideas more coherently using the language and based on problems stated above, thus the scope of this study is limited on analyzing the students' ability and their difficulties in writing analytical exposition text at eleventh grade student of SMA N 1 Pangkalan Lesung.

E. The Significance of the Study

1. Theoretically

- a. This study and the results are expected to strengthen and assist the application of theory about writing, especially theory in writing Analytical Exposition text.

2. Practically

a. Teacher

Teachers know how the students' ability in writing analytical exposition text and know the difficulties or problems faced by student in writing analytical exposition text at eleventh grade of SMA Negeri 1 Pangkalan Lesung and in further use strategy or media that available and compatible to develop students' ability in writing.

b. Students

This research can help students in order to know their ability and what problem really is that they faced in writing text, especially analytical exposition text and

c. Other research

This research as the reference for another researcher who want to conduct a research on student's ability in English language skills especially writing and becomes the source of information.

