

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses 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 study, the significance of the study, and the definition of the key terms.

1.1 The Background of the Problem

English is one of the subjects that should be learned by the students at schools and also one of languages that belong to final examination. English is an international language mostly used by people in the world to communicate each other. English becomes the subject at senior high school up to university level in Indonesia.

There are four skills in English, they are listening, speaking, reading, and writing skills. Writing is one of skills that should be mastered by students. By mastering it, the students will be able to share their ideas through text. And writing is not only a skill for future success, but also a measure of the progress of learning a language. Writing has a role of delivering the message in communication between the writers and the readers. In writing, someone has to know to express his or her experience, ideas, feeling, and thought to the readers.

According to Brown (2000 :337), writing is transaction with words where you free yourself from what you presently think, feel, and understand. Writing is a very complex process involving the ability to communicate in a foreign language

(English) and the ability to construct a text that expresses the writer's ideas effectively (Heasley and Lyon, 2006:9).

The second year students of senior high school learn some kinds of text. They are report text, narrative text, analytical exposition text and spoof. Analytical exposition text is different from other texts. This text opens our mind to take part in social lives. An analytical exposition text is a piece of text which presents one side of argument and it is a text that makes students think more deeply about something they want to write. Its social function is to persuade the reader that the idea is an important matter.

In writing analytical exposition text the students must pay more attention to the generic structures and the language features of analytical exposition text. Generic structures and language features are important things to guide the students in composing a good analytical exposition text.

There are several previous studies that examined the students' ability to write the text. Rambe (2019) found that the students' ability in writing descriptive text through picture was very good; he said that pictures can improve students writing descriptive text because pictures can help students reflect and evaluate their knowledge and concept about the pictured object as the object itself. Another study was done by Kurniati (2015), she stated that after reviewing theories about teaching writing by using picture, especially writing recount text, she could see that students were more interested in writing if they had clue such as picture as a visual aid. It made them easier in organizing paragraphs for their writing. So, she was interested in conducting research to know the effectiveness of using pictures.

Based on a previous study by Yudianto (2016) it was found that team word webbing technique is effective in supporting his research about analytical exposition text. And Richia (2017) found in her research that the second grade students' ability in writing analytical exposition text at SMAN 1 Padang Sago was low. It was indicated by the fact that there were 36 students (70.6%) who had low ability and 15 students (29.4%) who had high ability. This study did not apply a picture as a reference for students.

In fact, based on informal interview on 20 February 2022 with some students and one of English teachers in class XI SMA N 1 Kecamatan Mungka, it was found that some students had problems in writing analytical exposition text, especially in writing generic structure of analytical exposition text. They also have many problems in using language features. This fact inspires the researcher to know their ability in writing an analytical exposition text when they are provided with a picture.

Based on the background above, the researcher was interested in doing research on the second grade students' ability in writing analytical exposition text based on a picture at SMA N 1 Kecamatan Mungka.

1.2 The Identification of the Problem

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 learn by eleventh grades, they are: recount, narrative, analytical exposition, news item and descriptive. Those texts have different social functions, language features and generic

structures. Many problems relate to students' writing skill. In this research the writer focused on analytical exposition text.

An analytical exposition text is the text that tells about an issue supported by some arguments. There are two aspects that should be considered in writing an analytical exposition text; they are generic structure and using language features. The generic structure of this text consists of thesis, argument, and reiteration or conclusion. The thesis contains the writer's statement about certain a problem, argument contains the description of fact to support their statement in the thesis, and reiteration contains conclusion related to the topic.

According to Garot & Wignel in Garintama (2018), analytical exposition text has five characteristics of language feature. First is the use of emotive words. The second one is the use of simple present tense. The third one is the use of relational process, the fourth is internal conjunction, and the last is causal conjunction.

Noticeably, not all students yet had ability in writing analytical exposition text. Some students had difficulties in writing because they had less vocabulary, less understanding in writing rules such as the use of grammar, transition and vocabulary. And in this research the researcher used a picture to help students generate ideas in order to write an analytical exposition text.

Picture is one of the media that can be used by the teacher in teaching writing ability. By using picture, students can focused on special context, structure and language form. According to Brown (2004:151), picture is one of media in teaching English, picture can be good stimulus of speaking, but the picture must be based on the student's ability. It means that using picture made the students

easier to remember or recall the vocabulary they need to write. According to Finnocharia in Rahmatunnisa (2017) pictures are divided into three kinds as follows, they are: pictures of person and single object, pictures of people engaged in activities presenting the relationship between individual's objects, and a series of six to ten pictures mounted on one charts of count noun (as piece as furniture) or mass noun (as food) or of support of work activities.

1.3 The Limitation of the Problem

Based on the explanation above, the researcher limited her research to students' ability to write an analytical exposition text based on a picture at SMA N 1 Kecamatan Mungka. The research dealt with writing generic structures and language features of analytical exposition text. It does not deal with the use of mechanics. Furthermore, the researcher used the picture of social phenomenon, such as corruption in this country and juvenile delinquency (smoking and drugs). They belong to the pictures of a person, objects, and people engaged in activity.

1.4 The Formulation of the Problem

Dealing with limitation above, the researcher formulated the problem of research as follows: "How is the second grade students' ability in writing an analytical exposition text based on a picture at SMA N 1 Kecamatan Mungka?"

1.5 Research Questions

In line with the formulation of the problem above, the researcher proposed some research questions to be answered as follows:

1. How is the second grade students' ability to write the thesis of an analytical exposition text based on a picture at SMA N I Kecamatan Mungka?
2. How is the second grade students' ability to write the arguments of an analytical exposition text based on a picture at SMA N I Kecamatan Mungka?
3. How is the second grade students' ability to write the reiteration of an analytical exposition text based on a picture at SMA N I Kecamatan Mungka?
4. How is the second grade students' ability to apply the language features of an analytical exposition text based on a picture at SMA N 1 Kecamatan Mungka?

1.6 The Purposes of the Research

The general purpose of this research was to describe the second grade students' ability in writing an analytical exposition text based on a picture at SMA N 1 Kecamatan Mungka. To be more specific, this study aims to find out:

1. The second grade students' ability to write the thesis of an analytical exposition text based on a picture at SMA N I Kecamatan Mungka?
2. The second grade students' ability to write the arguments of an analytical exposition text based on a picture at SMA N 1 Kecamatan Mungka?
3. The second grade students' ability to write the reiteration of an analytical exposition text based on a picture at SMA N 1 Kecamatan. Mungka?

4. The second grade students' ability to apply the language features of an analytical exposition text based on a picture at SMA N 1 Kecamatan Mungka?

1.7 Significance of the Research

The researcher hopes that this study was useful practically for teachers, students and further researchers. For English teachers, it gave information about the students' ability in writing analytical exposition text, and it can be considered as input for them to find out the better way of teaching their students to write an analytical exposition text

For students, hopefully, they knew their own ability in writing analytical exposition text, so this study can be useful to improve their writing ability, so they can develop their achievement in writing analytical exposition too. The results of this study also inspired some of the future researchers to do further research related to the problem and improve the students' ability to write an analytical texts based on a picture.

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. Students' writing ability is student's capability in writing an analytical exposition text, shown by their scores of writing.
2. Analytical exposition text is a text that elaborates the writer's idea about a current issue.
3. Thesis statement is a general statement that introduces the topic.

4. Arguments are ideas or opinions that are used to support the writer's position.
5. Reiteration is conclusion of writers' position.
6. Picture is a medium that the students will refer to when they write an analytical exposition text. In this research, the researcher will use the picture of social phenomenon, such as corruption in this country, juvenile delinquency (smoking and drugs).