

CHAPTER 1

INTRODUCTION

1.1. The Background of the Study

Writing is one of the language skills beside listening, speaking and reading that must be mastered by English learners. Writing is categorized as the productive skill together with speaking. They are called as productive skills because students are required to produce their own ideas which are expressed in written and spoken form. The rest of the skills, listening and reading skills are classified as receptive skills. It means that the learners receive the ideas which are produced by speaker and writer in spoken and written form.

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 join in the writing class.

In addition, based on curriculum writing in fourth semester for students in level of university teaching and learning process at this level should be done by using genre based approach. In genre based approach, students learn about several kinds of texts, namely descriptive, anecdote, recount, procedure, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, etc. Each text has its own social function, generic structure and language features. There are fifteen monologue texts that should be taught by English lecturers for students of fourth semester. Based on the curriculum it can be said that the student should have the capabilities to write in different genre of text. In this research the writer focused on hortatory exposition writing.

Hortatory exposition writing 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 hortatory 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 recommendation in form of writing or speaking so that can be designed a complete hortatory exposition writing based on the its generic structure.

In hortatory text contains thesis statements, argumentation and recommendation. In the first paragraph of a hortatory text, the writer should put a thesis statements that tell the reader about the main idea or phenomenon that will be tell in the text where it can cover overall of the text that will be deliver in the writing. Then in the next paragraph is contain the argumentations of the writer to explain the topic with shocking statement, a quotation, a description, a factual statement, comparison, a personal experience and relevant examples,. The more opinion on writing will be more interesting, because the reader tends to believe in an event where there are many opinions that support in it. The last is a concluding paragraph, in this paragraph the writer write a recommendation that purposed to make the reader believe and follow on the writing.

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human participants, use of mental processes: to state what writer thinks or feels about issue. Material processes: to state what happens, and relational processes: to state what is or should be and the last the use of simple present tense. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally and etc.

However, based on the writer's experience when she did observation in Faculty of Teacher Training and Education HKBP of Nommensen University, it was found that many students faced problems in writing hortatory exposition text. The students got low competence; it means that the student got difficulties in developing and arranging ideas or arguments in their thesis statement. They also unable to generate the opinion into argumentation, and the last they did not know how to formulate the argument to be recommendation in hortatory exposition text. Moreover, it could be indicated them when the students were given a topic by the teacher to write, it seemed that they got problem in developing or elaborating their ideas because they did not have enough knowledge and vocabulary to support their ideas about the topic. As the result, the students spent a long time to think what should be written. Furthermore, the students also had problems in grammatical aspect. They faced difficulties in constructing sentences in correct grammar when they did them, their sentences contained many mistakes. As a result, the students were unable to write hortatory text correctly. Besides that, the students have lack of vocabulary. When they wrote a text, they would be stuck because they did not know the appropriate word to express or say a word in English. So it can be seen the score writing of the students especially in hortatory

exposition writing was still low, not satisfied. It can be proven from table 1. That showed the score the students got.

Table1. Data of students' Achievement in Hortatory exposition writing
FKIP Universitas HKBP Nommensen Pematangsiantar

No	Academic Year	Mean Score of Writing	KKM
1	2010/2011	64,16	70,00
2	2011/2012	63,49	70,00
3	2012/2013	66,38	70,00
The Total Mean Achievement of Writing			64,67

Actually, the standard writing score for English Department of Nommensen University is 70. It means that if in reality the students got under 70 of course they will be categorized as the students that having low ability in writing. The data that have been received by the writer from the writing lecturers in Faculty of Teacher Training and Education HKBP Nommensen University showed that score from four classes in three academic years earlier represent the low writing ability. The table shown that for 2010/2011 until 2012/2013 the total mean achievement of students' score in hortatory exposition writing was 64,67. From the data, the researcher suspected that there might be something wrong in the process of the learning-teaching of Writing. So that, it's clear, the expectation of the curriculum could not be done. The curriculum expected that all the students should have a skill of writing in different genre especially for hortatory exposition writing. From the score that the students got, it can be concluded that there was still a gap between students' performance and curriculum expectation in order concerning the learning achievement in writing.

Based on the writer's observation in that university there are two factors that made students still low in hortatory writing. Namely external and internal factors. The external factors came from lecturers. In this situation some lecturers rarely used media in teaching writing hortatory exposition text. The lecturers used media, frequently the media did not help the students necessity. For example, teacher used a printed paper as a media and then shared it to each student. The lecturers asked the students to design the hortatory exposition text in different topic. In addition, the lecturer also used uninterested or monotonous technique. This situation made the students bored to learn writing. It made the students are not motivated to write.

Due to above conditions, the lecturers has to be able to anticipate those problems in order to help the students in teaching writing, especially in writing a hortatory exposition text. The lecturers are expected to be more active in facilitating their students with giving variation in teaching technique process. As it is known, that there are many teaching technique that can be applied in process of teaching learning in writing, especially in hortatory exposition writing, but in this research, the researcher used two techniques that the researcher assumed can overcome students' problem in constructing, arranging, developing and organizing their ideas. According to Brown (2000: 7) that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means teaching is to guide and facilitate in learning process. Whereas technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2006:16). So, teaching

technique is the procedure or skill that the teachers do to guide or facilitate the students to overcome or completing their activities or exercises or task in the classroom. It means that teaching techniques can actualize the learning objective of writing based on the curriculum. Some researchers have found that through the effective teaching technique of writing students' writing result will be better. This is supported by Safriyantnur (2008) who has found that the application of small group work technique in teaching writing is effective to make students' writing achievement better.

