

CHAPTER I

INTRODUCTION

This chapter consists of Background of the Research, Formulation of the Problem, Objectives of the Research, Significance of the Research, Operational Definition of the Terms and Limitation of the Research

A. Background of the Research

Writing is important for students, it is not a simple skill to master. Richards and Renandya state, that write is the difficult skill to master for second or foreign language learners (Renandya, 2002). The second or foreign language learners often face the difficulties in producing and managing written product, not only in making the idea but also in interpreting those ideas into legible text. Rass argues that writing skill is a complicated which is skill mastered by the students, because they must balance the multiple issues such as content, organization, goal, audience, vocabulary, pronunciation, spelling, and capitalization (Rass, 2005). Therefore writing is a hard work because the writer has to concern about the content, the organization, the purpose the audience the vocabulary and the mechanics.

In writing, there are many kinds of genre. One of the theme is genre-based approach, it is pedagogy based on the outcome of genre analysis, (Swales, 1990) says that the study of how language is used within a particular setting and is related with the form of language use, and it relates to the meaning. According to Bhatia, genre-based approach can be developed to language skill that consists of descriptive, narrative, explanation, exposition, report, recount, etc (Bhatia, 1993).

In theory, textbooks are developed on the basis of written curriculum. Tornroos (2004:2) used the term “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum. Increased attention is being paid to quality of textbooks across the globe. While the reasons of the researcher choosing the “ English Class XI”, this book based on the curriculum 2013 that gathered nowadays. And the second was because the book is a newly produce as a recommendation for the textbook reference spreading out trough the eleventh grade of Vocational School students.

Textbook as instructional material in teaching is very important in curriculum system. Without textbook, teaching learning process will be not well organized. An English textbook has an essential role in English as a Foreign Language (EFL) classroom. Harmer cited in Rynanta and Ruslan (2013) states that the most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with, at Mojoagung Public Vocational School for English language textbooks used for English Class XI, publishing: Curriculum and Book Center, Balitbang, Ministry of Education and Culture (Bashir, Emilia, I.R Agustine, & Mulyanti, 2017). The researcher used textbook as one of the component to get the data. In that textbook the researcher focus in analytical exposition text.

Analytical Exposition is a kind of text that include to the type of Argumentation Text where the text contains the author's detailed thoughts on phenomenon that is round. The social function of the Analytical Exposition

text is to persuade the reader that the topic given is an important topic to be discussed or get attention by giving arguments or opinions that support the primary idea or topic. (Priyadi, Riandi, & Mumpuni, 2008:58) describe that analytical exposition text is a text that proposes suggests a certain topic which may only be pro or contra, not both.

The researcher also want to know the teaching learning process of writing in the class, so that the researcher interview the teacher. The researcher asked to the teacher of the process of implementation that used by the teacher in teaching writing. The teacher tells that the students can't write correctly. The students also face difficulties to make a paragraph based on the topic. The teacher also tells, that students have difficulty in developing words into good sentences in exposition text and the difficulty in convincing the reader of the reasons for choosing the topic.

In addition, the teacher's role as a facilitator for student and also have an important role in the classroom. According to Naim (2009:28-32) the role of teacher in teaching-learning process is as demonstrator, classroom manager, mediator and facilitator, evaluator, also administrator. To optimize teaching learning process, the teachers have to make the process of teaching and learning to be more effective. The teacher can use some methods, instructional material, media and other that appropriate with the curriculum.

At Mojoagung Public Vocational School, The teacher tells that many students likes English lesson but they face to difficulties when they make a written text especially analytical exposition text are considered difficult by students because they have to convince the reader that the topics presented

are important to discuss. The students must think about the pros or cons of the chosen topic.

