

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains the research background, which explains the research topic and the reasons the researcher is interested in the case discussed, the limitations of study, formulation of research questions, and significances of study.

### **1.1 Background of the Study**

Writing skills are universally acknowledged as a fundamental competency necessary for success in academic, professional, and personal domains. Proficient writing enables individuals to articulate their ideas clearly, engage in critical analysis, and communicate effectively across various contexts. In the academic field, strong writing skills are essential for producing essays, research papers, and other scholarly works that demonstrate a student's understanding and ability to synthesize information. Professionally, writing is a key skill required for drafting reports, creating proposals, and corresponding through emails, all of which are critical for career advancement and effective workplace communication. Furthermore, writing serves as a powerful tool for personal expression and reflection, aiding in the development of self-awareness and personal growth.

A good writing skill requires more than just focusing on the rules of grammar and structure in a piece of writing, but also requires the development of students' ability to think critically and express their ideas clearly and persuasively. One type of text that really requires critical thinking skills from its writers is analytical exposition text. Analytical exposition text is a type of argumentative text that contains the writer's views or opinions on a phenomenon that occurs around them.

From the explanation of analytical exposition, it can be seen that a writer's critical thinking skills in viewing a phenomenon are very much needed in writing this text.

In senior high school, analytical exposition text is one of the texts that study in second grade. The importance of analytical exposition text lies in its ability to convey information logically and systematically. It helps readers build knowledge, develop critical thinking skills, and make informed decisions. Effective expository writing is characterized by clarity, coherence, and organization, allowing readers to grasp the subject matter without ambiguity. Writers achieve this by employing a variety of strategies such as defining terms, providing examples, comparing and contrasting, and using cause-and-effect reasoning.

Looking at the purpose and importance of analytical exposition text, it becomes quite challenging for students to understand and master the skills in writing it. The difficulty in learning exposition text stems from its multifaceted nature. Unlike narrative or descriptive writing, which may rely more on creativity and personal expression, analytical exposition text demands a meticulous approach to presenting factual information, explaining concepts, and providing evidence to support arguments. This requires writers to navigate a labyrinth of rhetorical strategies, logical reasoning, and linguistic precision, all while maintaining clarity and coherence. According to Nurlatifah & Yusuf (2022, p.801) said that "Students confronted three primary issues while writing their analytical exposition: cognitive, linguistic, and psychological issues". The majority of students struggled to express their ideas because of a lack of vocabulary in English, had problems with the text's structure, capitalization, punctuation, and spelling, and had little understanding of the subject. Grammar and vocabulary are the two most challenging language skills

that students usually face. Psychologically, students often struggled to begin writing, and they were often disinterested, lazy, and confused about how to construct sentences. To sum up, high school students face a number of challenges when it comes to writing in English.

From informal observations conducted by researcher on September 12, 2024 by interviewing English teachers at SMA Negeri 15 Muaro Jambi who were participants in this study, several cases were found that made learning to write analytical exposition text quite difficult, including the lack of students' overall English skills due to the ineffectiveness of English learning when they were in junior high school, this deficiency also includes their mastery of vocabulary and grammar. In addition, the lack of critical thinking skills is also one of the problems in learning to write analytical exposition text, this makes it difficult for students to express their thoughts and arguments in the writing. The last problem in learning to write analytical exposition text is the lack of student literacy regarding information on a phenomenon that makes it difficult for them to develop their ideas or arguments in the text they write.

The problems in learning analytical exposition text requires teachers to have strategies in place when teaching exposition text to help students navigate the complexities of the genre, develop critical thinking skills, adapt to different audiences and contexts, acquire domain-specific knowledge, receive feedback, and prepare for academic and professional success. By employing effective teaching strategies, teachers can empower students to become confident and proficient expository writers.

