

# CHAPTER I

## INTRODUCTION

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

### **1.1 The Background of the Problem**

Writing is one of the four language skills that must be mastered by students. Writing skills are the skills of a person to pour or express thoughts and ideas through writing as well as conveying thoughts and arrangements in sentences or paragraphs (Supiani, 2017: 37). Writing skills are not only related to the use of grammar and punctuation but also a process that can develop dynamic thinking abilities (Yarmi, 2014: 8). As it is widely known, every skill will only be obtained through practice. In a nutshell, practice continuously can make skillfull in writing.

Writing is very important for education because it makes it easier for students to think critically. In more specifically, according to Aprilia, Jamilludin and Waris (2015: 2), by having writing skills, students can improve other skills. It means that students who can write well have the opportunity to improve other language skills and language components. Basically writing skill plays an important role in human life because any knowledge is inseparable from writing. Without having these skills, whatever knowledge is given will be futile and

meaningless, considering that this is an era of globalization that demands many skills. Therefore, mastery of writing skills is very necessary.

In accordance with what have been discussed above, writing needs to be learned. Writing skill will not come automatically, but it must go through a lot of practice and practice regularly. Among other things practice of combining words into a sentence, and combining sentences into a solid paragraph is highly required that the results of good writing will be obtained. Furthermore, in writing there are several things that must be considered. They deal with grammatical patterns, vocabulary, sentence structure, punctuation and capitalization.

In learning to write in English at senior high school, the students learn it through genre based approach. There are several kinds of genre of the texts that should be learned by the students, and one of them is explanation text. According to Aritonang (2018: 2), explanation text is a type of texts that provides an explanation of why something happened and how a phenomenon occurred. Related to the opinions of Aprianti, Saun and Fatimah (2018: 16) who state that the purpose of explanation text is to give out the reason for an event(why) and also to tell the steps or process of the event (how). The purpose of this text is to explain the process, which deals with activities related to natural phenomena and tell the order of explanation, the scientific world, socio-cultural, or other purposes described.

The generic structure of explanation text consists of general statement, sequenced of explanation and closing . The general statement is about explaining about events that will be discussed in general. The second step is sequenced of explanation. It contains an explanation that explains more about the process of the event, and it can

be more than one paragraph. The last part of generic structure of explanation text is closing. Closing contains the last explain of the sequenced of explanation.

Beside generic structure, in writing explanation text, the writer is also concerned to write language features. According to Desitawardhani (2014: 37), in writing a explanation text, the grammar in the text must be considered, and as a matter of fact, language features of explanation text are simple present tense, passive voice, and action verb.

However, based on the result of an informal interview that the researcher did on March 1, 2019 with an English teacher at SMAN 1 Singingi Hilir, Kuantan Singingi, Riau namely Mrs. Suhartini, it was found that most of the second grade students at SMAN 1 Singingi Hilir, Kuantan Singingi, Riau were still less competent in writing explanation texts. It revealed that they were difficult to express and develop their ideas in written form and they had less vocabulary. In addition, they did not understand the use of grammar and mechanics.

Based on the fact above, the researcher was interested in conducting a research entitled: “ An Analysis of the Second Grade Students’ Problem in Writing Explanation Text at SMAN 1 Singingi Hilir, Kuantan Singingi, Riau”.

## **1.2 The Identification of the Problems**

Explanation texts are texts that describe processes related to the formation of phenomena or nature, social, cultural, or scientific. The purpose of explanation text is to explain the processes that occur in the formation of something related to natural, social, scientific, cultural, and other phenomena that aim to explain how or why it can happen.

The generic structure of the explanation text consists of a general statement, the sequenced of explanation and closing. The general statement is about the general explanation of the phenomena to be discussed, and it can be in the form of introduction to the phenomenon or explanation. The sequenced of explanation contains an explanation of the process of why this phenomenon can occur or be created. For example " How Earthquakes Happen?" and in part a sequenced of explanation will give an explanation of 'why' and 'how' the event can occur. The sequenced of explanation can consist of more than one paragraph and closing contains the final step described in the sequenced of explanation section.

As for the characteristics of the explanation text, an explanation text is usually about things related to the 'why' and 'how' questions about an event. Then because what is discussed is about a phenomenon, the focus of the material is not on the object or the person, but on the process of events that occur in the person or object. Furthermore the language feature of explanation text is usually used in the present present tense, passive voice, action verbs and focus on generic, non-human participants, or objects. This text uses simple present tense because this text explains facts. The second language feature is the action verbs. Action verbs are verbs used to describe the action that takes place. Explanation text also uses passive voice because it aims to emphasize the focus on the events / activities that take place and not the subject.

For some students, they still experience difficulties in writing because they still do not understand the concepts of explanation text, they still had less vocabulary in English, the use of grammar, transitions and mechanics and they are

still having difficulty developing ideas based on the text topics that have been given by their English teacher.

### **1.3 The Limitation of the Problems**

Because of the broad scope of this research as already discussed in problem identification, researcher restricted her research. She limited her study on an analysis of the students' problem in writing explanation text in terms of content, language features, vocabulary, and mechanic.

### **1.4 The Formulation of the Problems**

The researcher formulated the problem of the research as follows: "What is the second grade students' problem in writing an explanation text at SMAN 1 Singingi Hilir, Kuantan Singingi, Riau?"

### **1.5 Research Questions**

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

- 1) Do the students have problem in writing the general statement of explanation text?
- 2) Do the students have problem in writing the sequenced explanation of explanation text?
- 3) Do the students have problem in writing the closing of explanation text?
- 4) Do the students have problem to using vocabulary in writing explanation text?
- 5) Do the students have problem in using language features in writing explanation text?

- 6) Do the students have problem to use the correct mechanics in writing explanation text?

### **1.6 The Purposes of the Research**

The main purpose of this research was to describe the second grade students' problem in writing an explanation text. The specific purposes were as follows;

- 1) To find out the students' problem in writing the general statement of explanation text?
- 2) To find out the students' problem in writing the sequenced explanation of explanation text?
- 3) To find out the students' problem in writing the closing of explanation text?
- 4) To find out the students' problem to use vocabulary of explanation text?
- 5) To find out the students' problem to use the correct form of language features of explanation text?
- 6) To find out the students' problem to use the correct mechanics of explanation text?

### **1.7 The Significance of the Research**

The findings of this research are expected to give scientific contribution to English teacher and students of SMAN 1 Singingi Hilir, Kuantan Singingi, Riau. For the teacher, the findings of this research gave information about students' problem in writing an explanation text. With this information, the teacher can take action to solve the problems in teaching writing an explanation text. For the students, they would also get information about their own problems in writing

explanation texts. So, they would be able to improve their skill in writing explanation text.

### **1.8 The 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 that is required by the students to write explanation text
- 2) Writing is a skill to express ideas and knowledge in written form.
- 3) Explanation text is a kind of text that explain the process of forming social, cultural, natural, or scientific phenomena.
- 4) Generic structure is the structure which builds the entire explanation text namely general statement, a sequenced explanation, and closing.
- 5) The general statement serves to provide a general explanation of the event that would be discussed.
- 6) Sequenced of explanation serves to provide an explanation of why and how an event can occur.
- 7) The closing section can contain additional information or author's opinion on the topic discussed.