

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

There are two ways of communication; namely oral and written communication. Both of them have different characteristics. In oral communication, speaker communicates directly and they can repeat or ask to repeat the expression if they do not understand. Beside that, the usage of gesture can be used if the speaker finds difficulty in getting the point what the speaker says. While in written communication the readers cannot ask the writer if they do not understand. In other words, there is one way communication. Therefore, the writer should organize his writing with simple sentences and familiar words in order to be easier to understand by the readers. Even sometimes the writer personal attitude or social experience influences his writing. As what Hyland (2002:30) states that writing is seen as a social act than can only occur within a specific situation. It is therefore will influence both by the personal attitudes and social experiences that bring it to the writing context in which it take place.

According to Byrne (1979:1) writing is the encoding of a message of some kind that is we translate our thoughts into language. It means that students need a clear idea and creativity when writing. They have to be master in the topic that they want to write and creativity to make the reader understand and interest with their writing.

Because of having ability in writing is important, it is taught formally in Indonesia education curriculum from primary up to university level. Analyzing this case, writing is an important subject to be mastered. Students, in every level of study, are expected to be able to write. In the Education Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan), English subject syllabus of the second year students in Senior High School, students should be able to write hortatory exposition text. Hortatory exposition is a text which persuades the reader or listener that something should or should not be the case (Gerrot & Wignell 1994: 204). In addition, a hortatory exposition text is aimed to strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people (<http://typesoftext.blogspot.com/2011/03/hortatory-exposition.html>, 2012)

In fact, many students think that writing hortatory exposition text is the most difficult activity to do. It is because hortatory exposition deals with arguing on some issues surroundings. Students find it difficult to give their opinion and point of view. Moreover, they have problem with a lack of vocabulary, poor grammar and unable in organizing their ideas.

Based on the observation and interviewing done by the writer in the grade XI of State Senior High School 1 Tanjung Morawa, many students had some

difficulties when they had to write hortatory exposition text. Firstly, they did not have the ideas what topic should be written. Secondly, they did not know how to organize their ideas in order to build up their opinion related to the topic. In addition, they also find difficulties to support their ideas or point of view by giving the strong reasons based on the topic to persuade their reader or listener (s).

To motivate students in writing hortatory exposition, it is necessary to find the appropriate strategy to improve their achievement in writing hortatory exposition text. Therefore, the researcher would like to propose an effective strategy that is called PLEASE strategy. PLEASE is a mnemonic writing strategy that can be effective to improve the students' achievement in writing. PLEASE strategy will guide the students to generate ideas about a topic for writing other type of text, organizing those ideas, generating text that communicates those ideas and then revising their writing. PLEASE is a mnemonic writing strategy that guides the students to write all of the parts of a paragraph using the planning, composing and revising components (Boyle 2010:246). The acronym of PLEASE strategy stands for Pick, List, Evaluate, Activate, Supply and End. In addition, PLEASE strategy is a writing strategy that is used to generate cohesive organized paragraph (Brownell et al.2012: 120). Using this strategy, the students will be able to write sentences that are complete and coherent.

There was a researcher who had been conducted the same problem that is writing hortatory exposition text (Silalahi, Mersi: 2011), but there were some weaknesses in the students' achievement in writing hortatory exposition text that

make the researcher is eager to re-conduct such problem to different strategy and population.

Based on the situation above, it means that PLEASE strategy is important to be used to improve student's achievement in writing hortatory exposition text. As a result, the researcher conducted a research to improve students' achievement in writing hortatory exposition text with title "Improving Students' Achievement in Writing Hortatory Exposition Text through PLEASE strategy"

#### **A. The Problem of the Study**

Based on the background of the study above, the problem of the study is formulated as the following:

"Is the students' achievement in writing hortatory exposition text significantly improved by using PLEASE strategy?"

#### **B. The Objective of the Study**

Based on the problem formulation above, the objective of the study is to investigate the use of PLEASE strategy significantly improves the students' achievement in writing hortatory exposition text.