Actually to solve those problems, the researcher has a good strategy to apply in teaching writing at the school. This strategy is POW and GROW. This is two-part strategy to help student write opinion text. The POW strategy is used to frame the writing process, GROW is used to organize the written prose. POW and GROW strategy can be effective for students aiming for write opinion text. Actually this pow and grow strategy already exists in the textbook used by students. This pow and grow strategy makes it easy for students because it shows the steps that the students must take to make the correct paragraphs analytical exposition.

Strategy pow and grow researchers applied in create exposition text. Exposition text become difficult because convince readers by using persuasive sentences. In other words, exposition text is text that has the purpose of convincing the reader or influencing others with the reader's opinion, the type of the exposition in discussion, speech, debate. Exposition text is divided for two kinds. They are hortatory exposition and analytical exposition. (Pradini, 2014:60) Hortatory exposition text is one of text types of argumentative genres function to persuade reader. Hortatory exposition text has a propensity to give recommendation to the reader, While Stated by (Sudarwati, 2007:116), an analytical exposition text is a kind of text that the purpose is to make people trust that there is a problem. Analytical exposition text has a purpose to persuade the reader to believe what the writer trust.

According to the experience teacher's who teach writing especially analytical exposition text in the class, the researcher find that in composing

analytical exposition texts, students face several problems because students must arrange their thinking logically, so that they can communicate and persuade readers. Not only, put words in written but also how to devise their idea, message, suggestion, information, and persuasion correctly in a text, in particular criteria so the readers can catch the message and the information.

Based on the explanation above, the writer is interested to conduct this research entitled: AN ANALYSIS POW AND GROW STRATEGY IN TEACHING WRITING ANALYTICAL EXPOSITION TEXT AT VOCATIONAL SCHOOL OF MOJOAGUNG

B. Formulation of the Problem

1. How is the analysis textbook materials especially analytical exposition text in public vocational school appropriate with pow and grow strategy?
2. How is the process of implementation that used by the teacher in teaching writing with pow and grow strategy?

C. Objectives of the Research

1. To obtain the analysis textbook materials especially analytical exposition text in public vocational school appropriate with pow and grow strategy
2. To find out the process of implementation that used by the teacher in teaching writing with pow and grow strategy

D. Significance of the Research

The specific objective of the research above, this research is directed to provide analysis textbook materials material especially analytical exposition text in public vocational school appropriate with POW and GROW strategy. The research findings are expected to give some contribution to find out the process of implementation that used by the teacher in teaching

writing with pow and grow strategy be more enthusiastic teaching again in great concerns in writing ability in analytical exposition text.

E. Operational Definition of the Term

In order to avoid misunderstanding in reading this paper, it is necessary to define the following term:

1. Content Analysis

Content analysis is the technique used to make the summarization and reporting through message of characteristics objectively and systematically. It is used for observing and analyzing the written data.

2. English Textbook

English textbook is one of the materials which is most frequently used in teaching and learning process. It is a book containing information of the learning. It is the sources from basic information needed by student. Textbook used by the eleventh grader to support their learning process is "Bahasa Inggris Kelas XI" published by Pusat Kurikulum and Perbukuan Kemendikbud.

3. POW and GROW strategy:

POW and TREE strategy: this strategy is a strategy that can help teachers teach persuasive texts to students. In this research, this strategy was implemented to help facilitate teachers teaching Analytical Exposition Writing students at SMK Mojoagung

4. Writing:

Activity of writing, in contrast to reading, speaking etc. Or the activity of writing book or article. This research focuses on writing Analytical Exposition Text.

5. Analytical Exposition Text :

This elaborates on the researcher's opinion on phenomena/issues without persuading the readers to do something. This text will only persuade the readers that the phenomena/issues are important to be discussed by providing the arguments/opinions to support the topic.

F. The Limitation of the Problem

In this research, it is very important for the researcher to limit and focuses the problems above, this research the writer limits the problem on the analysis textbook materials especially analytical exposition text in appropriate with pow and grow strategy, and this research the process of implementation that used by the teacher in teaching writing with pow and grow strategy.