

# CHAPTER I

## INTRODUCTION

This chapter explained the background of the study, formulation of the research problem, objective of the study, and significance of the study.

### **A. Background of the Study**

Writing is considered a fundamental skill for indirect communication with others. It serves as a productive activity that holds significant importance, particularly in the realm of education. Writing enables individuals to take notes, compose reports, and effectively articulate ideas.

Nevertheless, achieving proficiency in writing necessitates a comprehensive understanding of various techniques. This encompasses familiarity with the structure and regulations governing writing, a robust command of extensive vocabulary, and regular practice to foster skill refinement and accumulate experience. Consequently, it is not surprising that the government accords considerable attention to the teaching of writing within the educational framework.

To facilitate the cultivation of proficient writing abilities, the government has undertaken initiatives to enhance the education system. Specifically, language learning curricula at the secondary school level have been meticulously developed to include dedicated modules on writing. By engaging in these educational endeavors, students are expected to acquire the necessary competencies to effectively compose diverse types of texts while adhering to appropriate structural and compositional guidelines.

The teaching of analytical exposition texts was imperative at the eleventh-grade level of high school. This particular subject matter demanded students' proficiency in composing analytical exposition texts in accordance with prescribed structures and writing conventions. The significance of this material lies in its profound contribution to students' knowledge development. Proficient composition of this text enables students to effectively elucidate subjects, employing concrete data and facts to convey knowledge and information to others.

Findings from an initial survey conducted on March 2, 2021, among twelfth-grade students at private high school Nurul Iman indicated that a majority of students struggled to compose analytical exposition texts that adhered to the appropriate structure and writing conventions. Furthermore, students encountered difficulties in developing ideas, leading to unclear expression of their thoughts. Despite prior instruction on this subject matter during their eleventh-grade year, it can be concluded that the efficacy of the learning process during that period was suboptimal.

In the 2013 curriculum, writing skills were emphasized as essential lessons for students. However, the author encountered several challenges in teaching analytical exposition texts, which encompassed the following issues: (1) Students' motivation towards writing skills remained low as they perceived writing activities to be more challenging compared to other skills. (2) Students faced difficulties in generating and presenting ideas in written form. (3) The monotony and lack of appeal in the learning models failed to foster students' interest in

writing. (4) The instructional media employed lacked attention-grabbing attributes.<sup>1</sup>

Inappropriate learning methods were identified as one of the factors contributing to students' inability to accurately compose analytical exposition texts. The author contends that teachers should employ a diverse range of learning models and actively engage students in the learning process. This approach ensures that the instructional materials presented by teachers are readily accepted and comprehended by students.

It is incumbent upon teachers to adeptly select and implement appropriate learning models to facilitate students' comprehension of the given material and ensure the attainment of learning objectives. The purpose of education extends beyond mere understanding of the subject matter; it necessitates the application of the acquired knowledge.

By incorporating varied learning models, not only does student motivation flourish, but the overall learning outcomes are also significantly improved. Conversely, a teacher-centered learning approach fosters a passive learning atmosphere, leading to diminished student interest in the educational process.

## **B. The Identification of the Study**

Based on the background of the study, the researcher find out several problems that can be identified as follows:

1. The students' motivation towards writing skills remained low as they

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<sup>1</sup>Noverianus Siduhu ndruru, "The Efforts To Improve Students'Ability To Write Exposition Text With Discovery LearningMethodby Class X (Tenth) Studentsof SMA Negeri1 Hilimegai" , (Al' Adzkiya International of Education and Sosial, ISSN : 2721 – 8716, 2020), p. 133

perceived writing activities to be more challenging compared to other skills.

2. Students encountered difficulties in generating ideas and effectively presenting them in writing.
3. The employed learning model exhibited monotony and lacked attractiveness, failing to stimulate students' interest in writing.
4. The utilized media failed to capture students' attention.

### **C. The Limitation of the Study**

Building upon the aforementioned identification, the researcher narrowed the scope of this study to examine the impact of Discovery Learning on students' proficiency in writing Analytical Exposition Texts in Class XI at Nurul Iman Private High School Tanjung Morawa.

### **D. Formulation of Research Problem**

Drawing upon the aforementioned background, the formulation of the research problem in this study was as follows: "How was the implementation of the discovery learning method utilized to enhance the students' proficiency in writing analytical exposition texts among class XI MIA-1 students at Nurul Iman Private High School Tanjung Morawa?"

### **E. Objective of The Study**

In order to ascertain the effective implementation process of the discovery learning method aimed at enhancing the students' proficiency in writing analytical exposition texts among class XI MIA-1 students at Nurul Iman Private High

School Tanjung Morawa.

## **F. Significance of The Study**

The research holds three significant implications:

1. For students:

This research provides valuable insights to enhance students' proficiency in writing analytical exposition texts. It aims to improve students' learning outcomes and contribute to the development of their writing skills in this particular genre.

2. For teachers:

The findings of this study serve as a valuable resource for language teachers in their endeavor to enhance students' analytical exposition writing abilities. It offers guidance on utilizing the discovery learning method effectively to improve teaching practices.

3. For the community:

The outcomes of this research represent a manifestation of the researcher's dedication and the practical application of acquired knowledge. It contributes to society, particularly in the realm of education, and serves as a reference for future researchers exploring the domain of writing analytical exposition texts.