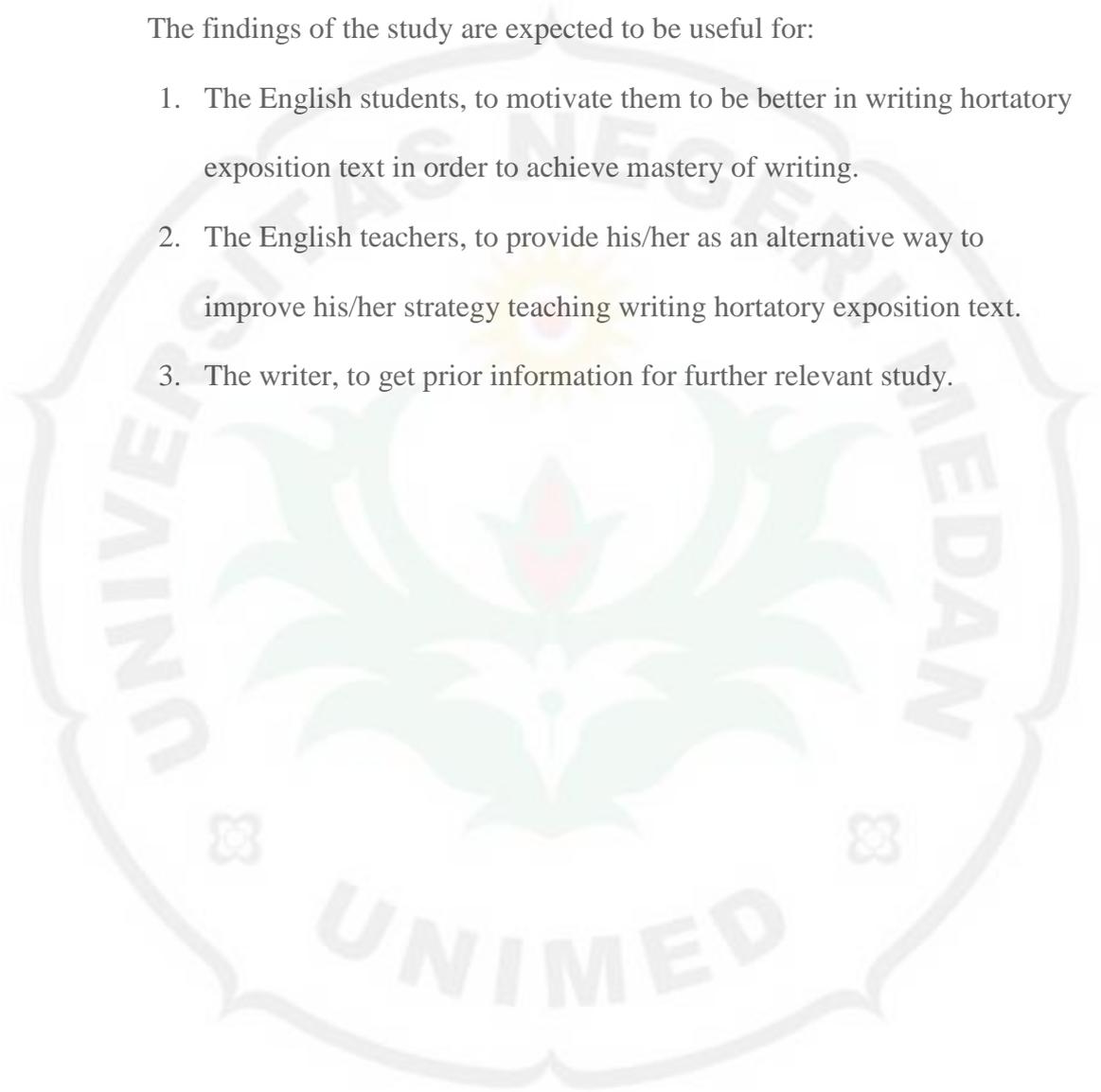
#### **C. The Scope of the Study**

There are many genres of text in English, but this study is basically limited and focused on writing hortatory exposition text by using PLEASE strategy.

#### **D. The Significances of the Study**

The findings of the study are expected to be useful for:

1. The English students, to motivate them to be better in writing hortatory exposition text in order to achieve mastery of writing.
2. The English teachers, to provide his/her as an alternative way to improve his/her strategy teaching writing hortatory exposition text.
3. The writer, to get prior information for further relevant study.



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