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CHAPTER I INTRODUCTION

1.1 Background of the Problem

Writing is one of the language skills that English learners should master (Abdjul et al., 2023; Hasibuan et al., 2020; Setiani et al., 2023). Mastering writing skills is important for English because writing can enhance communication skills, improve capability, hone imagination level of students and bolster academic success (Rae, 2020). According to (Falihah et al., 2022; Mertosono, 2023), communication is the activity using a sign to show the sounds, syllables or words of language with different mechanisms such as capitalization, spelling, punctuation, word form and function. Besides, writing is a one of the skill that aims to develop, express and arrange ideas into statements and paragraphs that will be the information to the readers. Following to Urquhart and McIver cited in (Elfira et al., 2018), writing is a process by the writer to deliver their thoughts understandable to the readers. To sum up, writing is crucial skill in mastering English (Purba & Putri Aprilia Kinanti, 2022; Reski et al., 2021).

In other hand, (Mertosono, 2023) there are four steps that involve in writing; pre-writing, text writing, revising, and editing. Pre-writing means making a preparation before writing a text and the first thing that writer should have is ideas about the topic. The next step is text writing. In this step helps the writer broaden, clarify, modify plan and idea, and arrange the content of the

writing in a meaningful plot. Furthermore, revising is a process of re-arranging, adding or deleting paragraph, sentences or words; it is a key of an effective text. In this step, the writer also revises the text after writing it. The last step, editing, is an important part of the writing process. The writer will improve the text by revising any existing errors and making the sentences clear and effective. Editing process involves adding, deleting, and re-arranging words to avoid clutter and to adjust the overall structure of the writing. Sudarkam.

Hairstone (1986) cited in (Amelya & Baa, 2022) claimed that using writing as a means of exploration. By helping us establish and recognize relationships, writing helps us process new ideas. Writing helps us organize our ideas and thoughts into a comprehensible shape and helps us identify them. Additionally, writing might help us transition from being passive to active learners. Writing is a productive skill that requires intellect and emotion, and it must be practiced, according to Harmer (2005). The exercise may involve paraphrasing phrases or words from the ideas according to the writer's viewpoint, background, or experience. Writing helps us process knowledge that can be shared with others and helps us discover our ideas. According to the preceding definition, writing is more than just a language (Amelya & Baa, 2022)

Moreover, Rao in Yah (2010) explain writing in English as a second language has two advantages. In the first place, it helps students think critically, manage their ideas, and develop their summarization, analysis, and criticism skills. Second, it gives their learning process more vigor. It is evident that writing is critical to pupils' increased knowledge and success.

There are several types of texts that students in senior high school should master, namely narrative, recount, explanation, discussion, report, news report, Explanation, Hortatory Exposition, and Analytical Exposition. Texts have their own social functions, universal structures and linguistic features. Therefore, it is important for students to have a certain grasp of the text. One of them is analytical representation. Each of the text has its own communicative purpose. The aims of analytically elaborating a text is to demonstrate the reader's perception and move them to take immediate or future action (Richardson: 2007). Rustipa (2013:2) expresses the same idea. She explains that the purpose of an analytical expository text is to persuade the reader and to question the logical arguments, reasons, and connections of the statement. Therefore, the article should present sound reasoning to influence the reader.

To help students write analytic arguments effectively, they should master the linguistic features of the text. The main linguistic features are analytic representations; broad actors, various processes, present, passive, technical terms and cause and effect. In summary, analytical exposition texts are texts that report on necessary topics. The purpose of the text is to influence the reader by sharing a logical argument. Furthermore, the text has a specific general structure that distinguishes it from other texts. Martin as quoted in makes it clear that analyzing the presentation text presents what the author considers to be an important and well-stated thesis. There seems to be an important theme in the analysis presentation that concerns both the author and the reader (Elfa, 2020).

Analysis text is factual text that contains specific information. It includes the author's views and arguments on specific issues or phenomena. Nurlatifah & Yusuf (2022) pointed out that an analytical expository text is an argumentative text that requires the author to be creative when sharing his or her ideas. This article is intended to inform and convince the reader or listener that some issue exists. However, the exhibition text does not expect the reader to believe the author's arguments; it simply presents a view on a topic from different perspectives (Mertosono, 2023).

Ideally, the senior high school students should have the ability to master some English text because the teacher have been teach the text material since students in Junior high school. Mastering the English text is not a difficult thing because the teacher often used the practice to arrange the text based on the kinds of types and it's topic. Beside that, the students in senior high school are expected have lots of vocabulary and strategies to find out their own writing process, so that when make a text they are not confused to express their ideas.

