

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that should be mastered by the students in every classroom activity, like doing task, exploring their ideas, giving feedback for the teacher's explanation, persuade others, etc. On the other hand, writing English is not an easy job because it is not a simple subject. The students should be able to demonstrate their English grammatical competence and knowledge as well as skill in writing. Hughey *et al* point out that in writing, "sentence structures and patterns must be carefully formulated, word choices more precise, and ideas organized in a manner readily coherent to the reader."¹ It means that writing cannot be produced without mastering some components of writing, like grammar, effective sentence structure, spelling, punctuation, coherent ideas, etc.

In addition, writing is also about expressing ideas in which students communicate their feeling and emotion in written forms. Dealing with this, Nation said that "most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing."² The writing production can be good when it delivers the message as

¹Jane B. Hughey et al., *Teaching ESL Composition: Principles and Techniques*, (London: Newbury House Publishers, 1983), p. 30.

²I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 94.

well as possible. Briefly, the students have the obligation to send their writing become appropriate message to the reader.

In order to support the students' need of writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned at Senior High School. SMAN 3 Tapung is one of Senior High Schools in the Province of Riau. As a formal education, English is also taught at SMAN 3 Tapung. At this school, writing has been taught since the first year of English teaching program and the goal of the learning process is to develop the skills of communication. It means that not only develop students' skill in speaking but also in writing, reading, and listening. Concerning with the competency standard of writing ability, the students should be able to express their idea in writing paragraph.³ They should be able to reach the standard of minimal score that is 70.

Based on the preliminary observation which was done by the writer at SMAN 3 Tapung, the competency of writing in English teaching syllabus of grade XI was based on the capability of the students in expressing the meaning in monolog text, essay, and even paragraph that used written form accurately, fluently, and contextually in the form of paragraph such as *report, narrative, spoof, analytical exposition, hortatory exposition, and descriptive*.⁴

Based on the writer's observing, the teacher at the second grade of SMAN 3 Tapung taught English based on the curriculum and syllabus. Analytical Exposition Paragraph is taught at the second grade. In teaching

³School-Based Curriculum, *Syllabus of the second grade of SMA Negeri 3 Tapung* (Pekanbaru: Unpublished Document, 2010), p.314

⁴*Ibid.*

writing, the teacher applied conventional technique which was called Three-Phase Technique. The steps of techniques were: at the initial activity, the teacher asked the students to review all aspects in a paragraph particularly analytical exposition paragraph (thesis, argumentation, reiteration). The second, the students wrote analytical exposition paragraphs. They would get feedback for the teacher for some errors and rewrite the paragraph. And at the final activity, the teacher assessed the students' work. It seemed that the writing subject was taught maximally. The teacher has explained the material clearly and used some examples. But when the teacher lets them write analytical exposition paragraphs, some of them were difficult and were not able to do it maximally.

Ideally, the students in SMAN 3 Tapung should be able to write analytical exposition paragraphs and be able to organize ideas in written form. But, in reality, the students' writing ability was still insufficient and far from the curriculum expectations. Their writing skill was still out of the minimal standard score. These cases could be seen from the following symptoms:

1. Some of the students were not able to develop their ideas in writing analytical exposition paragraph.
2. Some of the students were still confused to choose appropriate vocabulary in writing the analytical exposition paragraph.
3. Some of the students were not able to develop their ideas into coherent paragraph in analytical exposition paragraph.

4. Some of the students were still confused how to give the arguments for their thesis in making analytical exposition paragraph.
5. Some of the students were not able to compose the position of their ideas in analytical exposition paragraph.
6. Some of the students were not able to use correct grammatical order in analytical exposition paragraph.
7. Some of the students still got score less than 70.

Based on the symptoms above, it was suspected that the students still had difficulties in writing analytical exposition paragraphs. It was because they felt that writing was a hard job and the teaching technique was bored. The learning process carried out by the teacher was presented almost no media support. Therefore, the students were difficult to enhance their ability in writing subject particularly writing analytical exposition paragraphs.

In order to improve students' ability in writing analytical exposition paragraph, there is a good strategy that would help them to do the writing activity. The strategy is called "DEFENDS" Strategy. Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) strategy is the Mnemonic strategy that gives sense to the students in order that they will easy to explore the position of their ideas. According to Brokop and Persal, "DEFENDS strategy is one of mnemonics strategy that may help the students organize their thought as they compose text."⁵ Therefore, it is one of teacher's strategy guides that can be a very useful teaching strategy for effective learning process in writing,

⁵Flo Brokop and Bill Persal, *Writing Strategies for Learners Who are Deaf*(Edmonton: NorQuest College, 2010), p.20.

especially in starting to write sentences. It can give positive effect to the students' interest and motivation in studying English as well as to increase their writing ability.

It is really impressive that in writing process organizing the ideas and mastering how to compose the position of the ideas are much more needed. Therefore, the students should be able to explore their ideas and exactly posit the supporting ideas during their writing process. Moreover, "DEFENDS" strategy is one of the best strategies to support them to do that.

