

CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is one of the ability that should be mastered by English Language Students (ELS) namely speaking, listening, reading. Writing means developing, exploring ideas, and gathering the information. Writers have responsibility to express their idea written, because the core of writing process is showing writer's ideas clearly and make reader understand about it. Because of that, writer should considered many elements to make the product of writing understandable.

Unfortunately, for many students writing becomes a difficult skill. According to Russell and Robert (2002:7), writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. It can be realized that students have limited to remember their whole lesson. So by writing, students can look and remember their lesson which happened in last. Further students are expected to develop an idea that may or may not be their own into a fully articulated product while paying attention to linguistic features of the target language that they might not yet possess. Regarding this idea, Sova(2004:7) states that good communication depends upon the interaction of what you write and your intended reader. Of course, a writer is not required to know readers in dividually or at all, but most

writers have at least a general audience in mind and a purpose when they put words on paper.

Based on the preliminary research at XI Grade The State of Islamic Senior High School 5 Agam it was found that students were still difficulties to deliver their ideas into a good paragraph of analytical exposition text and they did not know how to make it which could make the readers can catch their ideas. In addition, they were not able to mention the purpose of analytical exposition text and the generic structure of the text. The writing of the students was still far from the expectation of the curriculum. It can be seen in table below:

Table I
Students' Writing Skill in Analytical Exposition Text

Total students	Mean score of writing components					Total score	Criteria of Minimum Standard
	Content	Organization	Vocabulary	Language Use	Mechanics		
24	17	10	10	13	2	52	70
Ideal scores	30	20	20	25	5	100	

Source: English teacher of At XI Grade The State of Islamic Senior High School 5 Agam

The table above shows that the students cannot master and understand how to write well, especially in making paragraph of analytical exposition text, their score under 70 (criterion of minimum score). This is also an indication that

the students have not produced writing product successfully yet.

Related to the fact above, 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 analytical exposition text
2. Some of the students were still confused to choose appropriate vocabulary in writing analytical exposition text.
3. Some of the students were not able to write paragraph with good grammatical rules
4. Some of the students were not able to use connective words in making analytical exposition text.
5. Some of the students were not able to develop their ideas into coherent paragraph in writing analytical exposition text.

Based on phenomenon above, students do not understand important points yet in writing analytical exposition text. It is because they do not know what is related in the text, what is language use in the text, minus vocabulary and lazy attitude to read and to write text correctly. These make students difficult to write analytical exposition text. The researcher tried to use a strategy to facilitate students to write analytical exposition text and make the students more interested and enjoy in writing lesson. In this research, the writer would try to use opinion proof strategy was developed

by Bean(2011:158). Opinion Proof Strategy is a strategy that guides students in the evaluation of arguments supporting an opinion. Students must form an opinion, support the opinion, search for any fallacies in their reasoning and write persuasively about the opinion.

This strategy helps students in writing analytical exposition text. It can be seen in steps of opinion proof strategy which using frame paragraph. By steps of opinion proof strategy can help students write opinions and support them with evidence from the text. After that students write a paragraph using their opinion as the topic sentence and the evidence is used as supporting details for the opinion statement in frame paragraph. In addition, during the peerediting process, students develop criteria upon which to evaluate their writing, react to the writing of others, receive the opinion of others and revise their own writing. This strategy also helps teacher to provides an opportunity for English language learners to evaluate their own work to share it with a classmate (peer editing) and then to revise the paragraph before submitting a final draft.

Based on the background of the problem above, the researcher was interested to conduct the research under the title of: **“The Effect of Opinion Proof Strategy Toward Students’ Writing Ability at XI Grade The State of Islamic Senior High School 5 Agam”**

B. Identification of The Problem

Based on the fact the researcher found from the data and interviewed with English teacher at XI Grade The State of Islamic Senior High School 5 Agam that the students found difficulties in writing lesson because they do not know how to start writing and less interested in writing lesson. Therefore, the researcher was interested to use a strategy that can help students to write and interest to implementation Opinion Proof Strategy in which help students to develop and organize opinions and transform these opinions into persuasive speaking and writing.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher is interested to conduct the research the implementation of opinion proof strategy in teaching writing especially in analytical exposition text at XI Grade The State of Islamic Senior High School 5 Agam.

D. Formulation of the Problem

Concerning to the problem above, the general problem of this study is formulated as: “Does opinion proof strategy give significant effect of students’ writing ability?”

E. Purpose of the Study


The purpose of this research is: To prove whether or not opinion proof strategy give effects to students’ writing skill in analytical exposition text? Furthermore, to achieve the purpose,

it is necessary to describe the scores of each component such as content, organization, vocabulary, language use and mechanics on students' writing ability in Analytical Exposition text.

F. Significance of the Study

This research hopefully will give contribution to the teacher in improving their students' ability in writing. It's hoped that it will give contribution for teachers in assessing students' writing. Then, it can give contribution to other researchers who are interested in this related research.

G. Definition of Key Terms



Effect	:	A change that somebody or something cause in somebody or something else. (Oxford, 2008 : 143)
Strategy	:	Plan intended to achieve a particular purpose. (Oxford, 2008 : 439)
Writing ability	:	The skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. (Hornby 2000:1786)
Opinion	Proof	A strategy that guides student in the evaluation of arguments supporting an opinion. (Bean, 2011:158) .
Strategy	:	
Analytical Exposition	:	one of argumentative text which present some supporting idea on why certain

writer's opinion is important. Sartono
(2009 : 4)

