

CHAPTER I

INTRODUCTION

A. The Background

Writing is one of the language skills and one activity done by the students. Writing will not be produced without mastering the components of writing itself, such as grammar, vocabulary that is suitable and the language of law that is obtained in English itself. Doing writing needs to follow its rules. By mastering the components of writing, the students can write everything about what they want to write well, such as diary, papers, reports, home works, project papers and exercises. This statement is also stated by Harmer “writing has rules too, in which we need to recognise and follow / purposefully follow”¹. As one skill of the language, writing has important roles as if the house commodity that is consumed by everyone, especially for literate society. Writing has an important role as the Hughey’s statement: “writing is also a means of reinforcing other language skills”².

Based on School Based Curriculum (SBC), writing should be provided as one of the skills in mastering English that should be taught by the teacher. MA. Muhammadiyah Penyasawan Kampar Regency is one of the Islamic Senior High Schools that uses School Based Curriculum (SBC) as its guidance in teaching and learning process. In MA. Muhammadiyah Penyasawan Kampar Regency, English is taught twice a week with time duration about 90 minutes.

¹Jeremy Harmer, *The Practice of English Language Teaching*, Cambridge: Longman. p. 247.

²Jane B. Hughey. et al. 1983. *Teaching ESL Composition: Principles and Techniques*. Massachusetts: Newbury House Publishers, Inc. p. 6.

Based on the syllabus of MA.Muhammadiyah Penyasawan Kampar Regency 2013-2014, the basic competences of writing for the eleventh grade are “students will be able to express the information of genre of texts, concerning to writing skill in standard of competences, the students should be able to express their idea in writing paragraph³. In MA.Muhammadiyah of Penyasawan Kampar Regency, the syllabus of the school particularly in grade XI, the based competence of Writing English refers to the students’ capabilities in expressing the meaning in monolog text, essay, and even paragraph that use written form accurately, fluently, and contextually in the form of paragraph such as *report, narrative, spoof, analytical exposition, hortatory exposition, and descriptive*.⁴ In this research, the type of the texts was focused on analytical exposition paragraph.

Besides, the teacher found that some of them got difficulties in developing and organizing their ideas when writing analytical exposition paragraph. They could not explore their ideas when describing about something that they had to describe in a paragraph. In teaching writing, the teacher applied conventional techniques. The technique was called Three-Phase Technique. The steps of techniques are: at the first activity, the teacher asked the students to review all aspects in a paragraph particularly about analytical exposition paragraph (thesis, argumentation, reiteration). The second, the students wrote an analytical exposition paragraph. They got feedback from the teacher for some errors and rewrote the paragraph.

³Tim Penyusun *Syllabus of MA.Muhammadiyah 2013-2014*. Penyasawan: Unpublished, 2012. p.6.

⁴*Ibid.*

Finally, the teacher assesses the students' work. However, the writing subject was taught maximally; (The teacher was explained the material clearly and gave some examples), they were not able to arrange their ideas into a coherent paragraph.

Moreover, even though the teacher had worked hard to teach them, some of the students were not able to reach of KKM fixed by this school yet. The passing grade of KKM for English subject, especially for writing in MA.Muhammadiyah Penyasawan was 70. Therefore, it can be concluded that the students of the second grade at MA.Muhammadiyah Penyasawan Kampar Regency did not achieve the KKM target stated by the school, especially in writing analytical exposition paragraph. The students were not able to organize their ideas when writing analytical exposition paragraph, although they had many ideas. Their writing skill was still far from the expectation of the curriculum.

Based on the writer's preliminary study at the second year of MA.Muhammadiyah Penyasawan Kampar Regency, the writer found some phenomena as follows:

1. Some of the students were are not able to organize their ideas in writing analytical exposition paragraph, (see appendix/ enclose).
2. Some of the students were are still confused to choose appropriate vocabularies in writing analytical exposition paragraph, (see appendix/ enclose).
3. Some of the students were are not able to use correct grammatical order in writing analytical exposition paragraph, (see appendix/ enclose).

4. Some of the students were are not able to identify thesis, argumentation and reiteration in writing analytical exposition paragraph, (see appendix/enclose).
5. Some of the students were not able touse correct spelling and punctuation in writing analytical exposition paragraph, (see appendix/ enclose).

Based on these findings, the students needed an appropriate strategyto improve their writing ability, especially in writing analytical exposition paragraph. One of the possible solutions to overcome the difficulties is by using Questions into Paragraphs (QUIP) strategy.

The QUIP strategy is a strategy that is aimed to improve the ability of students with learning disabilities to write paragraphs. The QUIP strategy was found by Kathetine, D.Wiesendanger⁵ and it was described by Mercer,C.D. and Mercer,A.R.⁶. The strategy provides a structure to help students generate and organize ideas and to write sentences and paragraphs. The QUIP strategy is useful because it provides cues to help students with disabilities remember and apply activities involved in the process of planning and writing. It is useful for all students, and specifically for students in the middle grades and those with disabilities.

