CHAPTER I

INTRODUCTION

This chapter comprises background of the study. Formulation of the Research Problem, the Purpose of the study, Significant of the Study, Definition of Key Term, and Organization of the Study.

A. Background of the Study

Writing is one of the language skills besides learning, speaking and reading that must be mastered in English learning. Writing always related to language ability which is use the language creatively and product their writing. From writing, people can express their feeling or other things like making imagery, giving information, advertisement, argumentation and so forth.

Teaching writing is important because writing always related to language ability which is students use the language creatively and product their writing. Through writing, students can inform others, make a transaction, persuade the readers, and tell what they are feeling. Also, writing is primary basic upon with work in future, learning, and students' intellect will be judge in school, workplace, and in the community. Therefore, to develop students' writing ability they have to write often and repeatedly. Students need more exercise in writing in order to be a capable writer.

Teaching writing in school is still marked to be the most complex and difficult compared to the three other skills, like listening, speaking, and reading. Teacher views that in the writing class students' activity cannot be measure because they should write and conducting their own idea, sometimes they were very crowded and during the teaching process they tended to become passive. It is different when speaking class that students are mostly actively involved. Many writing teachers may also just place writing in the end of the instruction or to students' homework. So that students have no opportunity to get the feedback from the teacher of their writing task.

The researcher found some problem in teaching and learning process especially in writing English class when conducted preliminary observation. This research was conducted to improve the students' writing ability and of course to reduce the students' difficulties in the teaching writing. Based on the observation and interview, the researcher found some problem in the learning writing English process. The problems are: (1) in terms of the students' comprehension in teaching writing, they have a problem in vocabulary mastery but they also lazy to open dictionary to learn more vocabulary. This problem caused the students' score of writing were mostly under the Minimum Mastery Level of Learning. (2) And the second problem is the students' attitude during the teaching and learning process, the problems were come from the students' attention that they were not interested in teaching writing activity and they attend to become passive. The students tended to keep silent when the teacher explained in front of the

class, although they did not understand too much concerning the subject, they did not want to ask questions to the teacher and not all of them write the material from the teacher. Then the researcher conduct preliminary study on March 4th 2019 to know the students score in English writing skill, then the result of preliminary study is mean score of the students is 50,3 and the presentage is 0%. Based on those problems, some improvements are needed. In other words, a new strategy in teaching writing needs to be introduced and implemented in the writing class.

As one kind of the skill in English language, Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. According to Percy (2013) there are three reasons why writing must be taught to the students in English department. First, writing reinforces the students' abilities in grammatical structures, idioms, and vocabulary that the lecturers have taught. Second, when the students write, they actually take an "adventure" with language to the beyond of what they have just learned to say. Third, when the students write, they necessarily will be involved in learning new language which means that writing is the effort to express idea and the constant use eye, hand, and brain. In fact, the three reasons is the unique way of learning that should be used by students when they joint in the writing class.

Then, analytical exposition is a text that is aimed at persuading readers or listeners about something by giving some arguments or opinions.

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. Wyrick (2008:83) stated that the aimed to learn exposition writing for students in English department are to improve the students' competency to generate opinion into thesis statement, to generate opinion into argumentation, and the last to formulate the arguments to be reiteration in form of writing or speaking so that can be designed a complete exposition writing based on the its generic structure.

In analytical exposition text contains thesis statements, argumentation and reiteration. In the first paragraph of analytical exposition text, the writer should put a thesis statements, it contains writer's opinion about something. It also introduces topics and indicates the writer's position. The next paragraph there is "argument", it contains the argument to support the writer's position. The number or arguments may vary, but each argument must be supported by evidence and explanation. The last paragraph consist of "reiteration", it restating the writer' point of view/to strengthen the thesis. Then the purpose of analytical exposition are: (1) to analyze the topic and to convince or influence the reader that this opinion is correct and supported by arguments (2) to convince the reader that the topics presented was an important topic to be discussed or gained attention by way of providing arguments or opinions that support the main idea or topic.

Then Self Regulated Strategy Development is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self regulation

to strategy instruction for writing. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self-regulation skills and independent learning. Self Regulation Strategy Development also one of the greatest challenges for instruction in adult education programs is to help students acquire the basic cognitive skills and habits needed to e self-directed learners. A large body of research from both secondary and postsecondary settings suggests that strategy instruction strengthens students' abilities to engage with learning, benefit from instruction, and succeed. Strategy instruction is an approach that teaches the tool and techniques necessary for understanding, leaning, and retaining new content and skills. It involves teaching strategies that are both effective in assisting learners with acquiring, retaining, and generalizing information, and efficient, helping them acquire the information in the least amount of time (Lenz, Ellis, & Scanlon, 1996). There is a range of approaches and a rage of uses for strategy instruction in all content areas for learners of all ages.

In this research the researcher conducted a research using Self Regulated Strategy Development in helping students in writing analytical exposition text, especially in developing and organizing ideas of arguments in the paragraph. Then based on the curriculum 2013, analytical exposition is the one of subject that should be mastered in the second grade students of Senior High School. Then in this research helping students to get a motivation to solve their problem in writing analytical exposition the students can make a good analytical text by revising their mistakes in writing analytical text.

