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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the most important skills that should be mastered by students, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Writing is one of the activities carried out by learning English. Writing is also one language skill. An article cannot be produced without mastering language components such as grammar, vocabulary, and spelling consideration.

According to Nuardi et al., (2016,p.209) “writing is one of the important skills to be mastered because of some reasons. First, through writing the learners can communicate with others. Second, the learners can know how to express their ideas, feeling or their unforgettable experience, and besides that writing is also important for academic purpose.

Writing belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form. In line with this statement, Imelda (2014, p.2) states “Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.” This explanation relate to Murcia (1991, p. 233) said, writing is “the ability to express one’s ideas in written form

is a second or foreign language”. It means that writing is an activity to express our ideas in written form on the other side. On the other hand, according to Pahmi and Satriandari (2016,p.1) writing is a combination of process and product.

Madrasah Aliyah Hasanah Pekanbaru is one of the schools in Pekanbaru that uses Curriculum 2013 (K13). Kemendikbud 2013 gives the conception that scientific approach in learning includes components: 1). observing, 2). questioning, 3). gathering information or experimenting, 4). associating or information processing, 5). communicating. The application of the scientific approach can be done in accordance with the creativity of teachers, although there has been a teacher book. Teachers can develop their own according to the circumstances of learners and schools. Furthermore, the teacher have a role as person who helps learners to learn. The teacher’s role give motivation and guidance of learning and supplies learning facilities.

This school presents the English subject to their students, especially in writing. Based on curriculum 2013 writing is activities carried out by someone to produce writing. In writing skills students are able to pour thoughts on writing. Writing skill are not balanced with the practice of being one of the less skilled students in writing. Since writing is important to be taught, there are some types of text which are stated for teaching writing at grade XII, that is explanation text.

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Pardiyono (2016,p.130) states that explanation text is the type of text that is made to provide information to readers about the process behind the formation of a phenomena. It means that, Explanation text is a text which tells processes relating to forming of natural, social, scientific, and cultural genres used across all curriculum areas to explain the sequence, cause or theoretical understanding of a phenomenon or event.

In the school, English is taught twice a week with duration 2 hour which is 90 minutes. Based on the curriculum which is used by the school, it is stated the minimum criteria score of the students in English test is 75. There are some criteria that students should achieve to get the cumulative minimum standard based on the value that has been.

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Table 1.1
Score Rubric Writing Ability

Score	Ability
85-100	<ul style="list-style-type: none"> • The students are able to write explanation texts perfectly by using appropriate grammar and vocabulary • The students are able to identify social function in writing explanation texts perfectly • The students are able to identify generic structure in writing explanation texts perfectly • The students are able to identify language features in writing explanation texts perfectly
70-85	<ul style="list-style-type: none"> • The students are able to write explanation texts well by using appropriate grammar and vocabulary • The students are able to identify social function in writing explanation texts well • The students are able to identify generic structure in writing explanation texts well • The students are able to identify language features in writing explanation texts well
56-70	<ul style="list-style-type: none"> • The students can't write explanation texts by using appropriate grammar and vocabulary • The students can't identify social function in writing explanation texts • The students can't identify generic structure in writing explanation texts • The students can't identify language features in writing explanation texts

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Based on interview on Mei 2018, and referring to the English teacher (Mahesa Dewa Tornando). There are some difficulties that students face during writing explanation text. The teacher explained what explanation text is, about the function, generic structure and language features. The teacher has explained an example on the students' textbook. He has taught it clearly, but when he asked them to write an explanation text, some of students were not able to do that. The students cannot express their ideas clearly about how that something happen step by step in writing explanation texts. Their sentences also were incorrect based on the structure.

Based on the preliminary research in Madrasah Aliyah Hasanah Pekanbaru, the researcher found the following phenomena:

1. Some of the students cannot express their ideas clearly about how that something happen step by step in writing explanation texts
2. Some of the students were still difficulties in using grammar and lack of vocabulary that make the students difficult in writing explanation texts
3. Some of the students were still confused in organizing the generic structure of writing explanation texts
4. Some of the students were not able to use the language features of explanation texts

