

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Writing is the very important and most required in academic field. People convey their idea and feeling through writing and it is also used as the reminder in form of file or document. Harmer (1998:79) states that writing is the most powerful communication tool which is used to share our thoughts.

Writing has become one of the language skills that must be learnt by the students. It is stated in Educational Unit Curriculum (KTSP) of senior high school that the students in grade XI are expected to express the meaning of a short functional text and essay in the form of Report, Narrative and Analytical Exposition.

Based on the writer's teaching experience while conducting teaching learning program (PPL) 2012 in SMAN 1 Gebang, Langkat, the students' minimum passing score (KKM) in writing is 75. In fact, the data showed there were 19 of 32 (59%) students in grade XI got difficulties in writing even after they were being taught. This data was obtained when a test of writing analytical exposition was given to them. The mean score of the students was 68. It proves the students' ability in writing analytical exposition is still low. As Diana and friends (2011:197) state that analytical exposition text is a piece of exposition that describes relationship between an event or circumstance and its effect. It guides the writer by an idea that wants to be developed. There are some factors causing

the students' ability in writing analytical exposition still low are first, students are lack of information, idea, and fact. It will happen when the topic is about phenomenon surrounding which is usually discussed in analytical exposition. Second, students are unable to make the text goes coherently and organizationally, for example there is still another argument after writing closing statement. Third, students cannot make elaboration or extension of the reason. They just put their main idea, and then leave them away.

The other problem is the method of teaching used by the teacher is still monotonous. The teacher just taught the students by using discussion and lecturing. This makes the students do not experience how to write in English systematically and directly.

Meanwhile, learning writing by using the appropriate strategy can help the students to make a good writing. It also helps the teacher to conduct the teaching learning process with an interesting situation. *What-Why-How Charts* (Peha, 2003) is one of the best strategies to encourage students in writing analytical exposition because in this strategy the students will put some arguments that make sense to the readers so that the relation between topic and arguments will be clear. Moreover, the students will be able to organize the flow of their writing based on the ideas they have.

In addition to the research, there are many studies that have been conducted related to analytical exposition text. There are two writers who have ever conducted a related research about writing achievement; Ulima Simanjuntak with the topic "The Effect of Using K-W-L (Know, Want to Learn) Strategy on

the Students Achievement in Expository Writing”. Darmasari Purba with the topic “Improving Students’ Writing Achievement through the Process Genre Approach”. Based on these related research, it indicates that the use of different technique influences the result of the students’ achievement.

In relation to the problem, the researcher would like to conduct a research to find out the effect of using *What-Why-How Chart* on the students’ achievement in writing an analytical exposition.

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

Based on the background of the study, the problem of the study is formulated as follows: “Among the grade XI students of SMAN 1 Gebang is there any significant effect of using *What-Why-How Chart* on students’ achievement in writing analytical exposition?”

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

The focus of the study is on students’ achievement in writing analytical exposition with the topic about phenomenon surrounding. The researcher uses one of writing strategy that is *What-Why-How Chart*.

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

The objective of the study is to find out whether *What-Why-How Chart* gives significant effect in teaching learning process on the students’ achievement in writing analytical exposition.

### **E. The Significance of the Study**

The findings of this study, which concerned with the effect of using *What-Why-How Chart* on students' achievement in writing analytical exposition is expected to give some benefits in theory and practice. In term of the theoretical benefits, this study is expected to enrich the literature in term of teaching writing by using *What-Why-How Chart* and to give a better understanding and alternative strategy in teaching writing English text. For the other researchers, the findings of this study are also expected can be used as contribution information that can be used as a reference material to conduct related research.

Then, in term of practical benefits, the findings of this study are expected to contribute to the development of writing achievement, both for the English teachers and students in teaching writing analytical exposition. For the students, the findings can be used to help them to encourage and develop their ideas in writing, especially in writing analytical exposition. For the teachers, the findings can be used as one alternative strategy to solve the students' writing difficulties in teaching writing.