There was some previous researches that used Self Regulated Strategy Development. For the first is Thesis by Dwi Bayu Saputra, Ratmaida, Muhd.Al Hafizh (2014) conducted a research about *The Effect Of Using Self Regulated Strategy Development Toward Senior High School Students' Writing Ability In Hortatory Exposition.* Based on the research Self Regulated Strategy Development is effective to improve students' writing ability in hortatory exposition. Then the second current finding is Sari, Ninaya (2010) conducted a research about *Improving the students' ability in writing expository paragraph through Self-Regulated Strategy Development at STAI Rakha Amuntai-South Kalimantan.* Based on the research, the finding indicated that using Self Regulated Strategy Development model could improve the students' ability in writing expository paragraph. The third is Regina Devi, Grace and J.W. Michael (2013) conducted a research about *Self Regulated Strategy Development in ESL writing for Academic Purposes.* Among others, the findings of the paired-sample t-test revealed that the SRSD based writing instruction had a significant positive effect on all proficiency Malay ESL learners as well as their overall use of the language learning strategy.

The researcher use Self Regulated Strategy Development. It will help students to learn, use, and adopt the strategy used by the researcher. The steps in this approach let the researcher to discuss and model the strategy used in the teaching process. Students will also get a chance to encourage a positive self talk which is modeled by the researcher first and then the students will use it by themselves. They can ask themselves in order

to make a good writing. Graham (2006) said that Self Regulated Strategy Development has been found to be successful in many types of writing task, paragraph and persuasive writing.

B. Formulation of the Research Problem

Concerning the background of the study, the writer formulates the problem of the study below:

1. How can the implementation of Self-Regulated Strategy Development to improve the second grade students' writing ability on analytical exposition at MAN 3 Blitar?

C. The Purpose of the Study

Based on the research question, the research objectives are:

1. To investigate whether teaching using Self-Regulated Strategy Development to improve the second grade students' writing ability on analytical exposition at MAN 3 Blitar.

D. Significant of the Study

This research is formulated as an effort of finding some uses. The uses of this research are:

1. Theoretically, the result of the research can contribute useful information for the future classroom research with the similar problem of writing skill improvement.

2. Practically

a. The English Teacher

This research can become information source to improve the quality teacher in teaching writing to his/her students. English teachers are suggested to use Self Regulated Strategy Development as an additional activity in the teaching writing without leaving the process writing.

b. The students

The researcher believes that this research may useful for students to improve the students' achievement in writing analytical exposition by using Self Regulated Strategy Development. It's very helpful for the students especially in getting better achievement in writing a text.

c. The next Researcher

The next researcher is recommended to explore the more about the Self Regulated Strategy Development in the teaching writing other text types. Besides, this study also can be used a reference for the next researcher who will conduct a similar study with different subject of the study.

E. Definition of Key Term

There are some related terms used in this research. In order to make them clear, they are operationally defined as follows:

1. Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts

and ideas in a readable form. Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph.

2. Writing Ability

   Writing ability is defined s he ability to respond to a given stimulus according to some authority's definition of the correct response (Nunan, 1999). Writing ability is a ability to produce a text and the process consist of stages as the steps in writing.

3. Teaching Writing

   Teaching how to write effectively is one of the most important life-long skills educators impart to their students. Teaching writing is an activity to transfer knowledge about writing from educators for the students, educators must e sure to select resources and support material that not only teaching how to write, but that will also be the most effective in helping the students learn to write.

4. Improve

   Based on Business Dictionary improve is act of enhancing or making better in terms of quality, value or usefulness. This can be by making ideas, objects or processes

more desirable by adding or removing components. The term can be also be applied to people as well, via method such as performance reviews which are meant to try and improve an employee in some manner.

5. Self Regulated Strategy Development

Self Regulated Strategy Development is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self regulation to strategy instruction for writing. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self-regulation skills and independent learning.

6. Analytical Exposition

Analytical exposition is a text that is aimed at persuading readers or listeners about something by giving some arguments or opinions. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. While the main purpose of analytical exposition text is to influence the reader to believe something by presenting one side of the argument. It means trying to convince the reader to believe something by giving one side of opinion only.

F. Organization of the Study

This study is divided into five chapters as follows:

Chapter I

Presents the background of the study, the formulation of the research problems, the objectives of the study, the significance of the study, definition of Key Terms and organization of the study.

Chapter II

This chapter presents the theories that suit to this research. The reviews of related literature it consists of: Writing (Definition, nature and aspect), the writing learning process (process of writing, approaches to teaching writing), the characteristics of good writing, the purpose of writing, teaching writing (the roles of teachers in teaching writing, teaching writing in Senior High School, media in language teaching and learning, Self Regulated Strategy Development, and analytical exposition.

Chapter III

In this chapter the researcher presents some points related to this research include research design, subjects and setting of the study, procedures of the study, preliminary observation, planning, implementing, observing, data analysis and reflecting.

Chapter IV

This chapter deals with the data and the research finding obtained from the classroom action research at Second Grade Students' of MAN 3

Blitar, inacademic year 2018/2019. The data of study obtained from the implementation, observation and the reflection of the action.

Chapter V

This chapter presents the conclusions drawn from the findings and suggestions.