

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has four core components: speaking, writing, listening, and reading. These fundamental language skills are grouped into two categories receptive and productive skills. Listening and reading fall under receptive skills, while speaking and writing are classified as productive skills. Among these, writing is one of the essential skills that learners need to master (Julio Saputra et al., 2020).

Several scholars have described writing as a form of thinking that is tailored to specific audiences and situations. In the context of English language teaching in schools, writing is regarded as a fundamental skill that students are expected to master. This process involves the use of extensive vocabulary to construct coherent paragraphs (Kusumaningsih et al., 2013). Students begin to develop their ability to communicate in written form as they engage with others during their schooling. According to Adawiah (2021), writing remains an essential component of education because it facilitates clearer thinking. As a powerful learning tool, writing plays a significant role in the learning process. Thus, beyond expressing ideas, aspects such as language structure, methods, and organization also need to be carefully considered.

High school students are introduced to a variety of text types, including exposition, description, narration, and persuasion. Exposition texts are further categorized into two types: hortatory exposition and analytical exposition.

Hortatory exposition aims to recommend a particular action to the reader, whereas analytical exposition seeks to persuade the reader to accept the writer's point of view. This study focuses specifically on analytical exposition texts. According to Sudarwati (2007), an analytical exposition text is designed to convince the reader that a particular issue or problem exists. Analytical exposition texts aim to convey information clearly and logically, with an emphasis on arguments supported by relevant evidence and reasons. In this context, the ability to write analytical exposition texts not only tests mastery of grammar, but also critical thinking skills, analytical skills, and the ability to construct coherent arguments.

However, although the importance of writing analytical exposition texts has been realized, there are still many students who experience difficulties in writing this type of text. Various factors can influence the way students perceive and experience learning to write analytical exposition texts. (Nurlatifah & Yusuf, 2022) concluded that Indonesian EFL students face three main problems in writing: cognitive, linguistic, and psychological problems. Regarding psychological problems, they are also confused to start writing and lazy in writing texts and sharing ideas in English because they do not know what to write. Students lack interest in writing because writing activities are not their interest, which means they are not motivated to write English texts. English texts. (Elfa, 2020) mentioned that the students have low competence in writing analytical exposition texts. They have unsatisfactory performance in writing thesis, argument, repetition, language features, vocabulary, and mechanics, whereas in fact, all these aspects must be well mastered by students to create meaningful and quality

analytical exposition texts. Therefore, the students have difficulties in writing analytical exposition texts of analytical exposition.

In this case, the researcher is interested in students' perceptions on learning to write analytical exposition text with a paper entitled "Students' Perceptions on Learning Writing Analytical Exposition Text" (Case Study in class XI SMK Negeri 2 Tanjungpinang). Therefore, based on observation and interview with an English teacher at the school, many students who show difficulties in learning analytical exposition text, especially when arguing and giving their opinions when writing analytical exposition text. By knowing the perspective analyzed by this researcher, it can help English teachers on how to teach Analytical Exposition Text. Because Analytical Exposition Text is one of the materials given to 11th grade vocational students. The researcher found that many of them were confused in learning Analytical Exposition Text when making sentences. One of the indicators that students have difficulty in applying Analytical Exposition Text is that most of them are confused in placing the right arguments and opinions. This is a homework for teachers to explain more about Analytical Exposition Text because it is very necessary.

1.2 Identification of the Problem

From the identified problems based on the above background, the issues are as follows:

1. Limited research on students' perceptions on learning writing analytical exposition text in vocational schools in Tanjungpinang.

2. Lack of confidence and participation in writing classes especially writing analytical exposition text.

1.3 Research Question

1. What are students' perceptions of learning to write Analytical Exposition Text at SMK Negeri 2 Tanjungpinang?
2. How do students perceive the challenges and solution in writing Analytical Exposition Text at SMK Negeri 2 Tanjungpinang?

1.4 Objective of the Study

Through the research question above, the research objective of this could be formulated as follows:

1. To explore students' perceptions in learning to write analytical exposition text.
2. To perceive the challenges and solutions in writing Analytical Exposition text.

1.5 Limitation of The Problem

In this study, the researcher limited to discuss students' perceptions on learning to writing Analytical Exposition Text in first semester of Eleventh Grade SMKN 2 Tanjungpinang.

1.6 The Significance of The Study

The researcher expected that the successful attainment of the research objectives would lead to valuable outcomes, offering benefits not only in practical terms but also in enriching theoretical insights.

1. Theoretical Benefit

This research can be used as a reference to develop further by other researchers regarding students' perceptions in learning to write Analytical Exposition Text.

2. Practical Benefits

a. For Students

The results of this research can be used as a reflection to improve confidence in writing. If students know that teachers understand their difficulties and provide appropriate support, this can increase their confidence in writing. When students feel more competent in writing analytical exposition texts, they will be more motivated to do better in the task.

b. For Teacher

By knowing students' perceptions of learning to write analytical exposition texts, teachers can better understand students' challenges, difficulties and expectations in the learning process. This allows teachers to adjust teaching approaches and methods to be more relevant to students' needs, improving learning effectiveness.

c. Other Researcher

For other researchers, this research as very useful to provide useful insights in improving the effectiveness of teaching analytical exposition text writing, which in turn will improve students' writing skills and support their academic achievement.

1.7 Definition of Key Terms

The researcher intends to provide definitions of key terms related to the topic in order to clarify their meanings and ensure a better understanding of the research focus.

1.7.1 Perceptions

Perception is the way a person sees, understands and judges something based on what they feel, experience and think. Everyone can have different perceptions because they are influenced by their own experiences, backgrounds and ways of thinking.

1.7.2 Writing

Writing is a way of conveying one's ideas, thoughts, or feelings through writing. In writing, a person arranges words so that they can be understood by others, usually with the aim of informing, explaining something, convincing the reader, or simply sharing a story.

1.7.3 Analytical Exposition Text

Analytical exposition is a type of text used to convey the author's opinion or view on a topic, accompanied by supporting reasons or

arguments. The aim is to convince the reader that the topic is important or worthy of attention.

