

CHAPTER I

INTRODUCTION

1.1 Background of The Study

In English there are 4 skills that must be mastered, namely reading, writing, listening and speaking. Writing is an crucial language skill that must be mastered by everyone who wants to create a work by writing. In writing the writer should be concern about the vocabulary, the grammar and correlation between a sentence to another sentences. By writing people can express their idea and also their creativity to create a good writing that can be accept to the reader.

Not only to be concern about the vocabulary, the grammar and the correlation, but also the writer should be able to make the reader more interest about what the writer's write. Writer can inviting readers' enthusiasm by create a very interesting title or idea, because the main point before we create a writing, we have to make a good main idea first. The writer should also focus on whom their writing to be read. Those are the reasons why writing include in productive skill, which requires students' ability in producing a language to communicate.

As the importance of writing is stipulated in Standard Competence for senior high school, the students should be able to produce a well written form into various ways, such as descriptive text, news items text, discussion text, procedure text, analytical text and hortatory exposition text. Hortatory exposition text is one of the text types which is learnt by second year students of SMAN 6Pekanbaru.

Based on the preliminary observation, which the researcher did on 15 November 2017, to the English teacher of SMAN 6 Pekanbaru and also asked some of the students of SMAN 6.. Some students had been confused about what they had wanted to write and they had been too reluctant for forcing their mind to think hard. Some students cannot developing a great idea to redevelop into a text that can provoke readers' interest in reading. In another side, the researcher had found that there weretwo problems in teaching writing at school.

First, students' problems were lack of vocabulary, the students were reluctant to open their dictionary to find out the correct spelling of a word, the correct or incorrect grammar, and also the meaning of a word. After that, they have problem to express about what they want to write. The problems above make the students produce a very short writing. From the problems above also that makes the students do not dare to pull out interesting ideas to create a perfect text. The second, teachers' problem in applying the strategy at the school already good, but in this

research the researcher supports the teacher to apply another strategy in teaching writing hortatory exposition.

However most of students could not produce a good writing product, as the result of sharing and interviewing English teacher at the school, especially the students have had problem in writing hortatory exposition text. It could be seen from the result of the students' daily test by the teacher. The result has showed almost fifty percent students could not pass the passing grade which is 78.

Based on the phenomena above, the teacher has a responsibility to improve the students writing in hortatory exposition text. The teacher should know what the students' needs and use an appropriate strategy to improve their writing skill. In another side, the teacher should selective to choose an appropriate strategy. In conclusion, the researcher is interested in conducting a research entitle **A Study on Student's Ability in Writing Hortatory Exposition Text of The Eleventh Grade at SMAN 6 Pekanbaru**

1.2 Setting of the Problems

Based on the observation at SMAN 6Pekanbaruthere are some problems that find in students' writing ability. First, they have problem to explore the ideas. Second, they have problem to express about what they want to write. Third, they have problem in vocabulary, grammar,

punctuation etc. Fourth, they have problem to develop sentence. Fifth, they have problem to organize the sentence. Sixth, the problem is coming from the teacher who has appropriate strategy or use the same strategy for all topic in teaching writing, without thinking what the students need.

1.3 Limitation of the Problems

There are six problems state in research. The researcher only focus on writing component such as; content, organization, language use, vocabulary and mechanic. Moreover, the researcher also focus on the students' problem in writing hortatory exposition text, such as organizing the generic structure and developing the ideas in writing hortatory exposition text.

1.4 Formulation of the Problems

How does the students' ability in writing Hortatory Exposition text of eleventh grade student at SMAN 6 Pekanbaru?

1.5 Objective of the Research

To figure out the students' ability in writing Hortatory Exposition text fo eleventh grade student at SMAN 6 Pekanbaru.

1.6 Need of the Research

The needs of the research are expected to give information to the following concerns:

- a. The teacher: the result of this research can be used as an overview of students' skill in writing hortatory exposition text and give contribution to the English teacher in writing hortatory exposition text.
- b. The students: to give contribution to the students about the way how to increase their ability in writing in hortatory exposition text.
- c. Other researcher: this research can be used as a reference to the next researcher who wants to conduct the same strategy in the future.

1.7 Definition of Key Terms

To avoid far ranging discussion, here the researcher gives the explanation of terms used in this study, they are:

- a. Writing: Writing is an activity which needs a process. Process to think, express and organize the idea into the information. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. In this research, writing is an activity to transfer the ideas and information.
- b. Hortatory exposition text: Sally and Sandra in Suryadi (2015:38) says that hortatory exposition text is a typical of paragraph that persuade the reader to

do something. In this research, hortatory exposition text is the text that gives the influence to the reader for doing action. Hortatory exposition is learnt in eleventh grade of SMA N 6 Pekanbaru.

1.8 Assumption of The Research

The researcher assumes that the students eleventh grade at SMAN 6 Pekanbaru are able to write Hortatory Exposition text well.

