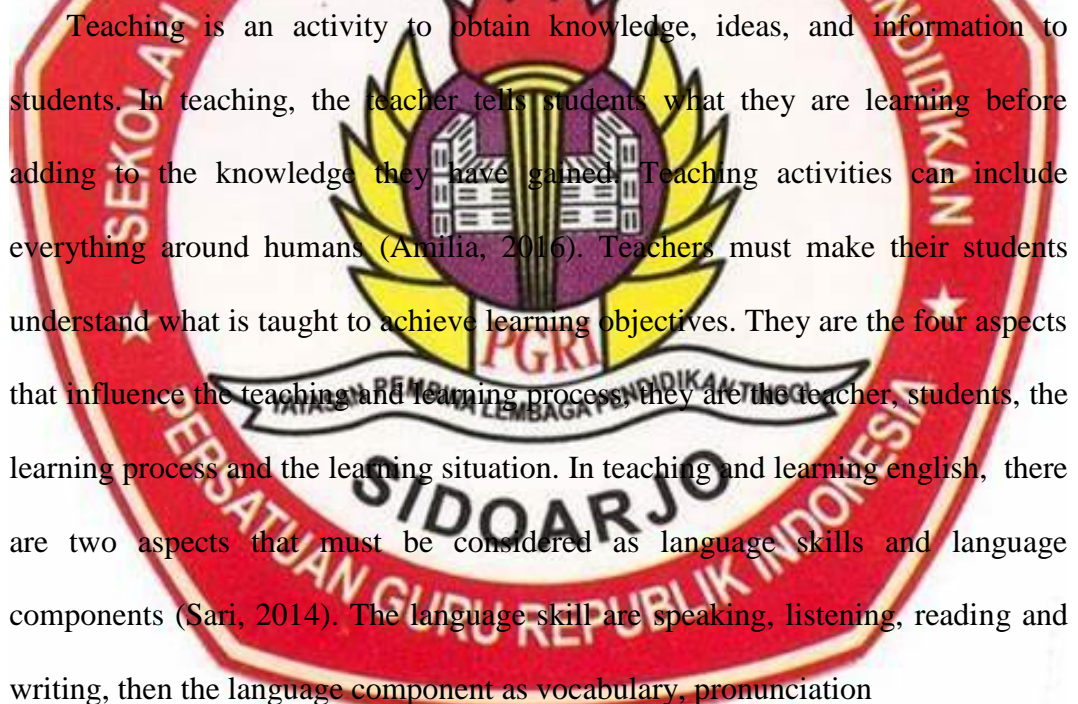


CHAPTER I

INTRODUCTION

This chapter describes the reasons for the conducting the research and it deals with several point. There are introduction that concern with background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation, and operational definition.

1.1 Background of the Study.



Teaching is an activity to obtain knowledge, ideas, and information to students. In teaching, the teacher tells students what they are learning before adding to the knowledge they have gained. Teaching activities can include everything around humans (Amilia, 2016). Teachers must make their students understand what is taught to achieve learning objectives. They are the four aspects that influence the teaching and learning process, they are the teacher, students, the learning process and the learning situation. In teaching and learning english, there are two aspects that must be considered as language skills and language components (Sari, 2014). The language skill are speaking, listening, reading and writing, then the language component as vocabulary, pronunciation

Writing is one of the language skills that needs to be developed. In learning English there are four skills that must be learned, one of which is writing. To develop this ability students are required to think critically, creatively and innovatively. Writing skills are productive skills that focus on producing and

creating information in written form (Sari, 2014). Besides writing can also be used as a communication tool and make people happy (Sari, 2014). In writing learning, students can communicate in written form through the media in several ways such as expressing ideas and feelings. Teaching writing is important because it helps students deliver messages and integrate with other skills (Liza, 2013). To produce quality writing, writers need time to write, because writing text can not be done instantly, but it needs a process to do it.

The texts taught in high school are narrative, recount, procedure, descriptive, news items, reports, analytical exposition, hortatory exposition, spoof, explanation, discussion, and text review (Hilmi, 2013). One type of text taught in class XI of high school is analytical exposition. Analytical exposition is a text that has a perspective on the problem (Sari, 2014). Students can write down several problems that develop in society, then convey their arguments in different perspectives. Students are required to explain some arguments in a broader scope. Then, the readers can trust the truth.

