

CHAPTER I INTRODUCTION

A. The Background of the Study

Writing is an important way to communicate in our daily life. Graham (2007:2) states that writing is important in helping people to communicate with other people especially for some people in distance. In this digital era, almost people communicate with others by using digital technology, for instance, texting by using mobile phone, sending email, and even doing business such as online shop by using social media. Thus writing has important rule in daily life to help people in communication.

Writing is a history reminder. People cannot remember all of activities that they ever experienced. Sometimes they will forget few even many events in their life. Students write notes in every subject in school, participants write the main points from some speakers in the seminar they join, people write their daily activities in their diaries, even the national histories were written in history book, all of them are purposed to remind that each event ever happened. So writing is very useful for people to be able to remember about something they forget.

Harmer (2004:13) states that writing is a process of transforming thought and ideas into written form. To be a good writer there are some considerations that the writer must have. When a writer writes, he conveys his ideas by considering known or unknown reader who will read the ideas in the written text. Besides that, a writer must also have good capability; the writer must understand that different

type of text has the different purpose. Moreover, the writer must be able to write the whole text into a cohesive paragraph and coherent text. Thus the ideas that the writer wants to share is not different with the information that the reader gets.

There are four language skills that students must be mastered in education. Writing is one of them that students face in school. It is recognized that writing is the most difficult skill to be learned and mastered because writing is not as easy as transform the idea into written text, the students not only must know what to write, but also how to write in a good way. When the students start to write, they must be able to write by using language components such as grammar, spelling, language use vocabulary, and also punctuation well. Students want the reader understands what they write, so they must write every sentence in correct language use. This makes writing becomes difficult to be mastered.

There are some genres of text that are studied by students in senior high school such as narrative, descriptive, recount, spoof, exposition, etc. in this case hortatory exposition is the main focus. Hortatory exposition is intended to explain the reader that something should or should not happen or be done. Pardiyono (2007:215) states that hortatory exposition is to argue that something should be or ought to be. Hence, hortatory exposition has the purpose to argue or persuade people to believe what the writer believes in.

There are three main parts of hortatory exposition text; they are (1) Thesis statement: statement or announcement of issue concern, (2) Arguments: reasons for concern, (3) Recommendation: statement of what should not happen or be done based on the given argument. In order to write hortatory exposition text the

students should be able to recognize these three parts because these are the important part which is different with other genre of text.

Based on the observation in SMA Methodist 8 Medan, the English teacher of Eleventh Grade said that the students found difficulties in writing a text, especially hortatory exposition text because there must be some arguments stated in the text by the students. As the matter of the fact, most of them were not able to elaborate the arguments that they have in mind, even to express them because the vocabulary that the students have is still lack so they need more time to find the suitable words in context or known as diction by using dictionary. Moreover, the students were also still low in mastery grammatical aspect of writing to the sentences they wrote are not organized correct. Below is the list of students' scores of XI IPA-2 class. There are 63,3 % of students fail in writing.

Table 1.1
The list of students' writing scores of XI IPA-2 class

Class	Score	Students	Percentage
XI IPA-2	≤ 68	19	63,33 %
	≥ 68	11	36,66 %

(Source: SMA Methodist 8 Medan)

Some problems on writing stated above need problem solving. So some experts in education try and develop to find some technique, method, and strategies to solve those problems. One of the strategies that will be applied is POW+TREE strategy that will be applied in this research.

POW+TREE strategy is a strategy to assist students in learning how to write an opinion essay (Harris and Graham, 2008:47). POW+TREE strategy

assists students in learning how to write an opinion essay which opinion essay is about what the writers believe or what they think about a certain topic. This strategy is consisted of six steps that should be followed by the students in making paragraph in making writing plan before writing the text. POW stands for Pick my idea, Organize my notes, Write and say more, TREE stands for Topic sentence, Reasons, Explain reasons, and Ending.

There are some reason for the researcher to choose POW+TREE strategy, they are (1) POW+TREE strategy can assist students to think before they write by using *pick my ideas*. This will help them to plan what they want to write, (2) POW+TREE strategy can assist student to write in a good structure because POW+TREE prompts student to write by giving a topic sentence, then stating some reasons, and writing the explanation for each reason. It will help students to write in a well structure, (3) POW+TREE is an interesting strategy to learn writing because it has media like cue card, mnemonic chart, graphic organizer that can raise the students easier to write.

The previous researchers had done by Wiyanti (2013) and Fahrizal (2013). Wiyanti (2013) says that POW+TREE is a good strategy to be implemented in class. She applied this strategy in the eleventh grade students of SMA N 4 Padang. Fahrizal (2013) concluded that POW+TREE is a good in increasing writing persuasive text. He found that POW+TREE is successful to improve students' writing ability especially hortatory text. Therefore, the researcher is interested to apply POW+TREE strategy to improve students' writing ability.

B. The Problem of the Study

Based on the background of the study, the problem was formulated as the following: “Does POW+TREE strategy significantly affect on students’ ability in writing hortatory exposition text?”

