

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research, which is divided into six sub chapters: general background of the research, statement of the research problem, purpose of the research, significance of the research, operational definition of the research, and the scope of the research.

1.1. Background of the Study

A huge number of students learn English as a compulsory subject in ESL/EFL classrooms around the world. They have not chosen to do this themselves, but learn because it is on the curriculum (Harmer,2007:12). This statement shows how important English for students to learn. That is why the English teachers have to acquire many ways of teaching and learning to fullfill the needs of the students in developing their skills in English.

Producing spoken and written languages are obviously different, although they are the same productive skills. There are many differences between speaking and writing. Speaking language is often unplanned, it is mostly spontaneous and rapid. Further, it usually involves thinking on the spot. Different from speaking, writing requires many instructions and practices. It involves a standardized grammar, structure, organization, and vocabulary. It needs hard thinking to produce idea, words, sentences, paragraph, and composition.

Writing is a complete process. It needs steps and stages. The steps of writing are prewriting, drafting, editing and final version. In general, De La Paz (2001:241) Stated that writing is a highly complex, demanding process. It means that a good writing cannot be done instantly. It involves processes that should be done by the learners in order to make a proper writing. The process consists of exploring ideas and processing the ideas into readable texts.. The learners should learn writing while practice each stage of writing. Without practicing the stages, it will be very hard for them to be able to produce a good writing.

Writing is so difficult language skill, that the students face a lot of problems especially in the writing of persuasive text. The students cannot develop their arguments clearly because they do not have any idea when they are asked to give their opinion on a certain topic, or they have a lot of ideas but they are confused how to express their idea in writing form. Before writing, students learn to be reflective by generating ideas to support each side of an issue before deciding what their position is (De La Paz, 2001:234). The students have to develop ideas and get many informations so that they have a background knowledge of a certain topic. In another words, writing an analytical exposition text is more complicated than another text, since it needs evidences to persuade the readers to believe in their arguments.

The problems above are also faced by students of SMA Muhammadiyah 3 Jember in the eleventh grade. Based on the preliminary study which is done by interviewing the teacher and giving a writing test for the students of XI IPS 2 at SMA Muhammadiyah 3 Jember, the researcher found that the students face serious problem in constructing and arranging sentences as well. They were also

facing difficulty in developing arguments and arrange them into an order paragraph. The students were also afraid in making mistake, so that the exploration of their ideas and arguments of the topic was very limited.

Based on the minimum standard competency, the students' scores were still low. SMA Muhammadiyah 3 Jember has decided in 75 as the minimum standard competency. The students have to pass this score to be categorized as a good score. But, the fact that was found in the result of writing test in preliminary study showed the students' average score was still 64.

To solve those problems, the researcher is intended to apply a strategy to help them in improving their writing, especially in analytical exposition text. The strategy is STOP and DARE strategy. In this strategy, the students learn specific steps to accomplish writing tasks, and teachers scaffold their learning. STOP and DARE helps students develop sophisticated essays that go beyond the most basic format of premise, supporting reasons, and conclusion (De La Paz,2001:234). Therefore, by applying this strategy the teacher may be helped to guide students in the process of writing. This strategy helps the students in planning their writing, deciding the side, organizing some supporting arguments, brainstorming of the topic, and concluding their writing.

Based on the case above, the researcher is interested to conduct a research entitled: Improving Students Writing Skill by Using STOP and DARE Strategy at the Eleventh Grade Students of SMA Muhammadiyah 3 Jember in the Academic Year 2016/2017.

1.2. The Research Problem

According to the background above, the problems of the reseach are :

1. How can the use of STOP and DARE strategy improve students' writing skill at the eleventh grade of SMA Muhammadiyah 3 Jember in academic year 2016/2017 ?
2. How can the use of STOP and DARE strategy improve students' active participation at the eleventh grade of SMA Muhammadiyah 3 Jember in academic year 2016/2017 ?

1.3.The Research Purpose

According to the research problem above, the objectives of the research are :

1. To improve the students' writing skill at the eleventh grade of SMA Muhammadiyah 3 Jember in academic year 2016/2017.
2. To improve the students' active participation at the eleventh grade of SMA Muhammadiyah 3 Jember in academic year 2016/2017.

1.4. The Research Significance

The results of the test given are expected to be useful for the following people :

- a. The English teacher

The results of this reseach are expected to give contribution to the English teacher in the teaching and learning activity, especially in writing activity.

Hopefully, the teacher can be encouraged to apply the STOP and DARE strategy in teaching writing to improve the writing skill of the students.

b. The students

The STOP and DARE strategy which is given by the teacher may be useful for students to consider the process of constructing a proper writing especially in analytical exposition. Thus, the students can develop their writing skill.

c. The other researchers

The results of this research are expected to be useful as a reference to conduct the same research design in order to strengthen the fact that STOP and DARE strategy can improve students writing ability.

1.5. The Operational definition of the research

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1.5.1. Writing Skill

Writing skill is an skill to product a written language that comes from our thought. By using writing, the students can share their ideas, feelings or anything about a certain topic. In this research, the researcher focus on the writing analytical exposition text. Analytical exposition text is a text that elaborates the students' ideas about the phenomena in environment. The purpose of this text is to analyze a topic and persuade the reader that this opinion is true and supported by arguments. This research will scored the four aspects of writing, those are content, organisation, vocabulary, language use, and mechanics.

1.5.2. STOP and DARE Strategy

STOP and DARE strategy is a teaching strategy which provides a cue card and brainstorming sheet as guidelines for students in writing activity. This strategy helps the students to plan their writing, organizing their arguments and concluding their writing.

1.6.The Scope of the Research

The researcher limited this research to the students' writing skill in writing analytical exposition text. The topic of the analytical exposition text was about the phenomena in daily life. The research will score five aspect in writing skill, content, organization, vocabulary, language use and mechanic. This research focuses on improving the eleventh students' writing skill of the second semester at SMA Muhammadiyah 3 Jember in the 2016/2017 academic year. There are ten classes of eleventh grade which is divided into three programs, in this research the researcher will focus on the social program.