

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is one kind of four skills in English, and it is a productive language skills. As a skill in English, of course, writing is an activity done by the language learners. Writing has been known for some years ago, and it is a significant skill that must be mastered by the language learners. Regarding this idea, Florian Coulmas stated that “writing has been with us for several thousand years, and nowadays is more important than ever. It is quite possible that, today, more communication takes place in the written than in the moral mood.”<sup>1</sup> In addition, Harmer also said that “writing really started long ago, and it has to be taught.”<sup>2</sup>

Writing has significant role that is like money needed by everyone, especially for literate society. The ability to write has become an important skill in students’ life. It is the fact that almost every activity of the daily life of students is done in written forms, such as doing exercises, homework, and final examination. Considering the importance of the existence of written language, Hughey pointed out that “in writing sentences structure and patterns must be carefully formulated, word choice more precise, and ideas organized in a manner readily coherent to the

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<sup>1</sup> Florian Coulmas, *Writing System: An Introduction to Their Language Analysis*, (New York: Cambridge University Press, 2003), p. 1

<sup>2</sup> Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2004), p. 3

reader.”<sup>3</sup> It means that, a writer must be able to communicate in written language by using the appropriate tenses and choosing the words in logical order, so that the readers are able to catch the point or message in writing of a writer. In other words, it is very crucial to the students to obey the rules of writing in order to produce the qualified writing.

To write is a difficult job for the students. The students must know and understand the components that involve in writing, such as content, organization, vocabulary, language use and mechanics in order that these components are employed by them correctly. Furthermore, the students must be able to construct idea, to share information, to describe, to explain, to restate texts, to enquire, to express attitude, to persuade, to entertain, to argue, and to offer more complex analysis in their writing.

In line with this idea, Sturm and Koppenhaver in Peter Westwood, stated that composing for writing involves complex thinking that must integrate multiple component including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription.<sup>4</sup> It means that, language learners cannot produce writing without knowing and understanding the components of writing itself. In short, writing is not an easy activity for students.

In teaching and learning process of English subject in Indonesian educational institutions (starting from the lowest to the highest level of

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<sup>3</sup> Jane B. Hughey, et al., *Teaching ESL Composition: Principles and Techniques*, (London: Newbury House Publisher, 1983), p. 30

<sup>4</sup> Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Victoria: Acer Press, 2008), p. 56

education), writing skill is categorized as the last of the four language skills that has to be mastered by all of the students. In reference to the intricacies of writing, Flower and Hayes in Nickerson in Syafi'i said that "writing like a juggling-many things have to happen at once, and to keep them all in the air, poses a challenge that a novice cannot readily meet."<sup>5</sup> Based on this idea, it is outstandingly seen that writing is not only the difficult skill for students, but also the challenging activity that can make them more serious in the activities of learning.

MA Hasanah Pekanbaru is one of the Madratsah Aliyah schools in Pekanbaru. As a formal school, this school also provides English as one of the subjects to the students, especially in terms of writing skill. Based on the Scholl Based Curriculum, the goals of teaching and learning process of English (especially in terms of writing) is to develop the skills of communication and the basic competence of writing English that refer to capability of students in expressing the meaning in monologue text or essay which use various written language accurately, fluently, and contextually in the forms of text such as narrative, spoof, and hortatory exposition. It means that, writing skill consists of many aspects that should be mastered by the students.

MA Hasanah Pekanbaru is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In MA Hasanah Pekanbaru, English has been taught since the first

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<sup>5</sup>M. Syafi'i S, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p. 161

year of English teaching period. English is taught twice a week with time duration about 45 minutes. Based on the syllabus at the eleventh grade, for the second semester, the basic competence of writing English refers to capability of students in expressing the meaning in monologue text or essays which use various written language accurately, fluently, and contextually in the forms of texts such as narrative, spoof, and hortatory exposition.