In this research the researcher conducted a research in helping the students in writing hortatory text, especially in developing and organizing ideas of arguments in the paragraph. In purposing to help the learners, the researcher used collaborative writing and clustering teaching technique. Collaborative writing teaching technique is a powerful technique of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product. Through this technique students are put into groups where they initially work together and discover the process of writing themselves. Researches that have been done more than two decades gives the evidence that technique of Collaborative of writing positively affects for student' thinking, learning, and social skills.. With this reason the writer tries to use and compare these techniques in her research. These techniques are also expected be able to make the improvement for students' writing in hortatory exposition

The other technique is clustering teaching. Furthermore Rico (2000:28) stated clustering technique is a powerful tool because it taps into the right brain,

which drives creativity. Our right brain is where fresh ideas and original insights are generated. It gives students a way to organize thinking for writing. It means that this technique is suitable used to produce the brilliant ideas that needed by students to develop and organize arguments in hortatory paragraphs. It is another effective technique the students could use to improve their ability in writing. To cluster means to write the subject in the middle of a blank sheet of paper and draw a circle around it. Because through clustering technique, a writer could be easily to give an idea of what will be written especially helpful for visual learners. In a cluster diagram the central events or components of an essay are presented visually, more detailed events branch off the main events to provide a visual overview of the entire. The students' writing achievement improves through clustering technique by individually.

Besides teaching techniques, personality of students as internal factors also affected to students' achievement on hortatory exposition writing still low. Shavina (2004:3) stated that personality can be defined as concentrating on the identification, measurement, and description of such as extra cognitive personality characteristic as the motivation, emotion and character of gifted, creative, and talented individuals. As it is known that extrovert and introvert is the type of personality that most dominant that found in the class room based on the definition of personality that the personality of extrovert and introvert is different. According Matthew (2009:23-24) Introvert students are said to be better communicators through writing and other non-verbal techniques. Like to take the time to think before they speak, acting and writing gives them the time that they

need. Introvert sometimes has trouble getting their ideas across to other effectively. They find it easier to learn things through reading about it rather than experiencing it. In contrast, extrovert students are assumed to be very good communicators especially verbally, likes to be in group to gather with many people to talk to, join into the group that has already formed. According to Nunan (2003:8) defines that writing is the process of thinking to invent the ideas to design the paragraph. From the theory of personality and writing can be seen that there is collaboration of personality of someone to the process of writing. Based on the theory Extrovert or introvert someone share their ideas, knowledge, and advance our understanding of the world is differently, so when they write a text, the product that they produce is different.

Actually the personality that each student has in the classroom of course different, some of students have the extrovert personality and the others are introvert. From this situation, the lecturers in that campus always treated the students by the same teaching technique when they taught writing. Finally the students still got low in achievement in hortatory exposition writing. To face this situation the writer expected the teaching technique that she recommended is suitable for the personality of students.

So, based on the previous explanation, there is an interest to conduct a research on the effect of Clustering and Collaborative Writing and personality on students' achievement in hortatory exposition writing

1.2 Identification Problems

In relation with the background, the problem can be formulated as follows:

1. Why do the students in the fifth semester students of HKBP Nommensen University Pematangsiantar get difficulties in hortatory exposition writing skill?
2. What are the techniques to make a good writing for the fifth semester of HKBP Nommensen University Pematangsiantar?
3. Are the techniques effective to guide the students in making a good hortatory exposition writing for the fifth semester students of HKBP Nommensen University Pematangsiantar?
4. How is students' achievement in hortatory exposition writing skill by using the techniques at the fifth semester students of HKBP Nommensen University Pematangsiantar viewed from personality?

1.3 The Problems of the Study

Base on the background, the problem of the study can be stated as follows:

1. Is students' achievement in hortatory exposition writing taught by collaborative writing teaching technique higher than that taught by clustering teaching technique?
2. Is the students' achievement in hortatory exposition writing with extrovert personality higher than students with introvert personality?
3. Is there any interaction between teaching techniques and personality to students' achievement in Exposition writing?

1.4 The Objectives of the Study

Based on the problem statements above, the purposes of the study are as follows:

1. To investigate whether students' achievement in hortatory exposition writing is higher if they are taught by using collaborative writing teaching technique than clustering teaching technique
2. To investigate whether the students' achievement in hortatory exposition writing for extrovert student is higher than introvert student
3. To investigate whether there is interaction between teaching techniques (Collaborative writing and Clustering) and Personality (extrovert and introvert) to students' achievement in hortatory exposition writing.

1.5 The Scope of the Study

However, this study is limited to clustering and collaborative writing teaching techniques on the students' writing achievement. This study is also limited to the students' personality, namely introvert and extrovert on students' writing achievement. The writing genre observed in this study focused on hortatory exposition writing which is one of the genres that should be achieved in the curriculum on HKBP Nommensen Pematangsiantar University especially in the fourth semester. The limitation also is made for the personality in the interaction between the collaborative writing and clustering techniques and students' personality to the students' achievement in hortatory exposition writing.

1.6 The Significances of the Study

The result of this study will be expected to bring some significance and contribution in Teaching English writing as follows:

Theoretically, this study adds what has been found in the area a lot of positive contribution to the improvement of lecturers' professionalism and educational institution in teaching especially in writing.

Practically, the result of this study informs English language lectures in their attempts to decide the best technique and students' personality to improve students' writing achievement. Students can also take benefit from being taught by the techniques and differed the students' personality which can improve their writing achievement

