CHAPTER I

INTRODUCTION

This chapter describes an introduction to the study. It consists of seven sections: background of the study, research questions, aims of the study, the scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

1.1 Background of the Study

English is one of subject that must be taught in Senior High School. It is the subject that required fluency in four skills: listening, speaking, reading, and writing. Based on the observation and discussion conducted during PPL program in a senior high school in Bandung, writing is considered as the most challenging skill. The students considered that writing is difficult because they need to take several things into account such as the topic, the vocabularies, the grammatical structure, and the sequence in developing ideas.

From the students' statement above, it is necessary for the teacher to give more guidance in writing. However, more analysis is necessary to be conducted to know students' real competence and difficulties in writing. In Indonesia, writing is taught by focusing on a specific genre. Therefore, genre analysis will be employed in the study. As stated by Imtihani (2010), the genre analysis will constantly involved the linguistic social context in the forms of field, tenor, mode, schematic structure and its realization in the text. One of the frameworks that can cover the analysis is SFL framework. So, in this study, SFL framework will be used to reveal students' ability and difficulties in writing.

One of the genres that should be taught in senior high school is Hortatory Exposition text. Even though the students are expected to have sufficient ability in writing this genre, the students are unfamiliar with this text. It is relatively new for the students compared to other types of texts such as Narrative Text or Descriptive

Text that has been taught in junior high school. Instead of that, this text is more difficult to comprehend than narrative text because the text contains

density of technical vocabulary, heavy load of unfamiliar, complex and difficult ideas and concepts in logical connections (Britton & Black, 1985; Mc Neil, 1984; Muth, 1987 as cited in Setiadi & Piyakun, 2012). Therefore, the researcher interested to conduct a study which analyzes students' ability and difficulties in writing Hortatory Exposition text. As stated by Lee & Tajino (2008), understanding students' difficulties is claimed as a necessary condition to be an ideal L2 teacher. By knowing students' ability and difficulties, it is expected that appropriate guidance and feedback can be given to the students for improving their writing, particularly in writing Hortatory Exposition text. It is crucial for the students to be able to write this genre because it is a part of argumentative text which usually appears in scientific books, journals, articles, and academic report which may influence students' achievement in their academic aspect.

Because of those reasons, it is necessary to identify students' ability and difficulties in writing Hortatory Exposition. However, the study related to students' ability and difficulties in specific type of text is still limited in Indonesian context. Therefore, this research is intended to find out students' ability and difficulties in writing, especially in Hortatory Exposition text.

Students' writing can be the source to figure out students' ability and difficulties in writing Hortatory Exposition because writing is the common medium to test the knowledge including the knowledge of language itself (Saville and Troike, 2006). So, the text written by the students can be used as the data in this study.

1.2   Research Questions

In this study, the research questions are formulated into two as below.

a.   What is the eleventh graders' level of ability in writing Hortatory Exposition text?

b.   What are the difficulties encountered by eleventh graders in writing Hortatory Exposition text?

1.3   Aims of the Study

Based on the research questions, the aims of the study are as below.

a.   To identify the eleventh graders' level of ability in writing Hortatory Exposition text.

b.   To find out the eleventh graders' difficulties in writing Hortatory Exposition text.

1.4   The Scope of the Study

This study concerns with the students' ability and difficulties in writing Hortatory Exposition text. In this study, the text written by the students is used to figure out the meaning choices that made by the students and the function they may serve (Iddings & Oliveira, 2011). The language as a resource for meaning is the principle of SFL. Therefore, the SFL framework will be used as the basis of this study. The analysis involves the process of examining the structures, the linguistic features, transitivity and theme system of the text written by the students.

1.5   Significance of the Study

This study is expected to give contribution in academic field, both for theoretical and practical viewpoint. Theoretically, the outcomes of the research are expected to enrich the literature reference about the analysis of students' Hortatory Exposition text specifically in EFL context. Practically, the result of the research can be beneficial for both the students and the teachers. Students can be more aware of their ability and be careful not to make the same mistake. Teachers can develop appropriate learning strategies, adjusted to students' ability and capable to overcome the students' difficulties in writing Hortatory Exposition text.

1.6   Clarification of Terms

This section presents the technical terms related to this research to avoid the ambiguity, misunderstanding, and misinterpretation toward the concept presented. Those are:

1.6.1   Students' ability

In this study, students' ability refers to the writing ability to organize and translate the idea of the writer to be a readable text (Richards and Renandya, 2002 as cited in Fatemi, 2008). To achieve this, the writer should be able to write a text with relevant content, systematic organization and the appropriate use of language (Djiwandono, 2008, p. 121). This ability of the students was examined by analyzing the texts written by the students.

1.6.2. Students' difficulties

Writing involves a complex rhetorical and linguistic capability which requires the attention and concentration of the writer (Farooq et al, 2012). In this study, the students' difficulties refer to the problem faced by the students in writing Hortatory Exposition with the appropriate structure and linguistic features. The difficulties found by the students in elaborating the idea to create a coherence text are also analyzed in this study.

1.6.3. Hortatory exposition text

In this study, Hortatory Exposition text refers to the Hortatory Exposition text written by the eleventh graders of a senior high school in Bandung. The texts are used as the data in this study to analyze students' ability and difficulties in writing Hortatory Exposition text in terms of schematic structure, linguistic features, transitivity, and theme system.

1.7.   Organization of paper.

This paper is organized by using a standardized pattern as follows:

Chapter I: Introduction

This section provides an introduction which discusses background of the study, research questions, aims of the study, the scope of the study, significance of the study, clarification of terms and organization of paper.

Chapter II: Theoretical Foundation

This chapter provides theoretical frameworks, which is served as a basis for investigating the research problem. It includes the theory of writing, Hortatory Exposition text, SFL, transitivity, theme system, students' difficulties, students' ability and previous research related to the study.

Chapter III: Research Methodology

This chapter describes the procedures and stages in conducting the research. It consists of formulation of problems, research design, research site, participants, data collection, data analysis, reliability and validity of the research.

Chapter IV: Findings and Discussion

This chapter describes the data of the research. It includes collecting, analyzing, interpreting and discussing the data to get the result or finding.

Chapter V: Conclusion and Suggestion

This chapter presents the conclusion of the research based on the analysis that has been done in chapter four. It includes the result, process and data interpretation. It also includes the suggestion for teachers and further researchers.

1.8   Concluding remarks

This chapter has introduced the study in general. The upbringing topic and the problem that become the research background have been described. The purpose and significance of the study in the academic field have been proposed along with the research question, scope of study and some clarification of related terms. The next chapter will mainly discuss the literature frameworks that endorsed the study.