

## CHAPTER I INTRODUCTION

### A. The Background of the Study

Writing is one of the basic skills in English which must be mastered well because writing in learning English holds an important role in daily communication. People write from simple one to complex one. It is also one of the most important skills that can improve students' achievement in learning foreign language. As one of the basic language skills, writing has a very complex process. Therefore writing is not easy as some people think. Harmer (2004: 86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be presented in learning activities. Writing is considered as the most difficult and complicated language skill to learn compared to other language skills (Widiati&Cahyono, 2006: 139) . From the statements above, the writer can conclude that writing is a process of producing some ideas, critical thinking, opinion and arguments into a piece of paper.

The written productive language skill is called writing. It means that producing written messages that can be a tool of communication for one to another. By writing, the students can express their knowledge, messages, feeling, ideas, comments, critics and information to the readers. The knowledge, message, feeling, ideas, comments, critics and information can affect the readers' understanding and acceptance of the message from the writing materials as stated by Harmer (2004: 44). In addition, writing has some aspects: the mechanics of

writing (such as punctuation and spelling ), grammar and vocabulary which the major points in writing.

In syllabus of curriculum 2013 on II<sup>th</sup> grade of senior high school are expected to be able to comprehend writing hortatory exposition text. This expectation in new curriculum is based on the soft skill and hard skill. So, it is not only for the students' intelligence, but also in soft skill and hard skill.

Based on the writer's preliminary observation conducted in SMA SwastaTeladanIndrapura, the writer found that most of the student of SMA SwastaTeladanIndrapura have not mastered hortatory exposition text. The student are difficult to transfer their arguments in writing the text because of lack of information about the topic. So it is the reason that the student can not write hortatory exposition text well. It was proven when the writer asked for the list of students score (DKN/ daftarnilaisiswa) for writing tests in two semesters, many students could not pass. The minimum criterion Mastery ( kriteriaketuntasan minimum/ KKM) applied by the school in English subject. Their DKN in two semesters are, as follow ;

Table 1.1 The Students Accumulated Score of Grade XI

Semester	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester 2013/2014	<75	22 Students	66.7 %	62.3
	≥ 75	11 Students	33.3 %	
2 <sup>nd</sup> Semester 2013/2014	<75	18 Students	54,5 %	59.5
	≥ 75	15 Students	45.4.%	

Source : The pre-eliminary data ; Students' accumulated score of Grade XI MS- 1 students at SMA SwastaTeladanIndrapura academic year 2013/2014

The other problem that writer found that the teacher always teaches the students with lecturing method, the teacher only explain about the hortatory exposition text and give example. It makes the situation in the class monotonous.

The teacher explained an example of hortatory exposition text with the social function, generic structure and lexicogrammatical function of the text and then the students were asked to write. Hortatory exposition deals with arguing on some issues and opinion that something should or should not happen or be done. The students were asked to write the hortatory exposition text from their experiences to face some cases about hot issues and found their own ideas, opinions and arguments about the phenomena. And the last, they were asked to produce their ideas, opinions and arguments into a written text individually. If the students finished their activity in writing, the teacher asked them to collect their task without monitoring, helping and controlling them. The teacher needs an effective technique in term of teaching hortatory exposition text.

One of the supporting factors that can improve the ability of the students' writing hortatory text is using pairs check technique. Pairs check technique is a technique which can make the students work in groups in the limited time. In group of pairs check, the highest score of students is paired with the lowest score of the students in one group. It will make the highest score of the students are able to share and learn together with the lowest score. Pairs check is used to build cooperative skill in group to solve the problem. It can be easily if the students work in group rather than work by individually. In group, they are easier to get and share their arguments in writing the text, especially hortatory text. In using

pairs check technique, the students write the ideas on the paper and discuss about their ideas that they have written in hortatory text. Students are easier to get the idea in writing the text, especially hortatory text. The students conclude the ideas into paragraph after the students have discussed it.

According to Spencer (2001) states that pairs check can be done with partners on each team passing a paper back and forth to record responses. This research in order to know that using pairs check technique is really effective in teaching hortatory exposition text. The result of teaching analysis, the writing expert that it will be used full for the teachers and students in teaching learning process especially in teaching learning process hortatory exposition text.

#### **B. The Problem of the Study**

Based on the background of the study, the research problem is formulated as follows :

“Is there any significant effect of applying Pairs Check Technique on students’ achievement in writing Hortatory Exposition text?”

#### **C. The Objective of the Study**

The objective of this study is to find out the significant effect of using pairs check technique to students’ achievement in writing hortatory exposition text.

#### **D. The Scope of the Study**

There are many kinds of genres in writing namely narrative, argumentative, descriptive, exposition, recount, report, procedure etc. This

research is basically limited to writing hortatory exposition paragraph. This research is focused on the using of pairs check technique on students' writing hortatory exposition paragraph.

#### **E. The Significance of the Study**

The findings of the study are expected to bring up significances, such as:

1. For the teachers, this study is useful to improve their ability in teaching writing by paying more attention to the technique of teaching writing.
2. For the students to have a better and alternative technique in learning writing hortatory exposition texts.
3. For the next researcher, the results of this study are also expected can be used as contribution information of opinion that can be used as a reference for another same research in improving students' writing achievement in different contexts.
4. For the reader to know that pairs check technique can used as alternative technique in teaching learning process to write hortatory exposition text.