

CHAPTER I

INTRODUCTION

This chapter explains the reason for conducting the research. It deals with several points: the background of study, research questions, research objectives, significances of study, rationale, hypotheses, and previous studies.

A. Background

The aim of this research is to improve students' writing skill particularly in developing ideas for writing analytical exposition text. In order to develop their ideas, the students need to support their topic by some supporting sentence and should arrange ideas on the paper. Developing ideas is one of writing skill that must be learnt and writing skill particularly in developing ideas must be mastered.

Some students consider writing as the most difficult language skill if it is compared to other language skills such as listening, speaking, and reading. According to Simpson (2000) cited in Intan and Amir (2016), the difficulty in writing skill in a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays. Harmer (2004) also stated that the writer has to arrange and elaborate the unity of the ideas clearly from the beginning, in the middle and at the end what will be written.

Through writing, students can also understand and write different kinds of text. As stated in English Syllabus for senior high school at eleventh grade of Curriculum 2013, kinds of the text that are learnt in senior high school at eleventh grade are report text, narrative text, procedure text, descriptive text and analytical exposition text. This research focuses on analytical exposition text. It means that this research conducts the study about how to write analytical exposition text.

Based on the preliminary observation, most students have problems in writing skill particularly in writing analytical exposition text. The students have difficulties in writing ideas on the topic given, choosing vocabulary that they want to use to develop the text and elaborating opinions about the phenomena that happen in the real life. According to Putri and Irsyam (2013), for senior high school students, they

have to be able to comprehend an analytical exposition text. It means the teachers should give the method that reflect students' ability in writing and comprehend analytical exposition text.

Regarding the difficulties above, poster as media can be used to solve and to improve students' ability in writing particularly for developing ideas and opinion in writing analytical exposition text. The teacher guides the students through poster. They are guided by the poster related to problems in the real life such as environment, health, drug and others. It helps to elaborate and develop ideas, opinions, and evidences base on students' understanding on the poster given. It is also supported by Newbrey and Baltezare (2006) cited in Zerine and Khan (2013: 129) who expresses that poster can be used in a language classroom where students can demonstrate their comprehension and analytical skill. It means that the students analyze something by poster and it can be reflected through writing an analytical exposition text.

In addition, Rumalean (2014) states that poster as media can train students to write a persuasive text which can invite and persuade the reader. The poster can also demonstrate students' idea into persuasive written form. It means that the poster media can elaborate students' idea and students' opinion in writing a text particularly writing analytical exposition text that has function to persuade the reader.

This research takes the topic of writing the part of exposition text, particularly analytical exposition text. This research is conducted to investigate how to improve students' ability in writing analytical exposition text by using poster media. Poster media can be used by the students to develop and elaborate ideas, opinions and sentences in writing analytical exposition text. Based on the explanation above, a research entitled ***“The Use of Poster to Improve Students' Ability in Writing an Analytical Exposition Text (A Quasi-Experimental Study at Eleventh Grade Students of SMAN I Cicalengka, Bandung)”*** is conducted.

B. Research Questions

Base on the descriptions above, the problems are formulated as the following research questions:

1. What is the students' ability in writing analytical exposition text before being taught using the poster as learning media?
2. What is the students' ability in writing analytical exposition text after being taught using the poster as learning media?
3. How significant is the differences between the students' ability in writing analytical exposition text before and after being taught using the poster as learning media?

C. Research Objectives

From the research questions above, this study is aimed at obtaining the following objectives:

1. To find out the students' ability in writing analytical exposition text before being taught using the poster as learning media.
2. To find out the students' ability in writing analytical exposition text after being taught using the poster as learning media.
3. To find out the significant between students' ability in writing analytical exposition text before and after being taught using the poster as learning media.

D. Significances of Research

Theoretically, the result of this research can be useful for English teacher as a reference to apply the media in teaching students' writing skill. This research gives a wide knowledge to guide students' writing skill by poster as learning media in writing. Hopefully, it could be beneficial as guidance in writing analytical exposition text for readers, especially, the teachers. In addition, it could also be the reference for future researchers to apply learning media in writing. Practically, it will be useful for students to improve their writing skill, particularly in writing analytical exposition text through poster as learning media.

