

CHAPTER I

INTRODUCTION

A. Background of Problems

Writing is the most complicated skill that has to be acquired by the learners in English learning, because it requires the writers to involve higher cognitive competence such as the capability to analyze, construct, edit and revise ideas to produce a qualified writing. Therefore, the writing instructors must be able to facilitate the learners with conducive learning that expand their views about certain matters, challenge them with extra rewards and show them the appropriate procedures in developing their writing competence.

Brown (2000: 348) states that process writing approaches tend to be framed in three stages of writing. They are Pre-writing or planning, Writing, and Revising. Teacher should not ask the students write based on the sample text because the students will get difficulties to write.

Writing competence that involves in process of analysis and synthesis can be called as whole brained activity that leads everyone to critical thinking. So, writing skill is the most complex activities that have to be acquired by every language learner. Because of this reason, teaching writing absolutely must be applied with wholehearted by classroom practitioners. Teaching writing is not a trivial thing to do. It is not an easy task to make the students competent in producing a qualified writing.

Writing is one of the skills that must be learned by the students. Based on syllabus, there are two kinds of text that need to be learned by the students. They are monologue text and functional text. Monologue text is a text where the purpose the text is about presenting the information or entertaining the readers. For example: narrative text, descriptive text, report text, analytical exposition text, and hortatory exposition text. The functional texts can be announcement, advertisement, greeting card, and notices.

Based on the observation in senior high school 4 Pariaman at class XI, it seemed that the students were rarely taught to write in English. When the write asked to write a text, they just did the assignment and discussed the answers together. They were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text.

It was the main problem that the researcher wanted to try to solve by conducting this research. Based on the observation, it was found that most of the students got low scores in their writing in hortatory exposition text as pointed on the table below:

Table 1
The Score of Students' Writing in Hortatory Exposition text

Number of Students	Grade XI Class XI					
	Mean Score of Writing's Components					Mean Score
	Content	Organization	Vocabulary	Language use	Mechanics	
28	19,85	13,96	11,73	13,92	2.96	62,42
Ideal Scr	30	20	20	20	5	100

On the table above, there are some problem students writing in hortatory exposition text. On the table, the students disable to make good content. They limited knowledge and lacks detail. Students can't organization and not communication their product. They were not understood about thesis, arguments, recommendation by hortatory exposition. On the table, the students had little knowledge by English vocabulary and occasional errors of words, idiom form and choice. The students looked disable about tenses for hortatory exposition. The student used many tense to made paragraph. So the students writing product looked messy. The product of students occasional errors of spelling, punctuation, and capitalization, paragraphing. So the conclusion, they still low in components of writing.

In the students' side, they did not know what have to be done at the first step like in colleting or generating the ideas. Then, organizing the ideas also became the complicated task that they have to do. Moreover, it seemed very hard for the students in expressing the ideas that come in their mind and bring it into a real form as the beginning of writing process that they had to deal with. All of these problems blocked the students' mind to attain a good

achievement in writing. Besides that, they could not make a qualified writing because of teaching technique that was used by the teachers in teaching process. Besides that, the teachers' lacks of method and strategies had made passive and monotonous class.

Based on the problem above, students didn't have ideas to write, they had blank minds when they were asked to write a text, and the students got difficulties in organization and the language use. So, the researcher tries a strategy to improve student's ability exactly in writing, the strategy is what-why-how. According to Peha (2003:20), What-Why-How is a strategy to help and guide the students to explain something of their confusion of the issue whether organize their ideas before writing. What-Why-How is to support almost any opinion they have, they got to be able to back up everything they say with good reasons and solid evidence. Therefore, the implementation of What-Why-How strategy in the writing process will promote openness and creativity and the students can generate a lot of thoughts in short time.

Based on that case, the writer is interested in solving the problem of students' writing ability. So, the writer conducts a research on "The effect of the W-W-H (What-Why-How) strategy toward students' writing ability in hortatory exposition texts at XI class of Senior High School 4 Pariaman".

B. Identification of Problem

Based on the background of the study above, it can be underlined that there are some problems related to students writing ability. The students have

some problem in writing they are the students got difficult to write in English by using correct grammar, the students do not know how to transfer and develop their ideas in written form and make a link among the ideas. The students cannot express their ideas or opinion well because the vocabulary is limited. The product of students writing their not applied generic structure and language features well. The strategy that used by teacher is not interested to the students. So they are not motivated to write. Then, the students have less enthusiastic. They are low spirit to study English especially writing. Because of that, the researcher wanted to assist the students to solve their problems. In this research, the writer focused on teaching technique. This technique is using What-Why-How Strategy. What-Why-How can develop the aspects of students writing ability.

C. Limitation of Problems

Based on the observation in senior high school 4 Pariaman, they got some difficulties in writing. My assumption there is several reasons why the students cannot write well. First the students do not know how to transfer and develop their ideas in written form and make a link among the ideas. The second, the students can't organization and not communication. Third the strategy that used by teacher is not interested to the students. So they are not motivated to write. Then, the students have less enthusiastic. They are low spirit to study English especially writing.

This problem can be solved by several ways such as: method, technique, strategies, activity or procedures and also interesting media. In this occasion, the teacher creativity is needed. Based on the fact, the researcher wants to use new strategy for students at senior high school 4 Pariaman by What-Why-How (W-W-H) chart before writing.

D. Formulation of Problem

Based on background and limitation of the problem above, the researcher formulated the problem of this research as follows:

Does What-Why-How strategy give significant effect in students' ability to writing hortatory exposition texts at class XI of Senior High School 4 Pariaman?

E. Purpose of the Research

The purpose of this research generally is to find out whether or not What-Why-How strategy give significant effect toward students writing ability in hortatory exposition text.

To achieve the purpose, it is necessary to describe the following aspects such as: content, organization, vocabulary, language use, and mechanic.

F. Significance of the Research

This study is expected to describe the students writing ability on hortatory exposition text. The teacher can pay attention to the student's weakness in order to help them to be good writers. The teacher also can find

appropriate strategy to solve the student's problems in writing the text. Moreover, the teacher will know which part that is difficult for the students so that the teacher can evaluate their teaching in order to improve the student skill.

G. Definition of the Key Term

In avoiding misinterpretation in this study, the researcher tries to explain some terms that are used in this research:

Effect : a change that is a result of an action or other cause

What-Why-How strategy : is a strategy to help and guide the students to explain something of their confusion of the issue whether organize their ideas before writing

Writing ability : competence in delivering the ideas into written form by using some language features such as vocabulary and grammar at least, into the smallest form of writing (paragraph).

Hortatory exposition : a type of spoken or written text that is intended to persuade the listeners or readers that something is the case