Based on the researcher's preliminary study, it was known that the teacher of the eleventh grade at MA Hasanah Pekanbaru taught writing by using three phase techniques. Generally, the teacher reviewed the characteristics of the paragraph based on the types of the paragraph, the purpose of the paragraph, the organization of paragraph, and the grammatical features. Then, the teacher asked students to write paragraphs individually based on the time given. After the students wrote paragraphs, the teacher gave feedback on students' writing.

Based on the explanation above, ideally the eleventh grade students of MA Hasanah Pekanbaru were able to write paragraphs, because the writing skill was taught maximally. The teacher had explained the material clearly and used some example. In contrast, the teacher found that some of the students still got problems and difficulties in writing skill. It could be seen when the teacher asked them to write paragraphs, some of the students were not able to do it. The students' writing ability still could not reach the goals of curriculum. Although they had learned English for some

years, but some of the students were indicated to have the difficulty in getting their own minimum criteria of passing grade that is 70. It is clear that the eleventh grade students of MA Hasanah Pekanbaru are still encountering difficulties in learning English, especially in term of writing. The following is the phenomena that the researcher found during the preliminary study at MA Hasanah Pekanbaru :

1. Some of the students were not able to express their ideas in writing paragraphs.
2. Some of the students were not able to write sentences correctly.
3. Some of the students were not able to use appropriate words in writing paragraphs.
4. Some of the students have lack of vocabularies in writing paragraphs.
5. Some of the students were not able to construct the relationship of ideas in writing paragraph.

Based on the phenomena that the researcher found, thus the researcher would like to offer a different strategy in order to improve the students' ability on writing paragraphs of the eleventh grade at MA Hasanah Pekanbaru, called STOP and DARE strategy. STOP and DARE strategy is an appropriate strategy to be applied in teaching writing, especially in teaching to write hortatory exposition paragraphs, because this strategy consists of some steps that can make students get ideas in writing hortatory

paragraph easily, and this strategy can help students to make a hortatory paragraph to be unity. De Lapaz and Graham in Steve Graham wrote that:

STOP and DARE strategy is designed to help students to carefully consider both sides of an argument, decide which side to support, and build an argument that is both compelling and fair in writing a persuasive paper.<sup>6</sup>

In addition, Lienemann and Reid also stated that “STOP and DARE is another strategy that students can use to plan and organize persuasive essay.”<sup>7</sup> In other words, STOP and DARE strategy can be used by students in writing hortatory exposition paragraphs, because hortatory exposition paragraph is the same as persuasive essay; a kind of paragraphs which is to persuade the readers.

Based on the phenomena above, it can be stated that some of the eleventh grade students of MA Hasanah Pekanbaru are still problematic in term of writing. Therefore, the researcher is interested in investigating the problems above into a research entitled “*The Effect of Using STOP and DARE Strategy on Students’ Writing Ability on Hortatory Exposition Paragraphs at MA Hasanah Pekanbaru.*”

## **B. The Problem**

### **1. Identification of the Problems**

Based on the background of the problems informed above it is clear that some of the eleventh grade students of MA Hasanah Pekanbaru are still facing the problems in learning English, especially in term of writing.

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<sup>6</sup> Steve Graham, et.al., *Best Practices in Writing Instruction*, (New York: The Guilford Press, 2007), p.138

<sup>7</sup> Torri Lienemann and Robert Reid, *Case Study: Written Expression : Grades 2-5*, (Washington: Vanderbilte Peabody College, 2009), p. 24

To make the problems of this research clearer, thus, the problems of this research are identified as follows:

- a. What makes some of the students are not able to express their ideas in writing paragraphs?
- b. What makes some of the students are not able to write sentences correctly?
- c. What makes some of the students are not able to use appropriate words in writing paragraphs?
- d. What makes some of the students have lack of vocabularies in writing paragraphs?
- e. What makes some of the students are not able to construct the relationship of ideas in writing paragraphs?

## **2. Limitation of the Problems**

Based on the problems identified above and considering the weaknesses of the researcher has, thus, the researcher focuses on the effect of using STOP and DARE strategy on students' writing ability on hortatory exposition paragraphs of the eleventh grade at MA Hasanah Pekanbaru.

