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CHAPTER I INTRODUCTION

A. The Background of the Problem

Writing is one of the English language skills that students or learners should master and develop. Writing cannot be produced without mastering the components of language, such as grammar, vocabulary, spelling consideration, translation, pronunciation, linguistic convention, etc. According to Brown (1994), it is perfectly appropriate to so identify language performance. The human race has fashioned two forms of productive performance, oral and written and two forms of receptive performance, aural (or auditory) and reading". It is clear that writing is a kind of productive skills.

As one of language skills, writing is important skill that should be mastered by the students beside speaking, reading, and listening. It is active thinking process of the students to plan, arrange, and express the ideas in order it can be understood the reader. According to Hughey (1983), writing is an essential form of communication. Through writing, we express our feeling-our hopes, dreams and joys as well as our fears, angers, and frustrations. In writing, we deliver our ideas become sentence and sentence become text or paragraph and paragraph becomes essay.



In teaching and learning process of English at Senior High School, writing skill categorized as the last language skill must be mastered by language learner. As the last language skill writing is the most difficult skill for not only it needs a lot vocabularies in composing paragraph, but also correct grammatically in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot time. In reference to Harmer (2004), writing is often not time-bound in the way conversation is. When writing students frequently have more time to think then they do in oral activities. They can go through what their no in their minds, and even consult dictionary, grammar book or others reference material to help them.

Writing is the most important program in English. It means the teachers should think hard how to make their students love English. Writing should be a hobby, or enjoying activities. Actually, writing is not an easy activity done for sharing information. Teaching writing means that teacher creates a pedagogy that helps students to see writing as a continuous process of revising and rewriting as they invent, plan, their draft text. In fact, many students have problem in writing. It is happen because writing is a complex skill involves multiple processes and abilities that problem can arise for some Westwood (2008). Some main problems in teaching writing are that the students always think that writing is the most difficult subject, they do not like

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writing subject, they are not accustomed to write in English or they do not know what to write.

Writing plays an important role for students who are in the process of learning a language. In Indonesian school, students are required to learn to write different text types. There are some types of text that should be learned by eleventh grades, they are: Recount, Narrative, Analytical Exposition, News Item and Descriptive. One way that can be used to find out students' knowledge about English is by analyzing the students' text/writing. Analyzing students' text is very important to do because it can help English teacher to find out the students' ability in writing. Research about students' ability is important to do to help both teachers and students. The advantage of this research is to upgrading quality of teaching and learning process. However, in Indonesia, research about students' ability in writing each of type text is not many. So, in this research the researcher has a desire to find out the students' ability in writing, especially Analytical Exposition text. Analytical exposition text is a genre that usually taught at school. 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 Senior High School, analytical exposition text is one of texts which is learned at the eleventh grade students. But, the students usually faced difficulty in writing analytical exposition text. Rass (2001), writing is a



difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization.

Senior High School 9 Pekanbaru is one of school in Pekanbaru. As a formal Educational Institutions, this school provides English course to the student. This school also uses the school-based 2013 (K-13) in the process of teaching and learning English. English is taught two times a week (90 minutes) and the passing grade of English subject is 80 in eleventh grade but most of them were not able to achieve the passing grade.

Based on a preliminary research in Senior High School 9 Pekanbaru the researcher found that some of the students still face low ability in English, especially in term of writing. Students' writing skills are still far from the desired expectations of the curriculum itself. The researcher can prove this by the results of the students' minimum score who do not achieve the targets set by the school.

Based on a preliminary research that researchers do at the eleventh grade students of Senior High School 9 Pekanbaru the researchers found the following phenomena:

1. Some of students are not able to write idea clearly.

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2. Some of students are not able to write analytical exposition text based on generic structure and language feature.
3. Some of students are not able to use word correctly
4. Some of students are not able to use punctuation and spelling correctly.

Based on the problems defected above, the researcher is interested in investigate the problems above in to a research and titled “An Analysis of Students’ Ability in Writing Analytical Exposition Text at the Eleventh Grade of Senior High School 9 Pekanbaru.

B. The Problem of the Research

1. Identification of the Problem

After conducting preliminary study at the eleventh grade of Senior High School 9 Pekanbaru, it is clear that most of students are still getting difficulties, especially in term of writing analytical exposition text. To make the problem clearer, thus the problems identified in the following identification of the problem:

1. How is students’ ability in writing analytical exposition text based on the aspect of writing at the eleventh grade of Senior High School 9 Pekanbaru?

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2. Limitation of the Problem

After describing identification of the problems above, thus, the researcher needs to limit and focus the problems of this research problems on students' ability in writing analytical exposition text at the eleventh grade of Senior High School 9 Pekanbaru.

3. Formulation of the Problem

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

1. How is students' ability in writing analytical exposition text based on the aspect of writing at the eleventh grade of Senior High School 9 Pekanbaru?

C. Objective and the Significance of the Research

1. Objective of the Research

From the formulation of the problem above, in general the objectives of this research as follows:

1. To analyze the students' writing ability in analytical exposition text at the eleventh grade students of Senior High School 9 Pekanbaru.

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2. Significance of the Research

1. Hopefully this research is able to benefit the researcher as a novice researcher learns how to conduct a research.
2. This research finding also expected to be useful and valuable, especially for students and the teachers of English of the eleventh grade of Senior High School 9 Pekanbaru as their future learning focus.
3. Besides, this research finding also expected to be positive information for those who are concerned in the world of teaching learning English as a foreign language.
4. Finally, this research finding also expected to be the practical and theoretical information to the development of the theories on language teaching.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research. The reasons are follows:

1. The title of this research is relevant with the researcher status as a student of English Education Department.
2. The title of this research is not yet investigated by other reviews researchers.
3. The location of the research facilitates the writer in doing this research.



E. Definition of the Key Terms

There are so many times involving in this research. In order to avoid misunderstanding toward the term use, thus, the following terms are necessarily defined:

1. Analysis

Analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other (Dictionary, 1964). This research will analyze the component of analytical exposition text. Such as generic structure and language feature of analytical exposition text.

2. Writing Ability

Writing is ability of people to deliver ideas, thoughts and feeling to readers in a meaningful written language form. It refers to the use of appropriate vocabulary, language use, and mechanics in developing the content and organization of writing. SIL International (1999) stated that writing ability is a specific ability which helps the writer to put their ideas into words in meaningful form and interact with the message. Therefore, in writing we are trying to deliver our message, to share ideas and express thoughts and feeling to the readers in a meaningful written language by mastering all components of writing itself. In this research, writing ability refers to students' ability in writing analytical exposition text.

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3. Analytical exposition text

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.