E. Rationale

According to Bustami and Zahratur (2016), writing is one of the language skills. In the division of language skills, writing is always placed at the end after the abilities for listening, speaking, and reading. Nunan (1985) cited in Bustami and Zahratur (2016) stated that writing is clearly complex, and competence in writing fluently is accepted as being the last language skill to be mastered.

Writing is important for students to be learnt in education. Raimes (1983) cited in Bustami and Zahratur (2016) mentioned some reasons why writing helps students to learn. The first reason is writing reinforces the grammatical structures, idioms, and vocabulary that the teachers have taught the students. Second, when the students write, they also have chances to be adventurous with the language, to go beyond what they have just learned to say. Lastly, students can express idea, argument and opinion through writing. Therefore, writing is process of expressing idea and thought of the writer with using grammatical structures, vocabularies, and idioms.

According to Kholid and Agustina (2017), writing can help the students to drill their mind focus on accurate language use, the students can write the text as the product of their writing. It means that students can express or write their ideas that can produce the text. The text that students write is as the product of their writing.

Based on English syllabus for senior high school at eleventh grade, there are some types of the text that learnt in senior high school. Those are report text, procedure text, narrative text, descriptive text and analytical exposition text. Each texts have different characteristics, social function, generic structure, and language features. This research focuses on analytical exposition text.

According to Priyana, Riandi, and Mumpuni (2008), analytical exposition texts is a text to argue a case for or against a particular position or point of view. Meanwhile, Kholid and Agustina (2017) stated that analytical exposition text is a type of text that belongs to the type of argumentation text where the text contains detailed author's thinking about phenomena that is around. Its social function is to persuade the reader or listener that something is the case. Therefore, it can be

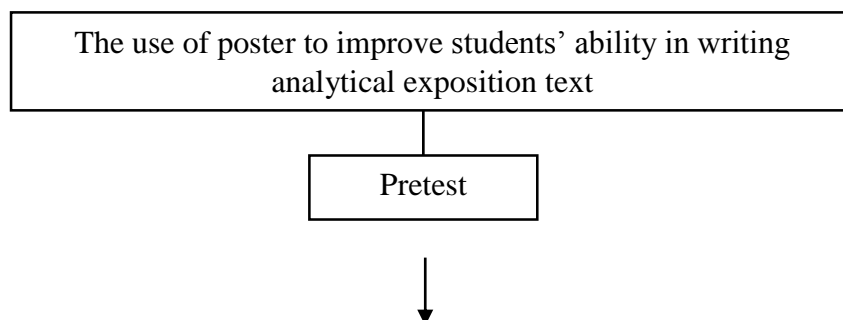
concluded that analytical exposition text is one of argumentative texts. In this text, students need to build their creativity to elaborate ideas or arguments in written text.

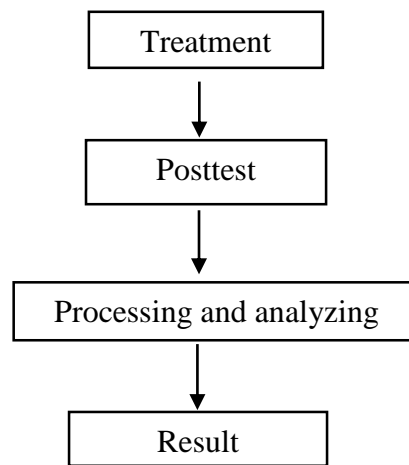
Considering the importance of writing to be mastered by students, it needs effective way in teaching and learning process. One of ways is by the poster media. Poster media can demonstrate students' analytical skill in learning process. As stated by Newbrey and Baltezare (2006) cited in Zerine and Khan (2013: 129), the poster can be used in a language classroom where students will be engaged with a task to solve and they will present their outcome within a poster prepares in group to demonstrate their comprehension and analytical skill. It means that the poster can demonstrate students' analytical skill. The students can analyze something by poster and it can be reflected through writing an analytical exposition text.