C. The Objective of the Study

The study intended to find out whether POW+TREE significantly affect students’ ability in writing hortatory exposition text.

D. The Scope of the Study

This study belonged to the scope of teaching research. Teaching cover, a wide range of aspects, and teacher, students, materials and media were some of them. This study was limited to one aspect of the teacher, namely teaching strategy. The teaching strategy that was investigated is the POW+TREE strategy. The investigation was limited to the search of its effect on writing that was also limited to the writing of hortatory exposition text.

E. The Significant of the Study

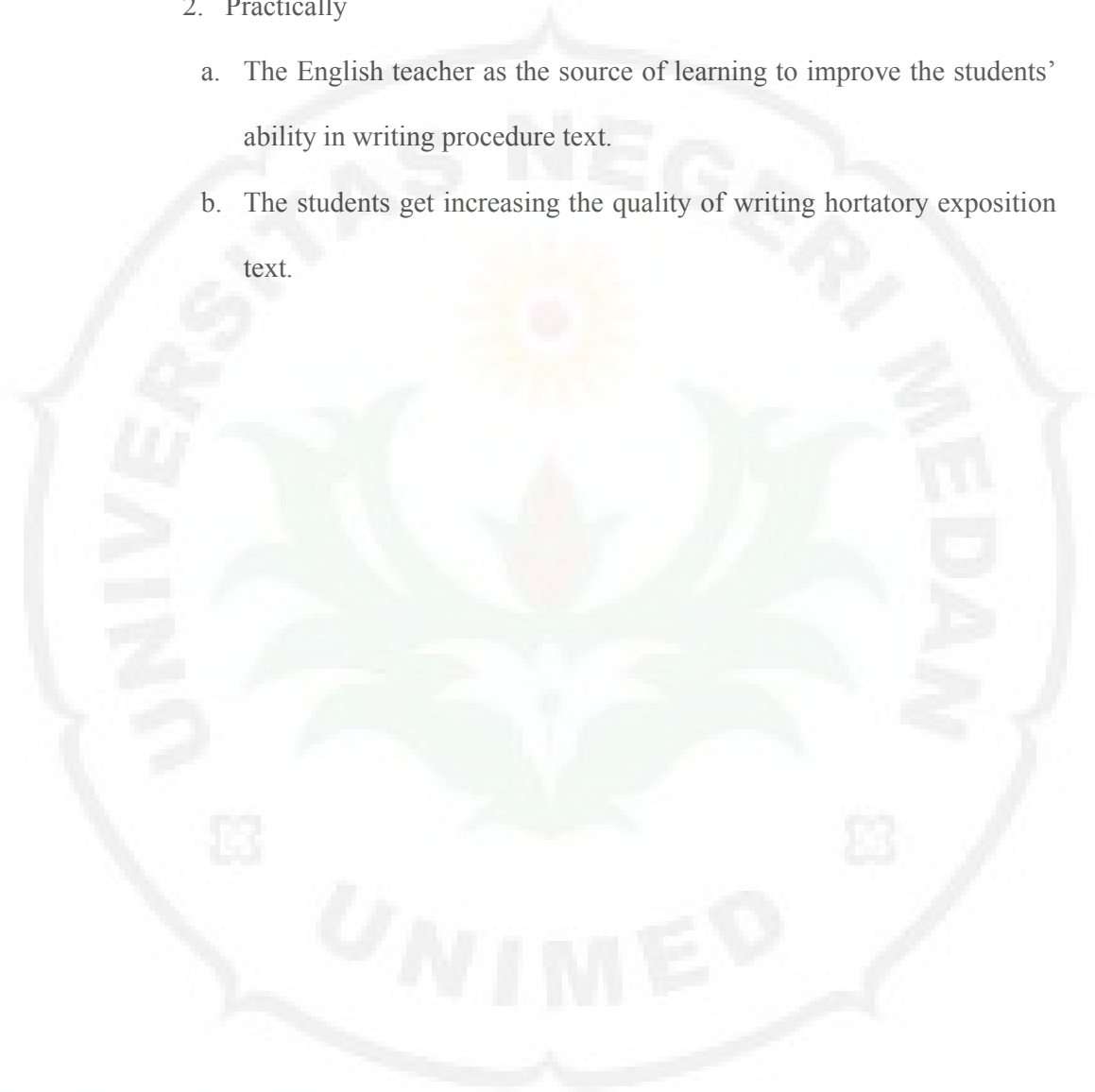
The result of this study was expected to contribute either the theories or practices for

1. Theoretically

- a. The researcher as reference to conduct the research related to POW+TREE writing strategy.
- b. The other researchers who want to conduct the same research in applying POW+TREE strategy in teaching writing hortatory exposition text.

2. Practically

- a. The English teacher as the source of learning to improve the students' ability in writing procedure text.
- b. The students get increasing the quality of writing hortatory exposition text.



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