## **3. Formulation of the problems**

Based on the limitation of the problems above, thus, these research questions are formulated into the following questions:

- a. How is students' writing ability on hortatory exposition paragraphs before being taught by using STOP and DARE strategy?
- b. How is students' writing ability on hortatory exposition paragraphs

after being taught by using STOP and DARE strategy?

- c. Is there any significant effect of using STOP and DARE strategy on students' writing ability on hortatory exposition paragraphs of the eleventh grade at MA Hasanah Pekanbaru?

## **C. Objective and Significance of the Research**

### **1. Objective of the Research**

- a. To find out about students' writing ability on hortatory exposition paragraphs before being taught by using STOP and DARE strategy.
- b. To find out about students' writing ability on hortatory exposition paragraphs after being taught by using STOP and DARE strategy.
- c. To find out whether there is a significant effect of using STOP and DARE strategy on students' writing ability on hortatory exposition paragraphs of the eleventh grade at MA Hasanah Pekanbaru

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

- a. Hopefully, these research findings are expected to be very meaningful, especially for researcher as a novice researcher in term of learning how to carry out a research.
- b. These research findings are also expected to be valuable inputs for both students and teacher of English of the eleventh grade at

MA Hasanah Pekanbaru as a consideration for the following teaching points.

- c. Besides, these research findings are also expected to be meaningful, especially for those who are concerned with teaching and learning English.
- d. Finally, these research findings are also expected to be meaningful inputs for both practical and theoretical development of TEFL and TESL in general.

#### **D. Definition of Terms**

There are some terms involved in this research, thus to avoid misunderstanding toward the terms used in this research, the following terms are necessarily defined as follows:

##### **1. Effect**

Richard stated that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>8</sup> In addition, Hornby said that "effect is a change that something or somebody causes in something or somebody else, or result."<sup>9</sup> However, in this research, effect refers to the implication of two different variables in her experimental research between different variables (x and y). X refers to using STOP and DARE strategy and

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<sup>8</sup> Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, Third Edition*, (London: Pearson Education Limited, 2002), p. 175

<sup>9</sup> Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, (New York: Oxford University Press, 2005), p. 138

“y” refers to students’ writing ability on hortatory exposition paragraphs at MA Hasanah Pekanbaru.

## **2. STOP and DARE Strategy**

According to De Lapaz and Graham in Steve Graham “STOP and DARE strategy is a strategy designed to help students to carefully consider both sides of an argument, decide which side to support, and build an argument that is both compelling and fair in writing a persuasive paper.”<sup>10</sup> STOP stands for suspend judgement, take a side, organize idea, and plan more as you write. In addition, DARE stands for develop main idea, add supporting detail, reject one argument, and end with conclusion. In this research, STOP and DARE strategy refers to the strategy used by the researcher to know the effect of that strategy on student’s writing ability on hortatory exposition paragraphs of the eleventh grade at MA Hasanah Pekanbaru.

## **3. Writing Ability**

Writing ability is a specific ability which helps writers put their ideas into words in meaningful form and interacts with the message.<sup>11</sup> Moreover, writing ability is a complex ability involving multiple processes. In writing ability, many more skills need to be reinforced. In this research, it refers to students’ writing ability on hortatory exposition paragraphs of the eleventh grade at MA Hasanah Pekanbaru.

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<sup>10</sup> Steve Graham, et.al., *Loc. cit.*

<sup>11</sup> SIL International, *What Are Writing Skill?*, p. 1 (Retrieved on May 13<sup>th</sup> 2013, 04:45:10 pm), [www.Sil.org/linguislink](http://www.Sil.org/linguislink)

#### **4. Hortatory Exposition Paragraph**

Sally and Sandra said that “hortatory exposition paragraph is the paragraph typically produced in the civic domain to persuade audiences to take action. The generic structure of hortatory exposition paragraph is thesis, arguments, and recommendation. In this research, hortatory exposition paragraph is a paragraph that has been learned by the eleventh grade students at MA Hasanah Pekanbaru, and this paragraph is used to know their writing ability.