Based on the description above, the researcher is interested in exploring what strategies are designed and implemented by teachers in learning analytical exposition texts in senior high school, so research will be carried out with the title “English Teaching Strategies for Writing Analytical Exposition Text: A Case of Second Grade Senior High School English Teachers”

## **1.2 Formulation of Research Question**

Looking at the description of the problem above, the research questions can be formulated as follows:

1. What strategies are used by English teachers in teaching writing analytical exposition texts in the second-grade senior high school?
2. How do English teachers implement their strategies in teaching writing analytical exposition texts?

## **1.3 Objectives of the Research**

Based on the formulation of the research questions above, it is known that the objectives of this research are as follows:

1. To describe what strategies are used by English teachers in teaching writing analytical exposition texts in second grade senior high school
2. To explore how these strategies are implemented in teaching writing analytical exposition texts in the second grade of senior high school.

## **1.4 Limitation of the Research**

The limitations of this research are the first, limited research location, this research was only conducted in one high school in Muaro Jambi, namely SMA

Negeri 15 Muaro Jambi. The second is, this research was limited to only second grade English teachers in high school. The third is, this research focuses on analyzing teachers' strategies in teaching writing analytical exposition texts in second grade senior high school. The last is, this research is also limited to knowing how teachers implement these strategies in teaching writing analytical exposition texts in second grade senior high school.

### **1.5 Significance of the Research**

a. To the reader

It is hoped that this research will provide readers with additional knowledge and information about strategies that can be used to improve skills in writing exposition texts in accordance with the research results obtained from the experience of second grade high school English teachers.

b. To the other teachers

It is hoped that other English teachers out there can use the results of this research as a reference for determining the right strategy for improving students' skills in writing exposition texts, apart from their own strategies which may be different or the same.

c. To the other researchers

The researcher hopes that the results of this research will be useful for other researchers as additional information and reference for them to create new research with a wider scope so that they can find new innovations related to exposition text writing skills.

## **1.6 Definition of Key Terms**

### **1.6.1 Teaching Strategy**

Teaching strategies refer to the methods, techniques, and procedures teachers use during teaching that are useful in helping to achieve learning objectives. “A teaching strategy is a plan, method, or series of activities designed for the following purposes to achieve certain learning goals. The teaching strategy is designed to achieve specific goals. This means from making a strategy is to achieve a goal” (Fernandez et al., 2022, p.133).

Mustika & Wardah (2021, p.22) said that “teaching strategies have a strong relation with learning purposes. It can be seen from the description of the behavior and competencies that must be possessed by students during and after class in the manner that must be taken to achieve these goals”.

### **1.6.2 Writing Skills**

“Writing is a skill that everyone must have to be able to write and communicate. In the university context, writing is a crucial skill as it is one of the four essential skills students need to master well” (Sakkir et al., 2022, p.111). Gautam (2019, p.74) he explained that “writing skill is a product of ingenuity carved through knowledge, learning, creativity and intellectual uprightness. An individual with sound writing skills is regarded high in dignity and receives elevated opportunities everywhere in competitive examinations, job opportunities, promotions and social services”.

According to Autila (2017, p.47) explained that “writing skill is an ability of writer to write with fluency, as natural as possible with the accuracy of grammar, the coherent and authentic ideas, clear purpose of writing and reader in mind, and

using some strategies for dealing with the problems in writing process in order to get the best writing product”.

### **1.6.3 Analytical Exposition Text**

Analytical exposition text is one of some texts learned in Senior High School in Indonesia, especially in second grade. “An analytical exposition is a text that elaborates the writer's idea about the phenomenon it’ surrounds” (Reski et al., 2021, p.24). In addition, Dharma & Meo (2024, p.77) said that “analytical exposition is a text for persuade the reader that the issue is an important matter. In short, the purpose of an analytical exposition text is to convince the reader that the presented topic is essential to discuss. You must remember that if an analytical exposition text does not "try" to change the reader's point of view, this text contains only the author's opinion”. Furthermore, Kartini & Farikah (2015, p.556) state that “analytical exposition presents information, ideas, or issues to inform and persuade the reader or listener. So, analytical exposition provides the writer’s opinion about something that happens in society”.