

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses several points. They are background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

1.1 Background of the Problems

Writing is an important skill to master because it is related to almost all aspects of human life. Firstly, it is important in education. By assessing students' writing, teachers know about students' competence. Thirdly, it is also important in business world. People who want to get a job in an office, they are required to have good writing. Besides, it is also important in social life. Writing becomes one of the means to express and communicate one's idea and feeling without face to face. In a nutshell, this skill is necessary to possess because of its relation to the aspects of human life.

In business world, people are able to express ideas, expose knowledge, tell experience, and give information through writing. According to Hellen & Al Hafizh (2014:40), writing skill depicts how capable someone is. It means the writing that the writer writes shows his/her capability. To apply for a job, an applicant needs to write an application letter to obtain an interview. By reading application letter that applicants write, the employer gets description about applicants. An employee who wants to tell his/ her idea about a product in a company also needs to propose it in written form. Writing skill is also needed to

make a report that is related to the job. For people who work in journalism, writing skill is also needed to expose factual news. Nikitina (2012:7) also states that enhancing writing skills opens up a whole range of opportunities to: starting online business without having to invest so much money, promoting business, raising brand awareness, positioning self as an expert, testing business ideas and getting immediate feedback, building long- lasting relationship with readers/prospects, selling more product without being more salesy, activating additional sources of income, ensuring that message is read and remembered, achieving a competitive edge, and avoiding losing time and money on online projects that are destined to fail. It means by enhancing writing skills, there are many opportunities will be gotten.

In education, writing plays its important role in the teaching learning process. According to Li (2007:41), writing has been a major means used by academic staff in all subjects in order to assess student learning in higher education. It means that the lecturers usually assess the students' competencethrough their writing. Sarwono&Purwanto (2013:61) also state that writing is important for the university students, that is why the students need to possess writing capability, especially relating to the written assignments given by their lecturers. In English Department; for example, students need to write an essay based on the lesson that lecturers teach and they are required to complete it before the lesson begins in next week. In addition, in every university, before finishing study, students who take bachelor degree or Master degree need to write a paper or thesis related to their subjects. To complete that requirement, the students need to possess writing skill.

According to Aprilia *et al.* (2015:2), students who can write well in English have a chance to improve skill as well as their other skills like speaking, reading, and listening. It means by possessing writing skill, students also are able to master other skills. Hellen & Al Hafizh (2014:40) also say that writing becomes one of the important skills that should be possessed by students because it is a communicative way to share information, thoughts or ideas to the readers.

However, the third year students of the English Department of Bung Hatta University still had less competence in writing analytical exposition text. These were found through informal interview with some third year students of English Department of Bung Hatta University conducted in February 2018. They still got difficulty to write an analytical exposition text. In addition, they were difficult to express and develop their ideas in written form because of having less vocabulary. Besides that, they had less understanding in the use of grammar and the use of mechanics.

Based on the fact above, the researcher was interested in conducting a research about the students' ability to write an analytical exposition text. He entitled his research with "An Analysis of the Third Year Students' Ability to Write an Analytical Exposition Text at the English Department of Bung Hatta University".

1.2 Identification of the Problems

There are many problems related to students' writing skill. In this research, the researcher focused on writing an analytical exposition text. Since writing has its complexities, students faced some problems. In writing an analytical exposition text, some of them had problems in choosing the topic, arranging paragraph, using vocabulary and using correct mechanics.

The problems above are faced by students of the English Department of Bung Hatta University especially the third year students. The researcher has done interview to some students of third year students of Bung Hatta University about writing an analytical exposition text. From interview, the researcher knew that they still made mistakes in writing text, especially in writing analytical exposition text when they were in fifth semester. They also had difficulty to develop ideas that were given by their lecturer because they had less vocabulary. They were still confused to write the organization of paragraph, certainly in writing topic sentence and supporting sentence. Moreover, based on the researcher's experience, some of the researcher's friends still had mistakes and errors in writing an analytical exposition text.

Noticeably, not all students yet have ability in writing analytical exposition text. To some students, they also got difficulties in writing because they had less vocabulary, less understanding in writing rules such as use of grammar, transition and mechanics.

1.3 Limitation of the Problems

Due to the broad scope of this research as already discussed in the identification of the problem, the researcher limited his research. In this research, the researcher limited to writing text. There are some considerations to be taken into account in writing text like content, transition, grammar, vocabulary, and mechanic. In this research, the researcher limited to content, grammar, vocabulary, and mechanic.

Based on explanation above, the researcher limited this study on an analysis of the students' ability to write analytical exposition text in terms of content, grammar, vocabulary, and mechanic.

1.4 Formulation of the Problems

The researcher formulated the problem of the research as followed: "How is the third year students' ability to write an analytical exposition text?"

1.5 Research Questions

In line with the formulation of the problem as already discussed above, the researcher proposes some research questions as follows:

- 1) How is the students' ability to write the thesis of an analytical exposition text?
- 2) How is the students' ability to write the series of argument of an analytical exposition text?
- 3) How is the students' ability to write the iteration of an analytical exposition text?

1.6 Purposes of the Research

The main purpose of this research was to describe the third year students' ability in writing an analytical exposition text. The specific purposes are:

- 1) To find out the students' ability to write the thesis of an analytical exposition text?.
- 2) To find out the students' ability to write the series of argument of an analytical exposition text?
- 3) To find out the students' ability to write the conclusion of an analytical exposition text?

1.7 Significance of the Research

The findings of this research are expected to give contribution to English lecturers, students, next researchers, and English Department. For the lecturers, findings of this research gave information about students' ability to write an analytical exposition text. With this information, the lecturers can take action to solve the problems in teaching writing an analytical exposition text. Furthermore, it is expected that the research of this problem can give valuable contribution for students, so that they can improve and develop their ability to write an analytical exposition text.

Findings of this research are also expected to give an inspiration to the next researchers in conducting other studies related to the problems and improving students' ability to write an analytical exposition text at English Departments. This research is expected to be input for English Department in planning, designing, and developing English curriculum that can be used by English lecturers, especially lecturers at English Department of Bung Hatta University.

1.8 Definition of Key Terms

There are some key terms used in this research. To avoid misunderstanding about them, the researcher provides their definitions as follows:

- (1) Ability is a skill of the third year students at English Department of Bung Hatta University to write an analytical exposition text.
- (2) Writing is a skill to express ideas and knowledge in written form.
- (3) Analytical exposition text is a piece of text that presents on one side of an issue.

- (4) Generic structure is the structure which builds the entire analytical exposition text namely thesis, argument and reiteration.
- (5) Thesis is a statement or theory that is put forward as a premise to be maintained or proved.
- (6) Argument is a statement or set of statements that you use in order to convince people that your opinion about something is correct.
- (7) Reiteration is the action of repeating something, typically for emphasis or clarity.