

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the important skills in learning English. Writing is an active activity or process to create the written text which has function as a tool to connect between readers and writers. It is also an equipment to make the distance between readers and writers more closed. According to Murcia, writing is an act of communication that suggests an interactive process which takes place between the writer and the reader via text¹. Writing also facilitates the writers to inform their theories to the readers in the future. It means the readers in the future time do not need to meet the experts when they want to use the experts' theories. They just read the experts' books and quote the statements by using techniques of using library sources as the academic writers.

In teaching learning process, writing is one of the media in teaching learning sources. Writing is the first element that should be mastered and understood by the students, because writing is a key to show up written sources as the most guidelines of teaching learning process.

¹Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Thomson Learning Inc, 2001, p. 207

In order to support the students' need of writing, School-based Curriculum (SBC) provides writing as one of the English standard competences that must be taught and learned in senior high school. In state senior high school of 1 Dayun, writing has been taught since the first year of English teaching period. It has been taught twice a week with time duration 45 minutes for one hour. State senior high school of 1 Dayun is one of the educational institutions in Dayun District Siak Regency that uses School-based Curriculum in the process of teaching and learning. According to School-based Curriculum (SBC), in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era. Teaching English has some purposes, as follows:

1. In teaching English, the students will develop communicative competence in oral and written form to achieve informational level.
2. In teaching English, the students will have awareness about the sense and the significance of English in order to increase national competence in global society.
3. In teaching English, the students will develop their understanding about the relationship between language and culture.²

²Departemen Pendidikan Nasional. *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*. (Solo: PT. Tiga Serangkai, 2006)

Writing skill is one of the English language skills which is taught and it should be mastered by the students in the school. In the syllabus, writing in English subject can not be separated with text as sources. 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 used in written forms accurately, fluently, and contextually in the form of paragraph such as *report, narrative, spoof, analytical exposition, hortatory exposition, and descriptive*.³

In the reality activities of the process of teaching and learning in state senior high school of 1 Dayun, the teachers taught English based on the curriculum and syllabus. Analytical Exposition Paragraph were taught at the second grade. In teaching 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 in 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 had explained the material clearly and used some examples. But

³*Ibid.*

when the teacher asked them to write analytical exposition paragraphs, some of them were difficult and were not able to do it maximally.

Ideally, the students in state senior high school 1 Dayun 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 expectation. Students' writing ability also needs improvement. Some of the students cannot fulfill the demand of the minimum criteria of passing grade given by English teacher. Their writing skill was still out of the minimal standard score. The students were not interested in writing subject, it made them confused how to write correctly. Based on interview with English teacher at state senior high school 1 Dayun, there are some various phenomena found listed as follows:

- a. Some of the students are not able to express their ideas in writing analytical exposition paragraph.
- b. Some of the students are not able to write sentences correctly, especially in writing analytical exposition paragraph.
- c. Some of the students have lack of mastering the places of using capital letters.
- d. Some of the students write uncorrect spelling of using vocabulary.
- e. Some of the students are not able to use grammar correctly.
- f. Some of the students are not able to write analytical exposition paragraph correctly.

Based on phenomena stated above and to improve students' ability in writing analytical exposition paragraphs, it needs an appropriate strategy or technique to help them to solve their problems in writing. There is a strategy to improve the students' ability in writing, especially in writing analytical exposition paragraph. The strategy is called "Group Critiques". This strategy is good for producing writing in analytical exposition paragraph. According to Urquhart and Mclever, Group Critiques Strategy is a strategy that works to help and develop small work-group skills, organize and direct the activity of the group, and build students' ability to provide helpful comments while analyzing others papers⁴. The strategy helps the students to be able to express and develop their ideas in writing analytical exposition paragraph.

The problems above indicated that it is necessary to do the new alternative strategy to be experimented. One of the alternatives that can be the solution to be increase of writing ability is "Group Critiques Strategy". So the writer tries to find out *the significant effect of using Group Critiques Strategy on students' ability in writing analytical exposition paragraph at state senior high school 1 Dayun Siak Regency.*

⁴Vicky Urquhart and Monette Mclever. *Teaching Writing in Content Areas*, (Colorado: McRel Publisher, 205) p.128

B. Definition of Term

The topic of this research is the effect of using group critiques strategy on writing ability in analytical exposition paragraph at state senior high school of 1 Dayun. Avoiding misunderstanding and misinterpretation in comprehending this research topic, it is necessary to define some terms used in this research as follows:

1. Group Critiques Strategy

Group Critiques is one of the strategies in teaching writing. According to Urquhart and Mclever that Group Critique Strategy is strategy that works to help and develop small work-group skills, organize and direct the activity of the group, and build students' ability to provide helpful comments while analyzing others' papers⁵. In this research, group critiques means a strategy that is used by the writer to know its effect on writing ability of analytical exposition paragraph at state senior high school 1 Dayun.