The "DEFENDS" strategy is a strategy that guides students throughout the writing process, beginning with the planning stage and progressing through organizing ideas. According to Ellis, in writing subject the students conduct prewriting activities related to establishing a precise point of view and then brainstorm and list reasons why they have taken this position (main ideas).⁶ The strategy provides mnemonic structure that helps students generate and organize ideas and even exact ideas in good position. Therefore, this strategy can support the students' learning especially in writing process in order they can produce good writing productions.

Based on the explanation and problems mentioned above, the researcher was interested in conducting a research entitled **"The Effect of Using Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) Strategy on Ability in Writing Analytical Exposition Paragraph of the Elevent Grade Students of SMAN 3 Tapung"**.

⁶Edwin S. Ellis, Integrated Strategy Instruction: A Potential Model for Teaching Content Area Subjects to Adolescents with Learning Disabilities. *Journal of Learning Disabilities*, Vol. 26, No. 6, p.19. (Retrieved on June 1993).

B. The Definition of Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to explain the definition of terms as follows:

1. Decide-Estimate-Figure-Express-Note-Drive Search (defends) Strategy

“DEFENDS” strategy is one of the writing strategies that provide some steps from each mnemonic in order that the users of it can write a good paragraph by showing some arguments. According to Wendling and Mather, the “DEFENDS” mnemonic provides the steps for writing a good opinion paper.⁷ It means that “DEFENDS” strategy will help the students to write good paragraph by providing some steps in its process.

2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.⁸ It means that writing ability refers to someone’s ability in showing their ideas in order that these ideas can be received by the reader. Moreover, Celce-Murcia stated that viewing writing as an act of communication suggest an interactive process which takes place between the writer and the reader via the text.⁹ Therefore, writing ability should be mastered by the writer to create good communication to the reader through written production.

⁷Barbara J. Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Interventions* (New Jersey: John Wiley & Sons Inc. Publisher, 2009), P. 157

⁸SIL International. “What are writing skills?” Version 4. 1999. pp.1 (Retrieved on Mei 20, 2010) www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm

⁹Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (Boston: Heinle&Heinle, 2001), p. 207.

3. Analytical Exposition Paragraph

Analytical exposition paragraph is one of the paragraphs that includes in the genre of explanation. According to Knapp and Watkins, the genre of explaining is a fundamental language function for understanding the world and how it operates. The process of explaining is used to logically sequence the way that we and our environment physically function.¹⁰ Therefore, in analytical exposition paragraph refers to the logical sequence of ideas.

C. The Problem

1. The Identification of The Problems

Based on the background above, it was known that some of the students at SMAN 3 Tapung had difficulties in writing, especially in writing analytical exposition paragraph. The problems were identified as follows:

1. How was students' ability in writing analytical exposition paragraph?
2. Why were some of the students not able to develop their ideas in writing analytical exposition paragraph?
3. Why were some of the students still confused about the position of the generic structure in writing analytical exposition paragraph?
4. Why were some of the students not able to use correct grammatical order in writing analytical exposition paragraph?

¹⁰Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005), p. 126.

5. Why were some of the students not able to place the arguments in writing analytical exposition paragraph?

2. The Limitation of the Problem

Based on the identification of the problem above, it could be known that there were many problems found by the researcher. Therefore, the researcher should limit the problem. This research focused on “The Effect of Using Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) Strategy on the Ability in Writing Analytical Exposition Paragraph of SMAN 3 Tapung” and “the eleventh grade students” was another focus about the research major subjects.

3. The Formulation of the Problem

Based on the limitation of the problems above, the researcher formulated the problems by stating some research questions as follows:

- a. How is the students’ ability in writing analytical exposition paragraph taught by using Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) strategy?
- b. How is the students’ ability in writing analytical exposition paragraph taught without using Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) strategy?
- c. Is there any significant difference of students’ ability in writing analytical exposition paragraph between using and without using Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) strategy?

D. The Objectives and Significance of the Research

1. Objectives of the Research

Based on the formulation of the problem above, this research was necessarily carried out in order to achieve the objectives as follows:

- a. To find out the information about the students' writing ability in writing analytical exposition paragraph taught by using "DEFENDS" strategy at SMAN 3 Tapung.
- b. To find out the information about the students' writing ability in writing analytical exposition paragraph taught without using "DEFENDS" strategy at SMAN 3 Tapung.
- c. To find out the significant difference of students' ability in writing analytical exposition paragraph between taught by using and without using "DEFENDS" strategy at SMAN 3 Tapung.

2. Significance of the Research

The significance of the research can be stated as follows:

- a. These research findings hopefully contribute to invaluable information for the English teachers at SMAN 3 Tapung and all English teachers in general as informative viewpoints to improve students' ability in writing analytical exposition paragraph.
- b. These research findings are expected to provide positive contributions related to the process of teaching and learning of English, especially in the learning topics on writing ability.
- c. These research findings are also expected to motivate the students in improving their writing ability especially in writing analytical exposition paragraph.