Based on the explanation above, thus the writer is interested in researching these problems by conducting a research entitled:

⁵Katherine.D.W.*The QUIP Strategy: Strategies for Literacy Education* , p.155(2), 156-157.

⁶ Mercer, C. D. and Mercer, A. R. *Teaching Students with Learning Problems*. [Electronic Book] New Jersey: Prentice-Hall, Inc.1993 (Retrieved on: Mei, 26, 2012)

“The Effect of Using Questions into Paragraphs (QUIP) Strategy on Students Writing Ability in Analytical Exposition Paragraph of the at MA. Muhammadiyah Penyasawan Kampar Regency.”

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain some terms used in this research as follows:

1. Questions Into Paragraphs (QUIP) Strategy

According to Katherine.D.W. and Mclaughlin,E.M. Question Into Paragraphs (QUIP) strategy is one of writing the strategies that aims at improving the ability of the students with learning disabilities (the students are able to use grammar, spelling/punctuation, and organize their ideas) to write paragraphs. In this research, QUIP is a strategy to help students of MA. Muhammadiyah Penyasawan to improve, generate, and organize their writing ability on analytical exposition paragraph.

2. Writing Ability

Writing ability is a specific ability which helps students to put their thoughts into words in meaningful form and interact with the message⁷. It means that writing is an activity we do to express our ideas in written form and it can be in different type and different purpose. It has multiple components to do this activity, they are the topic, choice of words,

⁷SIL International. “*What are Writing Skills?*” Version 4. 1999. p.1 (Retrieved on Mei, 14 2011)
<http://www.sil.porg/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewriting skills.htm>.

organisation, purpose, audience, clarity, sequence, cohesion, and transcription. In this research, this term means the ability of students to write analytical exposition paragraph.

3. Analytical Exposition Paragraph

“The paragraph appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. An 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.⁸ Spatial order is the arrangement of things in space.”⁹ It means that writing analytical exposition paragraph is an activity of the students in expressing their ideas to entertain or amuse the reader. It is one kind of paragraph that tells about something; describe thing, someone and the other.

C. The Problems

1. Identification of the Problem

Based on the contents that have been described in background of the problem above, the problems of this research are identified as follows:

⁸Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005), p. 126.

⁹ Alice Oshima and Ann Hogue. *Introduction to Academic Writing. Third Edition*. New York: Pearson Education, Inc., 2007, p.60.

- a) Why are most of the students not able to organize their ideas in writing analytical exposition paragraph?
- b) Why are most of the students not able to choose appropriate vocabularies in writing analytical exposition paragraph?
- c) Why are most of the students not able to use correct grammatical order in writing analytical exposition paragraph?
- d) Why are most of the students not able to identify thesis, argumentation and reiteration (conclusion) in writing analytical exposition paragraph?
- e) Why are most of the students not able to use correct spelling and punctuation in writing analytical exposition paragraph?

2. Limitation of the Problem

Based on the identification of the problems stated above, it is clear that there are many problems in this research; the problems of this research are focused on the significant effect of using QUIP strategy on students' writing ability in analytical exposition paragraph of the second year at MA.Muhammadiyah Penyasawan Kampar Regency.

3. Formulation of the Problem

Based on the problems limited above, thus, the researcher formulates the formulation of the problems in the following research questions ;

- a. How is students' ability in writing analytical exposition paragraph before taught by using QUIP strategy of the second year at MA.Muhammadiyah Penyasawan Kampar Regency?

- b. How is students' ability in writing analytical exposition paragraph after being taught by using Three-Phase Technique of the second year at MA. Muhammadiyah Penyasawan Kampar Regency?
- c. Is there any significant effect of students' ability in writing analytical exposition paragraph between the students who are taught by using QUIP strategy and those are taught without using QUIP strategy of the second year students at MA. Muhammadiyah of Kampar Regency?

D. The Objectives and the Significance of the Research

1. The Objective of the Research

This research has some objectives, as follows:

- a. To find out the students' ability in writing analytical exposition paragraph after being taught by using QUIP strategy of the second year at MA Muhammadiyah Penyasawan Kampar Regency.
- b. To find out the students' ability in writing analytical exposition paragraph after being taught by using Three-Phase Technique of the second year at MA. Muhammadiyah Penyasawan Kampar Regency.
- c. To find out the significant effect of students' ability in writing analytical exposition paragraph between the students who are taught by using QUIP strategy and those are taught without using QUIP strategy of the second year students at MA. Muhammadiyah Penyasawan of Kampar Regency.

2. The Significance of the Research

- a. To find the alternative way of improving the students' ability in writing analytical exposition paragraph.
- b. This research finding is also expected to be practiced in order to develop the theories on teaching and learning English as a foreign language and for those who are concerned in the world of language teaching in general.
- c. To fulfil one of the requirements for the researcher to complete her undergraduate degree program at of English Department of Tarbiyah Faculty and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.