To positively modify the classroom situation and make the teaching-learning process live, the researcher wants to propose an alternative strategy, which is known as the "PLEASE Strategy". PLEASE Strategy is one of the mnemonic strategies that gives students a road map for writing paragraphs (Marzulina, 2018). PLEASE Strategy is defined as a language learning strategy that makes students learn easier, faster, more enjoyable, more independent and more effective. PLEASE the strategy can help improve students' writing skills especially in paragraph writing. In this strategy students are required to write gradually starting

from the determination of ideas and build ideas in a whole paragraph. Therefore, the teacher needs to be more creative in teaching, including the use of technique. Therefore the researcher makes some research with the title “ *Please Strategy* ” as a Cooperative Strategy in Teaching Writing Analytical Exposition Text ” is expected to neutralize or reduce the difficulty in writing analytical ekposition text.

1.2 Statement of The Problem

The researcher attention on the use of PLEASE strategy in teaching writing analytical exposition text. In the process of creating this , the researcher provides a background of the study above, the statements of the problem are :

1. How is the implementation of PLEASE strategy in teaching writing analytical exposition text ?
2. What are the students’ responses in learning writing analytical exposition text by using PLEASE strategy ?

1.3 The objective of study

From the previous discussion in the background of the study, the objectives of this study are as follows:

- 1) To describe the implementation of PLEASE in teaching writing analytical exposition text.
- 2) To describe the students’ responses in learning writing analytical exposition text by using PLEASE strategy.

1.4 The significances of study

The result of this study can provide useful information for:

1. Teacher

The teacher are able to explore their creativity to teach writing analytical exposition using "PLEASE Strategy".

2. Students

Students are able to apply their writing skills in analytical exposition text using PLEASE Strategy.

3. For researcher

- a) The researcher conducted about teaching and learning strategy, especially in writing analytical exposition text using "PLEASE Strategy".
- b) The result of this study will get the basic information from this study to do the further research.

4. Other Researcher

The research can give additional contribution to develop instructional model and strengthen the similar strategy

1.5 The scope and limitation of study

In this thesis, researchers only focus on implementing the PLEASE strategy in teaching writing analytical exposition texts in eleventh grade of SMA Al-Fattah Buduran. Which is considered as one of the analytic exposition text learning strategies that is most suitable for develop student creativity in expressing arguments from several phenomena.



1.6 Assumption

The Researcher hopes that PLEASE strategy in teaching writing analytical exposition can provide the students with new understanding in writing analytical exposition. Then, the students will interested with PLEASE strategy. They can solve the problem in teaching writing analytical exposition used PLEASE strategy. Moreover, the students' are able to apply the strategy. They can explore their idea, develop their idea and also make a conclusion using PLEASE strategy actually on writing analytical exposition text

1.7 Operational Definition

From the topic of the research, the researcher give definition about choosing of variables and subject of the research such us :

1. Teaching :

Teaching is Guide and facilitate the students' to learn. Furthermore, teaching is an activity to transfer a knowledge, ideas, and information to students by the teacher. There are four aspect learning and teaching process as , the teacher, students, the learning process and the learning situation

There are two aspect in Learning English as language skills and language components. Language skills as a skill that be mastered by the students. There are four skills as speaking, listening, reading and writing. Moreover on language component there are two components as vocabulary and pronunciation.

2. Writing :

Writing is a tools to share information or stories to others because someone can read it by several times. There are four kind of writing as imitative, intensive, responsive and extensive

To write some texts the students need a process because a writing cannot done instantly. There are four process to write as pre-writing, whilst-writing, and post writing

3. Analytical Exposition :

Analytical Exposition is a text that have a several points in the idea. It's purpose to persuade the reader or listener. There are three generic structure of analytical exposition as thesis, argument, reiteration

Then analytical exposition have several language features as modals, action verbs, adverbs, adjective, technical terms, general and abstract noun, and connectives or transition

4. PLEASE Strategy :

PLEASE strategy is one of the mnemonic strategies that provides students with a roadmap. Moreover this strategy is conducted with six steps as pick, list, evaluate, active, supply and end

Furthermore, PLEASE strategy have several advantages to the students as to improve students writing skills, to help the students how to start their writing and to helps the students to write independently.



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