

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Writing is one of the English language skills which should be mastered by the students because being able to write English is very important. It is very fun if they can enjoy it. The students can be more interested in writing if they know what they want to write, but there are some of them who usually enjoy writing indirectly. They write everything they like related to their experiences, knowledge, feelings and events that they had been happened in their life. In fact, the act of writing can not be separated from themselves. Because of almost every aspect of their everyday life is carried out in writing forms such as doing exercises, homework, project papers, reports, letters, etc.

The act of writing is often done by students in daily life. According to Russel and Robert, writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.<sup>1</sup> It can be realized that the human has limited memory for remember many things happened in life. So by writing, the students can remember something or memorize the event which happened in last.

Writing is also about expressing the ideas. The writer has messages that develop to the readers. As Celce-Murcia says “viewing writing as an

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<sup>1</sup> Christina Russell McDonald and Robert L. McDonald, *Teaching Writing : Landmarks and Horizons*, (Virginia: Shouthern Illinois University Press, 2002), p.7

act of communication suggests an interactive process which take place between the writer and the reader via the text”.<sup>2</sup> In writing, the writers try to developed the message to audience. The audience is an essential concept for all writers.<sup>3</sup> The writers should know who will read their writing. So, they choose their subjects, and their methods of presenting material (diction, sentence structure, organization) according to whom will read the finished product. Regarding this idea, Sova states that good communication depends upon the interaction of what you write and your intended reader.<sup>4</sup> Of course, a writer is not required to know readers individually or at all, but most writers have at least a general audience in mind and a purpose when they put words on paper.

As one of the language skills, writing should be produced grammatically because it will never be separated from the mastery of grammar. Grammar is about knowing why something reads badly and knowing how to fix it.<sup>5</sup> It is impossible to write well without using words correctly. To produce good sentences, it requires the mastery of the aspect. Mastering grammar is the first step to make a good writing. It can guide us to produce writing grammatically in which our writing can be read meaningfully and logically.

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<sup>2</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language, Third Edition*, (Boston: Heinle & Heinle, 2001), p. 207

<sup>3</sup> Joy M. Reid, *The Process of Composition*, (New Jersey: Prentice Hall, Inc, 1988), p. 2

<sup>4</sup> Dawn Sova, *Writing Clearly A Self-Teaching Guide*, (New Jersey: John Wiley & Sons, Inc, 2004), p.7

<sup>5</sup> Jennifer Peat, *Scientific Writing Easy When You Know How*, (London: BMJ Books, 2002), p. 214

State Senior High School 10 is the one of senior high schools in Pekanbaru. As a formal school, writing skill is one of the language skills that should be mastered by the learners and surely that writing has been taught in this school as one of English subject components. Based on school based curriculum (KTSP), 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. In state senior high school 10 Pekanbaru, teaching English is taught twice a week with time duration 90 minutes (2 x 45 minutes) and the passing grade for English subject in state senior high school 10 pekanbaru is 70. In relation to the syllabus of state senior high school 10 Pekanbaru, the basic competence of writing of English subject is that students should be able expressing the meaning and rhetorical steps of a written essay accurately, fluently and understandably in the form of narrative, spoof and hortatory exposition in daily life.<sup>6</sup> It means that each student should be able to write the correct and good sentences. It is important for them, especially for English students.

Based on writer's preliminary observation, some of students were still difficulties to deliver their ideas into a good paragraph. They only made a paragraph as their obligation in English lesson, but they did not know how to make a good paragraph which could make the readers can catch their ideas. In second semester, there are three kinds of text that must be learned by the students, such as narrative, spoof and hortatory exposition text. Every type of

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<sup>6</sup> Tim Penyusun, *Silabus SMA Negeri 10 Pekanbaru 2013/2014*, (Unpublished: Pekanbaru, 2013)

text has different purpose. One of them is hortatory exposition text. Many students did not know about this text. They were not able to mention the purpose of hortatory exposition text and the generic structure of the text. However, based on the phenomenon that the writer found, it was clear that most of students still faced the difficulties in writing, especially in writing hortatory exposition paragraph. The writing skill of the students was still far from the expectation of the curriculum. It can be proven by the passing grade of English subject, especially at state senior high school 10 Pekanbaru is 70. It could be concluded that the students had difficulties to reach the passing grade yet. There were some various problems found which could be seen in the following phenomenon:

1. Some of the students were not able to classify the generic structure of hortatory exposition paragraph.
2. Some of the students were not able to write paragraph with good grammatical rules.
3. Some of the students were still confused to choose appropriate vocabulary in writing hortatory exposition paragraph.
4. Some of the students were not able to use connective words in making paragraph.
5. Some of the students were not able to develop their ideas into coherent paragraph in writing hortatory exposition paragraph.
6. Some of the students wrote regardless spelling and punctuation of paragraph.

7. Some of students were not able to write the communicative purpose of hortatory exposition paragraph.

Based on the phenomenon above, the writer assumed that some of the students still had difficulties in writing hortatory exposition paragraph. Consequently, it needed an appropriate strategy to help them to solve their problems in writing. There is strategy to improve the students' ability in writing, especially in writing hortatory exposition paragraph. It is called Opinion-Proof strategy. According to Bouchard that Opinion-Proof strategy is the strategy very helpful to students who are in the beginning stages of learning the "how to" of effective writing.<sup>7</sup> This strategy also provides an opportunity for ELLs to evaluate their own work, share it with a classmate (peer editing), and then revise the paragraph before submitting a final draft.