According to Dewi (2013), through poster, students can see and observe the phenomenon that happen, where the phenomenon happen, who is victim the phenomenon. Besides, the students can muse over why the phenomenon can happen so that students can give statement and propose idea by the fact that appear on the poster.

In teaching writing analytical exposition text, poster is used as media to improve students' writing skill. Then, the teacher forms each students into small group in order to solve their problematic writing. Furthermore, the teacher stimulates them by poster as media to help them in developing their idea and their argument in writing analytical exposition text. In line with those statements, one class is used in this quasi-experimental because this research wants to know the result of pretest and posttest in one group. For the detail, here is the following schema from rationale:

Figure 1.1 The Schema of Research Process





First, students are administered a pretest before obtaining treatments. Second, students are given the treatments using poster media in teaching analytical exposition text. The last, the result of this result is obtained by comparing students' pretest score and the students' posttest score.

F. Hypotheses

This research uses independent variable and dependent variable. According to Ridho (2017), independent variable is variable that influence dependent variable. Meanwhile, dependent variable is variable that is influenced by independent variable. Independent variable in this research is poster media. Meanwhile, dependent variable is students' ability in writing analytical exposition text. It means that the poster media influences students' ability in writing analytical exposition text.

Hypotheses are statements in quantitative research which the researcher makes a prediction the outcome of the relationship among characteristics (Creswell, 2002). It means that the hypothesis is temporary theory or theory that can be predicted and it needs to be tested. The formulation of the hypotheses of this research is presented below:

1. H_0 accepted if $t_{count} < t_{table}$: it means that there is no significant influence of using poster in improving students' writing analytical exposition text.

2. H_1 accepted if $t_{\text{count}} > t_{\text{table}}$: it means that there is a significant influence of using poster in improving students' writing analytical exposition text.

G. Previous Studies

There are five previous studies related to this study. The first study was conducted by Dewi (2013), about the influence of the poster media in writing skill to the second grade of junior high school in Medan that consist of 30 students. The result showed that the poster media can influence writing skill, especially in writing a poem because poster media helped students to easy more in writing poem and students can observe what happen on the poster so that the poster became inspiration source in writing a poem.

The second previous study was conducted by (Rumalean, 2014) about the media poster to improve students' writing skill particularly in writing persuasive text. This study was conducted to the third grade of Junior High School in Seram that consist of 25 students. This study showed that poster media can improve students' writing skill particularly writing persuasive text.

Another previous study was conducted by Zerine and Sunjida (2013) who focus on the poster media to influence learning process of students. This study was conducted in Broca University that consist of 30 students. The result showed that the poster media has influence to learning process. The students became active and the students have analytical skill in learning process.

Next, the previous study was conducted by Prihardini (2015) to elementary school in Surabaya that consist of 25 students. This study that conducted is about the poster media to improve learning outcome of students. This study showed that poster media can improve learning outcome of students, poster media gave fun learning atmosphere and poster media motivated students to be active in learning process.

Another study was also conducted by Mulyana and Siregar (2012) about the movie poster that can improve students' writing skill. This study was conducted to the first grade of senior high school in Galang, North Sumatera, Indonesia which consist of 36 students. The result showed that the students were interested by using

movie poster in writing descriptive paragraph because the students can imagine what they should write about. Movie poster can be motivation of students in learning writing descriptive paragraph because it can be used to combine all of the students' ideas in writing with illustrate it. Movie posters gave them information to improve their writing descriptive which make them interest.

From some of the above research, it is clear that the implementation of poster media can improve students' writing skill. Not only in writing skill, poster media can also improve learning outcome students as seen in the previous study. This research focuses more specific on the use of poster media to improve students' ability in writing analytical exposition text for the second grade of senior high school. The students are guided by the poster related to problems in the real life such as environment, health, drug and others. Then, they elaborate and develop ideas, opinions, and evidences based on their understanding on the poster given. This research uses quasi-experimental using before and after the test and it uses small group or uses one class to be observed. Thus, this research is different from the previous studies.