In the fact, students have difficulty when learning English especially in producing the text. They feel confused about how to start writing a text because have no idea, lack of vocabulary and have no mastered the important rules in writing such as punctuatuin and also capitalization. Based on the teacher's statement, during the lesson, the learning process becomes passive.

Based on interviewed conducted by researcher with the teacher who teach English at the eleventh grade on Tuesday, February 6th, 2024 of SMAN 1 Abung Selatan, there are some text that teacher was given for students, one of them is

Analytical Exposition Text. And based on interviews conducted by researcher with students in the eleventh grade of SMAN 1 Abung Selatan which was conducted on January, 2024, Students found difficult in writing tasks, such as difficult to determine ideas critically, use grammar correctly and arrange the text perfectly.

In actuality, the students said that there are numerous issues with text writing based on their early investigation especially analytical exposition text. The problem that faced by students such as have no ideas, lack of vocabulary, can not use the right grammar based on the text's type, and also difficult in arranging the ideas into a complex text. They still have the difficulties when writing a text. Based on Bryne (1998) theory cited in (Amelya & Baa, 2022), there are three types of difficulties, namely; psychology difficulties, cognitive difficulties and linguistic difficulties. From the difficulties felt by students, they are feel quite confident in writing. After analyze tge students' difficulties from students, it can be conclude that most of students have difficulties in writing and categorize into linguistics and cognitive difficulties. So, in this research the researcher only focus on two difficulties in writing.

The research that concentrated on students' challenges in creating analytical exposition texts discovered several related prior studies. The first study, "An Analysis of students' writing difficulties Analytical Exposition text at XI grade of MA," was carried out by Rosmina et al in 2021. Huda Miftahul Sungai Luar. The study's findings indicated that the most common writing challenge faced by students writing analytical essays was their inability to

organize their thoughts into coherent, lengthy sentences. It indicates that there are physiology-related challenges.

The second research is conducted by (Nurjanah, 2018). The title of the research is “The Difficulties Of Senior High School Students In Writing Analytical Exposition Texts difficulties of XI IPA 2 student of SMA N 3 Bengkulu Tengah”. The researcher clarified that the interview and the analytical exposition writing test provided the research's data. A total of 52.78% of pupils struggle with using simple present tense and passive sentences. Subsequently, 44.50% of pupils are unable to accurately write the argument.

The third studies was gained by (Pramono, 2019) with the research title “Systemic Functional Linguistics-Based Analysis of Students’ Problems in Writing Exposition Text”. The results of the analysis identified several challenges encountered by students in writing exposition text including the use of impersonal pronoun to create more objective feeling and attitude toward the issue being discussed and the use of proper structure to show plurality.

Numerous prior studies have been conducted on the same subject. Although earlier studies on the subject shared certain parallels, the new research differs in some ways. The first research is just used questionnaire to get the data. Second, this research also has the differences with the second researcher. In her research, the research is concern in language feature. The last one is from the third researcher. There is the diffrences, the third research is concern in Systemic Functional Linguistics.

Based on the explanation above, the researcher is interest to carry out the research with the title “*An Analysis of Students’ Linguistics and Cognitive Difficulties in writing Analytical Exposition Text at The Eleventh Grade of SMAN 1 Abung Selatan Academic Year 2023/2024*”

1.2 Focus of the Problem

This research focus on the type and the most type of students’ difficulties in writing Analytical Exposition Text employed by students at the eleventh grade of SMAN 1 Abung Selatan Academic Year 2023/2024.

1.3 Formulation of the Problem

The formulation of the problem are:

1. What are the type of difficulties faced by students in writing analytical exposition text employed by students at the eleventh grade of SMAN 1 Abung Selatan Academic Year 2023/2024?
2. What are the most type of difficulties faced by students in writing analytical exposition text employed by students at the eleventh grade of SMAN 1 Abung Selatan Academic Year 2023/2024?

1.4 Objective of the Research

Based on the focus and formulation research above, the objective of this research is to describe what the type and the most type of difficulties faced by the students in writing Analytical Exposition Text students at the eleventh grade of SMAN 1 Abung Selatan Academic Year 2023/2024?

1.5 Usage of Research

1.5.1 Theoretically

The findings of this research are expected to contribute a few bolster to the educating of writing and complement the previous research on the same topic to enhance others' studies.

1.5.2 Practically

1. Teachers

The result of this research can used for teachers in preparing, designing, and developing the writing text material and methods related to the students needs. Teacher will know the needs of students in writing in a text especially in analytical exposition text material. In addition, the teacher can influence and motivate the students to improve their skill in writing.

2. Next researcher

The current research results can be an additional reference for the future researchers that conducting research in the same topic.