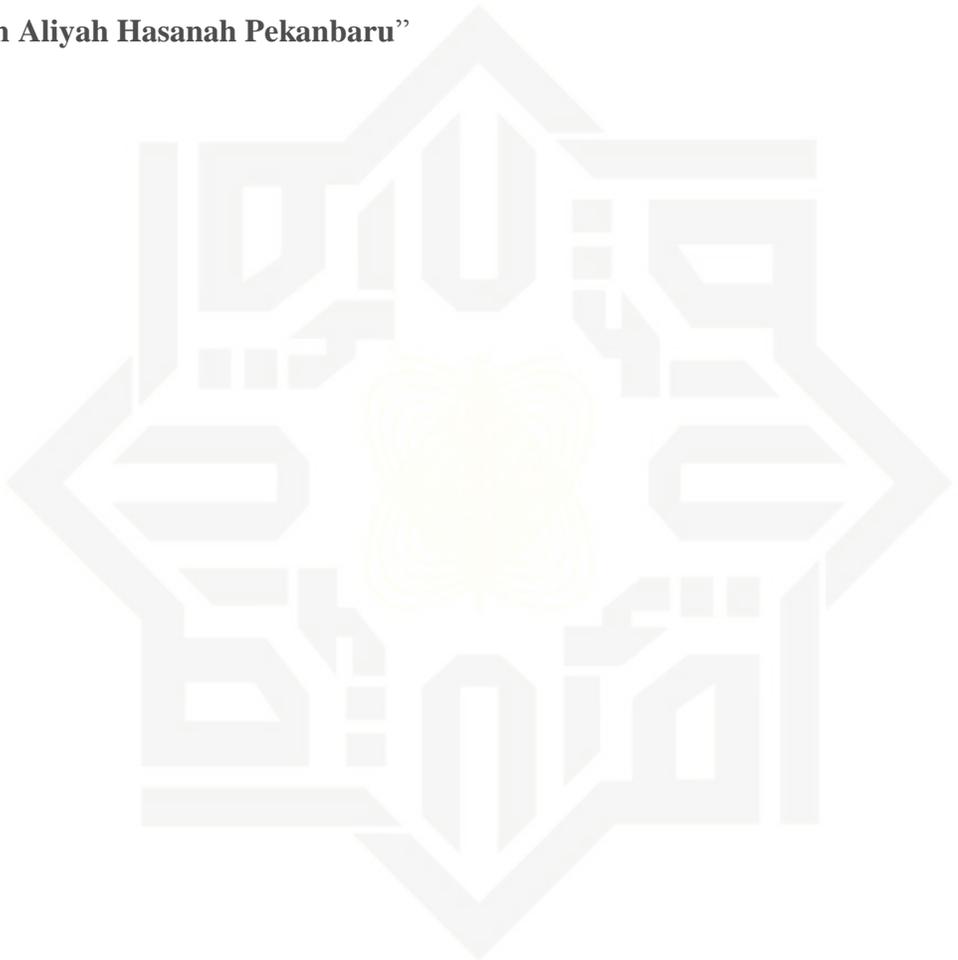
Based on the phenomena above, it can be stated that some of students have difficulty in writing explanation texts in learning English. Thus, the writer is interested in investigating the phenomena above into a research entitled **“Students’ Ability in Writing Explanation texts at The Twelfth Grade of Madrasah Aliyah Hasanah Pekanbaru”**

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B. Problem

1. Identification of the Problem

Based on the phenomena above, the writer identified the problem of this research as follows :

- a. Some of the students cannot express their ideas clearly about how that something happen step by step in writing explanation texts
- b. Some of the students were still difficulties in using grammar and lack of vocabulary that make the students difficult in writing explanation texts
- c. Some of the students were still confused in organizing the generic structure of writing explanation texts
- d. Some of the students were not able to use the language features of explanation texts

2. Limitation of the Problem

Based on the identification of the problem above, the writer needs to limit the problem. This research focuses on Students' Ability in Writing Explanation texts at the twelfth grade of Madrasah Aliyah Hasanah Pekanbaru.

3. Formulation of the Problem

Referring to explanation above, the writer formulated the following question “How is the students’ ability in writing explanation texts at the twelfth grade of Madrasah Aliyah Hasanah Pekanbaru”.

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C. The Objective and the Significant of the Research

1. The Objective of the Research

The Objective of this research is to find out the students' ability in writing explanation texts at the twelfth grade of Madrasah Aliyah Hasanah Pekanbaru.

2. The Significance of the Research

There are significances of the research that are mentioned by the writer as follows:

- a. Hopefully, this research is able to benefit the writer as a novice the writer in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable information for both students and teachers of English at the Twelfth Grade of Madrasah Aliyah Hasanah Pekanbaru to be positive information for their future learning process.
- c. Besides, these research findings are also expected to be valuable findings, especially for those who are concerned in the world of teaching and learning English as a second language.
- d. Finally, these research findings are also expected to be theoretical foundation to the development of theories on language teaching.

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D. Reason for Choosing the Title

There are some reasons why the writer is interested in conducting this research as follows:

1. The title of the research is relevant with the writer's status as a student of English Education Department.
2. The title of this research is not yet investigated by other previous research.
3. The location of the research facilities the writer in conducting the research.

E. Definition of the Key Terms

To avoid misunderstanding and misinterpreting in writing this paper, it is necessary for the researcher to explain the term used in this study. They are defined as follows:

1. Ability

Ability is possession of the means or skill to do something (Smith, 2004).

Ability here means that students' ability in writing especially in writing explanation texts.

2. Writing

Hyland (2003,p.14)Writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or own views on a topic.

3. Explanation Text

Pardiyono (2016,p.130) states that explanation text is the type of text that is made to provide information to readers about the process behind the formation of a phenomena.

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