

CHAPTER I

INTRODUCTION

This chapter discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research question, the purposes of the research, the significance of the research, and the definitions of key terms. The explanation of each part can be seen as follows.

1.1 The Background of the Problem

English is an international language, according to Friedrich & Matsuda, (2011) Kumaravadivelu,(2012) McKay, (2002) English as an international language (EIL), refers to a function that the English language performs in international, multilingual contexts in which users from different linguistic and cultural backgrounds communicate through different varieties of English. It has been used as a means of communication around the globe. It is used by nations around the world for different purposes, for example, business, technology and science, international relations.

In order to master English, language skills such as listening, speaking, reading, and writing should be learned by students. Among the four language skills, writing can be the most difficult skill. Jones G.R (1998), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas are arranged some often on the correction of mechanical and grammatical errors.

In general, students in Indonesia still have problem in writing. This is supported by one of the journal written by Hardiyana(2017) The result shows that a number of

things contribute to their problems. The first is students' limited understanding of the process of an event's occurrence, such as a natural, social, disaster, or culture. The second factor is that students do not put the instructions into practice. The third factor is the students' comprehension of the various parts of the text.

MAN is an Islamic school have the same level with an ordinary senior high school. In learning to write in English at MAN, the students learn about several kinds of text, there are hortatory exposition, descriptive text, narrative text, analytical exposition and the last one is explanation text. According to Aritonang (2018), Explanation text is a type of texts that provides an explanation of why something happened and how a phenomenon occurred. Explanation text focuses on three part of generic structure, general statement, explanation, and closing. It is supported by Wahidi (2009) who divides that the generic structure of explanation text into three parts:

- General statement, stating the phenomenon issues which are to be explain and introduces or identifies the natural phenomena.
- Explanation, stating a series of happening, actions causes or processes that explain why or how something can happens.
- Closing , concluding statement that can tie up the explanation briefly.

After generic structure, explanation text also focuses on language features. According to Wahidi (2009), the language features of explanation text :

- Use time connection
- Use action verbs, likes , go, and see.
- Use logical sequence

- Use conjunction, for example, and, how, not, or and yet.

Writing an explanation text makes it tough for students to figure out what the point is both the beginning and the end. At MAN 3 Padang, explanation text is one of material that students learn at grade two. In fact, writing explanation text is help to practice students' writing skill.

By writing an explanation text, students are forced to think and develop their topic. Writing a explanation text also makes students think in detail about something can happen, connect each sentence, and create their argument/thesis sentences. As long as the teacher can see the writing skill of the students is still quite low. It is suppose by the result of the exercise, midterm, and test of the students of MAN 3 Padang. The students feel difficult to find the topics, to develop ideas into paragraphs, have lack of interest in reading and writing, and do not understand the structure of the explanation text.

Therefore, the explanation text produced by students has not reached the criteria of minimum, this shows that students' students' writing skill is still low. Students' knowledge about writing is very low because they have a lack of writing models, and they do not have any clues to write. Based on the result of an informal interview that the researcher did on February 11, 2022 with an English teacher at MAN 3 Padang namely Yuli Eka Putri, it was found they were difficult to organize ideas. It made the students feel bored, and they are not interested in learning. Based on the description above, the researcher would like to know the students' ability in writing a text, especially for grade 2 of exact science students of MAN 3 Padang.

1.2 The Identification of the Problem

Based on the background of the problem and the result of an informal interview above, there are some problems that might occur in clasifies students' ability in writing an explanation text. The first is choosing the topic. Students have a lack of ideas and do not know how to express their information and feelings well in writing a text, it can be concluded that students cannot develop their ideas into interesting content which have good and complete information.

The second is the organization. In organizing sentences in writing, it is difficult for students to develop their ideas also arrange sentences in paragraphs that must be continuous and composing one sentence and another which must be smooth. Other difficulties that were found like repeating keywords, using consistent pronouns, using transition signals to connect ideas, and organize ideas in logical order.

The third is choosing appropriate vocabulary. Students are required to be able to sort out the appropriate words that according to the sentences being developed. Students need broad insight in the introduction of words either new or they have learned. Some students have difficulty in vocabulary selection due to the limitations of the vocabulary and lack of the number of vocabulary to learn and memorize.

The fourth is writing with the correct grammar. Students do not understand grammar properly in conveying ideas. The discussion of grammar issues will cover the types of error tenses especially for the students who do not repeat the grammar learning that has been taught.

The last is putting the correct mechanics. In writing paragraphs, there are still some students who wrote with inappropriate symbols, capitalization, and spelling.

1.3 The Limitation of the Problem

There are several text that the second grade learn in this semester. There are analytical exposition, hortatory exposition, narrative text, descriptive text and explanation text. Concerning with the identification of the problem above, the researcher limited this research in students' ability in writing an explanation text. focused on clasifying the students' ability to write a text about natural phenomena, specifically to write general statement, explanation, closing, appropriate vocabulary, the accuracy of using correct grammar use of sentences according to the time of occurrence, and the accuracy of using mechanics.

1.4 The Formulation of the Problem

After focusing on the research problem, the researcher formulates the research problem: How is the second grade of science students' ability in writing an explanation text at MAN 3 Padang ?

1.5 Research Questions

In accordance with the formulation of the problem above, the researcher formulates the research questions as follows:

1. How is the second grade of science students' ability to write general statement in writing an explanation text at the MAN 3 Padang?
2. How is the second grade of science students' ability to write an explanation in writing an explanation text at the MAN 3 Padang ?

3. How is the second grade of science students' ability to write closing in writing an explanation text at the MAN 3 Padang ?
4. How is the second grade of science students' ability to use appropriate vocabulary in writing an explanation text at the MAN 3 Padang ?
5. How is the second grade of science students' ability to use correct grammar in writing an explanation text at the MAN 3 Padang ?
6. How is the second grade of science students' ability to use correct mechanics in writing an an explanation text at the MAN 3 Padang ?

1.6 The Purposes of the Research

The purpose of this research is to find out how is the second grade of science students' ability in writing an explanation text at MAN 3 Padang, Specifically, this research is to describe the following:

- 1) The second grade of science students' ability to write general statement in writing an an explanation text at the MAN 3 Padang ?
- 2) The second grade of science students' ability to write an explanation in writing an explanation text at the MAN 3 Padang ?
- 3) The second grade of science students' ability to write closing in writing an explanation text at the MAN 3 Padang ?
- 4) The second grade of science students' ability to use appropriate vocabulary in writing an explanation text at the MAN 3 Padang ?
- 5) The second grade of science students' ability to use correct grammar in writing an explanation text at the MAN 3 Padang ?

- 6) The second grade of science students' ability to use correct mechanics in writing an explanation text at the MAN 3 Padang ?

1.7 The Significance of the Research

The researcher want this research could give a contribution to the teachers, students and the researcher. For the teachers, the researcher hopes this research can be input about their students' ability in writing explanation text and improve it. For the students, the researcher hopes this research could make them know their abilities and enriches them about information of writing explanation text. For the researcher this research can improve her knowledge about research writing skill ability and it can be use as source of information to another researcher.

1.8 The Definition of Key Terms

To avoid misunderstanding about the key terms used in this research, the following are the definition of the key terms:

1. Writing is one way of presenting a language in visual form. It is to express ideas, experiences, and feeling into written form.
2. Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena.
3. Generic structure is the way element of a text are arranged to match its purpose.
4. General statement is stating phenomenon issues which are to be explained
5. Explanation is a series of steps which explain the pnenomena
6. Closing is this concluding statement that can tie up the explanation briefly.
7. Language features is a linguistic element contained in a text.