2. Writing Ability

The term of writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed⁶. Writing ability in this research is the students' ability in writing analytical exposition paragraphs at state senior high school 1 Dayun.

⁵Vicky Urquhart and Monette Mclever. *Teaching Writing in Content Areas*, (Colorado: McRel Publisher, 205) p.128

⁶ Teaching English, *Definition of Writing Ability*, Monday, April 12th 2010, (Retrieved on 05 May 2013),<http://teachingenglishonline.net/definition-of-writing-ability/>

3. Analytical Exposition Paragraph

Analytical: relating to analysis or analytics or dividing into elemental parts or basic principles. **Exposition:** A statement or rhetorical discourse intended to give information about or an explanation of difficult material. **Paragraph:** A distinct division of written or printed matter that begins on a new, usually indented line, consists of one or more sentences, and typically deals with a single thought or topic or quotes one speaker's continuous words.⁷

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or the readers that something is the case with three components: (1) Thesis, (2) Arguments, and (3) Reiteration or Conclusion⁸. In this research, analytical exposition paragraph is a paragraph that is written by students.

C. Problem of the Research

Based on phenomena above, some of the students at state senior high school of 1 Dayun still face difficulties in English subject, especially in writing analytical exposition paragraphs. So, the writer would like to clarify the problems as the follows:

⁷ Anne. H. Soukhanov. *The American Heritage Dictionary of the English Language*. Third Edition.

⁸<http://www.Wikipedia.org> (retrieved on march 06, 2014)

1. Identification of the Research

Based on the background of the problems above, it is clear that some of the second grade students at senior high school of 1 Dayun are still facing the difficulties in learning English. To make the problems of this research is clear, thus, the problems of this research are identified as follows:

1. What makes some of the students unable to express their ideas in writing analytical exposition paragraph?
2. What makes some of the students unable to write sentences correctly, especially in writing analytical exposition paragraph?
3. Why do some of the students have lack of mastering the places of using capital letters?
4. Why do some of the students write uncorrect spelling of using vocabulary?
5. What makes some of the students unable to use grammar correctly?
6. Why are some of the students not able to write analytical exposition text correctly?
7. Is group critiques strategy effective in improving students' ability in writing analytical exposition paragraph?

2. Limitation of the Problem

Based on the problem identified above, students still face the problem and difficulty to express their ideas especially in writing analytical exposition paragraph. Considering the weaknesses that the writer has, thus, the writer limits the problem of this research in improving students' ability in writing analytical exposition paragraph at state senior high school of 1 Dayun Siak Regency.

3. Formulation of the Problem

Based on the limitation of the problems stated above, the problems of this research are formulated in the following research questions:

- a. How is the students' ability in writing analytical exposition paragraph taught by using Group Critiques strategy at state senior high school 1 Dayun Siak Regency?
- b. How is the students' ability in writing analytical exposition paragraph taught without using Group Critiques strategy at state senior high school 1 Dayun Siak Regency?
- c. Is there any significant difference between using and without using Group Critiques strategy on students' ability in writing analytical exposition paragraph at state senior high school 1 Dayun Siak Regency?

D. The Reason for Choosing the Title

The reasons why writer is interested in carrying out this research are:

- a. This topic needs to be discussed because the writer wants to know the effect of using group critiques strategy in improving students' ability in writing analytical exposition paragraph.
- b. This research is very important to do because it is to fulfill one of the requirements of academic demands.
- c. As far as the writer knows, this topic has never been investigated by other writer yet.

E. Objective and Significance of the Research

1. Objective of the Research

Based on formulation of the problem, the objective of the research can be seen as follows:

- a. To find out the information about the students' ability in writing analytical exposition paragraph taught by using Group Critiques strategy at state senior high school 1 Dayun Siak Regency
- b. To find out the information about the students' ability in writing analytical exposition paragraph taught without using Group Critiques strategy at state senior high school 1 Dayun Siak Regency

- c. To find out the significant difference between using and without using Group Critiques strategy on students' ability in writing analytical exposition paragraph at state senior high school 1 Dayun Siak Regency

2. Significance of the Research

Related to the objective of the research above, the significance of the research is as follows:

- a. To give information about the use of group critiques strategy at state senior high school 1 Dayun Siak regency, in order to improve the students' ability in writing analytical exposition paragraph.
- b. To enrich the writer's knowledge about the use of group critiques strategy at state senior high school 1 Dayun Siak regency.
- c. To Find out meaningfully expected inputs for both. Practical and theoretical development of TEFL and TESL in general
- d. To complete one of the requirements intended to finish the writer' study program at English Education Department, Tarbiyah and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau