

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the formulation of the problem, the research question, the purposes of the research, the significance of the research, and the identification of key terms.

1.1 The Background of Problem

Writing is one of the important skills in our communication with others. There are four language skills in learning English, namely reading, speaking, listening and writing. Agustrianti (2014: 1) states that writing is a skill to express ideas, thoughts, and memories into written form, either in the form of sentence, paragraph, or essay which needs some practice done step by step. Brown in Indriana (2020: 2) says that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive. It means that through writing, students can express their thoughts and ideas into some sentences, paragraphs and essays properly.

Writing is a difficult skill for students because they have to know the aspects of writing and how to express their ideas in writing. Based on the study conducted by Khalel (2020) who analyzed the third year students' difficulties to use expressions of quantity in writing positive simple sentences at the English department of Bung Hatta University, he found that more than 50% students had difficulties in writing simple sentences in writing positive simple sentences by using expressions of quantity (both, a couple of, several, a number of).

The students are also required to express various meanings in their writing. There are several types of sentence completions; restatement, comparison, contrast, cause and effect. A cause and effect sentence is a sentence that expresses a relationship between events and things that happened. According to Indriana (2020: 3), a cause and effect sentence is made by using cause and effect generally involving an action that makes something happening and there is a result of that action. To write cause and effect sentences we must use logical sentences and grammar that are correct so that readers can easily understand our writing.

Students in senior high school study English. Based on the researcher's experience when implementing teaching practice at SMKN 2 Pariaman for 3 months, all of the teaching and learning activities are transferred through School's E-learning in Moodle App, the students and teachers carry out learning through Moodle application. There are many topics in twelfth grade at SMKN 2 Pariaman such as cause and effect, offering service, writing simple report, etc. One of them is Cause and Effect. The students study cause and effect to explain the causal relationship of something in oral and written form. I have interviewed some students at twelfth grade students at Culinary Art in SMKN 2 Pariaman via Whatsapp Group. They were Wiwitri Zelnita, Tiara Ramadhani, Tari Febriani, and others. In general, they had the same problems in writing, especially in writing expressions of cause and effect. They had many problems when the teachers asked them to write in English, such as the students had less vocabulary, had errors in grammar, spelling, punctuation, and they were not interested or lack of the motivation to write because English is considered a difficult subject for

some students. They also had difficulty making good sentence structure. They were confused in the use of proper conjunctions in writing cause and effect sentence.

Based on the explanation above, the researcher decided to research that concern Students' Ability in Writing Cause and Effect Sentence at Twelfth Grade of Culinary Art, SMKN 2 Pariaman.

1.2 The Identification of the Problem

Gusman (2014) states that in writing cause and effect students have not used components in writing properly such as organizations, grammar, sentence structure, content, vocabulary, and mechanics. It means that in writing we have to write in good words and phrases, and must follow the proper structure. From the researcher's experience, the students of twelfth grade at SMKN 2 Pariaman faced some problems in writing, especially in expressing cause and effect sentence.

The first difficulty is related to grammar mastery. Inability to use correct tense and pronouns are two major difficulties with grammar mastery. In writing cause and effect sentence, most of the students were still confused to prefer the use of present tense instead of past tense and conjunction of cause and effect sentence. The use of appropriate conjunctions (*because of...., due to...., therefore....., so....., because....., etc*) in expressing cause and effect sentences are very difficult for students to distinguish. Moreover, they often misused the pronouns in their writings, for example, some students used the personal pronoun *her* for a man instead of *him* or vice versa. The students still did not know the appropriate use of grammar used in writing a particular text.

Then, vocabulary mastery is the last difficulty faced by the students in writing. The students are accustomed to using direct translation in writing English words. They directly write the meaning of the words found in the dictionary without paying attention to whether these words are appropriate with the contexts. In other words, the students' knowledge of diction is not sufficient yet. As a result, having insufficient vocabulary makes it difficult for them to do their writing activity.

The third difficulty is related to mechanics. The students pay less attention to mechanics in writing, they only write without applying correct mechanics such as they have some errors in spelling, punctuation, capitalization, and paraphrasing in their writing. Even though mechanics are the rules in written language. Therefore, mechanics are very important so that the sentence in a paragraph is easy to understand. Then, there is no mistake in the meaning conveyed by the author.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limited the study at twelfth grade of Culinary Art in SMKN 2 Pariaman in writing cause and effect sentence to apply vocabulary, grammar and mechanics.

1.4 The Formulation of the Problem

In the line with the limitation of this study, the researcher formulated the research problem as the following question “How is the students' writing ability to write cause and effect sentence at twelfth grade of Culinary Art, SMKN 2 Pariaman?”

1.5 Research Questions

Relating to the formulation of the problem above, the research questions that should be answered are as follows:

1. How is the students' ability to apply grammar in writing cause and effect Sentence at twelfth grade of Culinary Art, SMKN 2 Pariaman?
2. How is the students' ability to use vocabulary in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman?
3. How is the students' ability to apply mechanics in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman?

1.6 The Purposes of the Research

The main purpose of this research is to find the students' ability in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman, specifically the purposes this research are the findings:

1. To find out the students' ability to apply grammar in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman.
2. To find out the students' ability to use vocabulary in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman.
3. To find out the students' ability to apply mechanics in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman.

1.7 The Significance of the Research

This study is expected to be able to give benefit to the teachers, students, and the researcher. First, for the English teachers, they get information about their students' ability in writing cause and effect sentence at twelfth grade of Culinary Art, SMKN 2 Pariaman. Such empirical information could be considered as input to find out the better way to teach. Second, for the students, they know their ability in writing cause and effect sentence. So, they can improve their ability in writing, especially in writing cause and effect sentence. For the researcher, the result of this research hopefully becomes one of the considerable reading materials either to enrich their reference for the next research and to improve their knowledge in English teaching and learning process.

1.8 The Definition of Key Terms

To avoid the misunderstanding of the key terms used in this study, the researcher defines them as followings:

1. Writing is an activity to produce written cause and effect sentence.
2. Ability is the students' competence in writing cause and effect.
3. Cause and effect sentence is a sentence expressing the relationship between things and events that happened by using the conjunctions of cause and effect sentence.