Based on the problem described above, thus, the writer was interested in conducting a research entitled: **"The Effect of Using *Opinion-Proof Strategy* on Students' Ability in Writing Hortatory Exposition Paragraph of the Second Year at State Senior High School 10 Pekanbaru"**.

## **B. The Definition of the Terms**

In order to avoid misunderstanding toward the terms used in this research, it needs some explanations and definitions of the term which are used in this research:

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<sup>7</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc, 2005), p. 57

### 1. Effect

Effect is a change that somebody or something causes in somebody or something else.<sup>8</sup> In this research, the writer would like to know the effect of using opinion-proof strategy on students' ability in writing hortatory exposition paragraph.

### 2. Opinion-Proof Strategy

Opinion-Proof is a strategy that guides students in the evaluation of arguments supporting an opinion.<sup>9</sup> In this research, Opinion-Proof strategy is a strategy that students must form an opinion, support the opinion, search for any fallacies in their reasoning, and write persuasively about the opinion in writing hortatory exposition paragraph.

### 3. Hortatory Exposition Paragraph

Hortatory Exposition is a type of English text which presents the authors attempted to influence the reader to do something or act in a particular case. In hortatory exposition, the author lists some opinions on certain things to reinforce the main idea of the text.<sup>10</sup> In this research, hortatory exposition paragraph is a paragraph that is written by students.

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<sup>8</sup> Oxford Dictionary, *Learner's Pocket Dictionary, Fourth Edition*, (New York: Oxford University Press, 2008), p. 143

<sup>9</sup> Tom Bean, Scott Baldwin, and John Readence, *Content-Area Literacy: Reaching and Teaching the 21<sup>st</sup> Century Adolescent*, (Huntington Beach, CA: Shell Education, 2011), p. 158

<sup>10</sup> <http://brrrexpresion.wordpress.com/hortatory-exposition/>

### **C. The Problem**

Based on phenomenon above, it was very clear that the second year students at state senior high school 10 Pekanbaru had a lot of problems especially in writing hortatory exposition paragraph.

#### **1. The Identification of the Problem**

Reffering to phenomenon illustrated in the background of the problems above, it was clear that some of the second year students at state senior high school 10 Pekanbaru still faced the difficulties in learning English. To make the problems of this research was clear, thus, the problems of this research could be identified as follows:

1. Why were some of the students not able to classify the generic structure of hortatory exposition paragraph?
2. Why were some of the students not able not able to write paragraph with good grammatical rules?
3. Why were some of students still confused to choose the appropriate vocabulary in writing hortatory exposition paragraph?
4. Why were some of the students not able not able to use connective words in making paragraph?
5. Why were some of the students not able to develop their ideas into coherent paragraph in writing hortatory exposition paragraph?
6. Why were some of the students regardless spelling and punctuation of paragraph?

7. Why were some of students not able to write the communicative purpose of hortatory exposition paragraph?

## **2. The Limitation of the Problem**

According to the identification of the problems above, it was clear that there were many problems in this research. In this research, the writer limited the problem on generic structure of writing hortatory exposition paragraph. Therefore, the writer focussed on using opinion-proof strategy on students' ability in writing hortatory exposition paragraph of the second year at state senior high school 10 Pekanbaru.

## **3. The Formulation of the Problem**

The problems of this research could be formulated in the following questions:

- a. How is the students' ability in writing hortatory exposition paragraph taught by using opinion-proof strategy of the second year at state senior high school 10 Pekanbaru?
- b. How is the students' ability in writing hortatory exposition paragraph taught without using opinion-proof strategy of the second year at state senior high school 10 Pekanbaru?
- c. Is there any significant difference on students' ability in writing between students' taught by using Opinion-Proof strategy and without using Opinion-Proof strategy of the second year at state senior high school 10 Pekanbaru?



## **D. The Objectives and the Significances of the Research**

### **1. The Objectives of the Research**

This research has some objectives, as follows:

- 1) To find out the information about students' ability in writing hortatory exposition paragraph taught by using opinion-proof strategy of the second year at state senior high school 10 Pekanbaru.
- 2) To find out the information about students' ability in writing hortatory exposition paragraph taught without using opinion-proof strategy of the second year at state senior high school 10 Pekanbaru.
- 3) To find out whether there is significant difference on students' ability in writing between students' taught by using Opinion-Proof strategy and without using Opinion-Proof strategy of the second year at state senior high school 10 Pekanbaru.

### **2. The Significance of the Research**

The findings of this research are expected to give valuable contributions to the following:

- 1) The second year students of state senior high school 10 Pekanbaru, it is hoped that the students are able to write hortatory exposition paragraph better than before.
- 2) Teacher of English who have problem in teaching writing, it is hoped that Opinion-Proof strategy can help them in teaching writing.
- 3) The writer hopes that this research would give contribution to all readers who interest in this research.

- 4) It is hoped that the research can enlarge the writer's knowledge about the research especially the writer's insight in the topic of Opinion-Proof strategy on writing hortatory exposition paragraph.