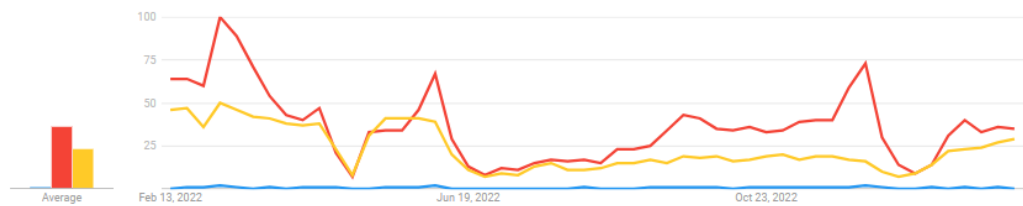


CHAPTER I INTRODUCTION

A. Research Background

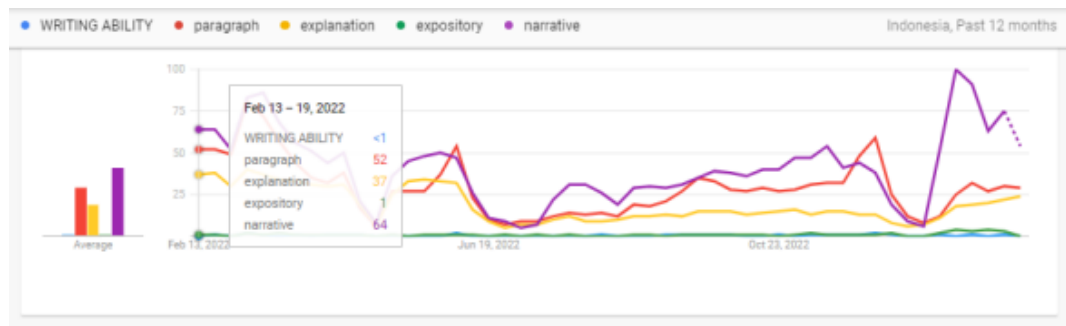
Writing English in the paragraph has been widely studied before. However, the genres were different, such as descriptive, narrative, and expository. Google trend shows the following description:



[Google Trend search](#)

Picture 1 Google Trend search with keywords; writing, ability

The picture shows that writing a paragraph with an explanation genre is the least among other genres, as shown in the following image.



That is why it explains the context of a study conducted. The study focused on the publication of explanation paragraphs in different levels of schools, with a particular focus on SMA Negeri 2 Metro City. This school is located in the City, which was the setting of the study. The study examined the use of explanation paragraphs in the school's curriculum.

Previous studies have been conducted concerning this research. For example, scholars Volker (2019) studied the coherence in Argumentative Essays written by sixth-semester students at the Bengkulu University English Study Program (Volkers, 2019). Results indicated that two essays were classified as perfect, 16 as good, and ten as poor. It was recommended to train students to write coherently in essays. Similarly, a scholar analyzed the ability of students to build cohesion and coherence in Argumentative Essays

at the University of Bengkulu. Results suggested that the average capacity of students to construct such essays could have been higher. It was concluded that students had a shared understanding of cohesion and coherence (Utami, 2013).

The purpose of teaching English at school was not only to comprehend literature written in English but also to prepare students to communicate effectively. Scholars Frymier and Houser (2000) If students consistently practice speaking and writing the language in school, they can achieve this. English is an international language used for communication between nations worldwide. For students to fully master English, they must be able not just to read and write it but also be able to communicate using it verbally. Hence, students aspire to fluency in the language's oral and written forms (Frymier & Houser, 2000).

The ability to use language effectively consists of two primary aspects: receptive and productive competence. Receptive competence includes the behaviors of listening and reading, which entails analyzing contexts and understanding relationships between words. Adequate competence consists of speaking and writing, using non-verbal signs and cues. These four aspects can be divided into oral (listening and speaking) and written (reading and writing) competence.

Writing is a fundamental skill in English as it allows us to expand our knowledge by understanding the meaning of texts. Creating a written piece, however, is a lengthy and complex process that requires a range of advanced skills, such as critical thinking and the ability to develop logical arguments.

Students may face various difficulties when writing, such as pre-writing matters such as selecting the topic, organizational and vocabulary problems, and technical issues like grammar, punctuation, and spelling, as Shen et al. (2002) claimed Grammar, mechanical, sentence structure, and diction are all linguistic issues that can impede students' effectiveness in writing English. This suggests that the primary issue that students grapple with in writing is the need for more proficiency in applying grammar, structure, and other writing conventions (Shen et al., 2002).

Students should strive to master their writing skills, as it is a means of expressing their thoughts and ideas. According to Atayeva Merjen (2019)

Writing involves generating communication, connecting ideas, developing information, and presenting arguments to a specific reader or audience. This definition implies that writing is the expression of ideas through the written form. Before beginning the writing process, the writer must absorb and process information thoroughly. This aligns with Kellogg's assertion that writing is a significant cognitive challenge, as it assesses memory, language proficiency, and thinking abilities simultaneously (Atayeva Merjen, 2019).

B. Research Focus

This study focuses on students' writing ability and difficulties explaining texts at SMA Negeri 2 Metro, Particularly in Social One Eleventh Grade at SMA Negeri 2 Metro.

C. Research Question

The research focus is based on the research background, and there are several questions, such as the following:

1. How far is SMA Negeri 2 Metro students' ability to write explanatory texts?
2. What difficulties do SMA Negeri 2 Metro students experience when writing explanatory texts?
3. What causes SMA Negeri 2 Metro students to have difficulties writing explanatory texts?

D. Research Objective

The research objective is:

1. To find out how far the ability of SMA Negeri 2 Metro students is in writing explanatory texts.
2. To find the difficulties SMA Negeri 2 Metro students found when writing explanatory texts.
3. To discover the causes of SMA Negeri 2 Metro students' difficulties writing explanatory texts.

E. Research Benefit

Each study is expected to have theoretical and practical benefits. The benefits of the research are scheduled as follows:

For Students: In this research, students gained valuable experience in writing explanatory texts so that they knew their respective strengths and weaknesses in writing explanatory texts.

For Teacher: This study aims to allow teachers of SMA Negeri 2 Metro to know the limitations of students' abilities and difficulties in learning explanatory texts so that SMA Negeri 2 Metro teachers can learn how to teach students well.

For Researcher: Researchers obtained research results that are useful for readers to find out the extent of students' abilities at SMA Negeri 2 Metro in learning explanatory texts.