

CHAPTER I INTRODUCTION

A. The Background of the Study

Writing is one of the language skills that should be mastered by the students. Based on the observation that the writer has done at SMA Negeri 6 Medan, the students still have difficulties, especially in writing. So, the writer wants to improve the students' achievement in writing by conducting this research. The writer attaches the students' writing score in two semesters, academic year 2012-2013 below. The Minimum Criteria Mastery (KKM) which is applied by the school is 75.

Table 1.1
The Percentage of Grade XI IPA 1 Students' Score in Writing

Semester	KKM	Score	Students	Percentage	Mean
1 st Semester 2012/2013	75	< 75	28 Students	77,7	51.7
		≥ 75	8 Students	22.2	
2 nd Semester 2013/2014		< 75	23 Students	63.9	53.3
		≥ 75	13 Students	36,11	

Source: Students' accumulated score of Grade XI IPA 1 students at SMA Negeri 6 Medan academic year 2013/2014 and 2014/2015

From the previous data, it can be concluded that the students' ability in writing is still low. It can be seen from the most of students' score percentage was under the *KKM*.

Harmer (2001: 255) states writing text has a number of conventions which is separate it out from speaking. Both speaking and writing are used as the form of communications, but they are different. Writing is used to express ideas, thoughts,

news, experiences, opinions, so others can read them. Writing is a linguistic competence that is expressed in written form (Pardiyono: 2007).

The aim of writing is conveying the ideas or thoughts to writing form. Writing is process of putting ideas into words, and then arranges the words into sentences, and then combines them in to paragraph. A good writing is discovered by combination of words which allow persons integrity to dominate their subject with a pattern both fresh and original (Hyland: 2002). Writing required the mastery of vocabulary, spelling, grammar, punctuation, appropriate content, coherence. Since all that materials are difficult to master, writing becomes difficult to be mastered.

In Indonesia, the curriculum has been changing and developing overtime. Ministry of Education and Culture of Indonesia has already published the new curriculum for Indonesia's education named the 2013 curriculum. Since this experimental research is conducted in Senior High School grade 2 so School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) is still used.

In Standard Based Curriculum (KTSP) in the Senior High School writing is put as the part of as syllabus in the English subject. It is stated some genres of writing to be master by student: descriptive, recount, narrative, procedure, hortatory exposition, analytical exposition and news item. In syllabus the writer found that student expected to be able to express meaning in short functional text and monologue text and also in the form of hortatory exposition, analytical exposition, and news item in the daily life context.

Based on the observation in SMA Negeri 6 Medan, exactly in the second grade of natural science, writer found many students are still low in English especially writing, this is admitted by students themselves. Moreover, writer had interviewed the English teacher, and then the writer can conclude that student hardly organize their idea in a right sentence. Meanwhile, based on the syllabus, writing a hortatory exposition is one of the monolog texts that students should achieve in the second semester, but unfortunately the teacher just gave them task making curriculum vitae, which does not relate to the syllabus.

Based on the observation and the interview that has been done, the writer found some identification problems below.

- 1) The teacher method in teaching learning process in the classroom is Lecture Method. During the teaching learning process the students just sit and listen to the teacher without participate actively.
- 2) Due to the lack of knowledge of English, the students don't really understand and catch the explanation and instruction the teacher gives. Therefore they are misunderstanding of what the teacher said.
- 3) The students are lack of vocabularies, and still have low knowledge in grammar and text genres. It makes them difficult to express their ideas and thoughts in text form.
- 4) The last problem is the most important problem. Some students are shy and lack of courage to ask the teacher when they don't understand the lesson. Besides, the teacher is vicious and it makes the students afraid of the teacher. The teacher is always angry whenever the students

make mistakes and tell the students what is right rudely. So, instead of understanding the lesson, the students are depressed during the lesson and they got nothing when the lesson ended. And it happens continually.

To solve the problems above, the writer needs to find an effective technique. There are many techniques that can be applied to improve students' writing achievement. One of them is group mentoring technique. By grouping the students, the teacher will be easier to teach them. And the students will be encouraged by their friends in the group, so they can improve their ability, especially in writing. This technique is expected to be able to improve students' writing achievement, particularly in writing hortatory exposition.

In group mentoring technique, there will be a leader or a mentor who will be the mentor or a tutor in each group because it is impossible for the teacher to tutor all students one by one. Then, it is easier to see their ability in working together with their friends. Next, if there is a student who is afraid to ask to his teacher, it will be helpful to have a friend who can teach him the lesson well. Good and Brophy (1984:294) state in particular, high achievers in heterogeneous groups, with the students moving into the roles of the tutor and tutee spontaneously. Consequently, the group mentoring technique will be the right and effective technique to be used by the writer in the research to help the students to get and generate ideas and knowledge, be more active and confident in the group, and get more motivation to write, so they can improve their ability in writing.

In line with the background above, the writer would like to conduct a study with title: The Effect of Group Mentoring Technique on Students' Achievement in Writing Hortatory Exposition. The writer expects to find the effect of group mentoring technique on students' achievement in writing hortatory exposition.

B. The Problem of the Study

Based on the background of the study, the problem of the study can be formulated in the form of question as follows:

“Is the students' achievement in writing hortatory exposition taught by group mentoring technique higher than the students' achievement taught by Lecture Method?”

C. The Objective of the Study

This study is intended to find out whether students' achievement taught by the Group Mentoring Technique is higher than the students' achievement taught by Lecture Method in writing hortatory exposition.

D. The Scope of the Study

There are several cooperative learning techniques that can be applied to improve students' writing achievement. This study focuses on the applying of Group Mentoring Technique to improve students' achievement in writing hortatory exposition. The object of the study is limited on the senior high school students grade XI at SMA Negeri 6 Medan.

E. The Significance of the Study

The study is expected to have both theoretical and practical perspectives:

1. Theoretical perspectives

- a. The result of the research will be useful to improve the teaching learning process; not only for hortatory exposition material, but also the other materials.
- b. The result of this research can be used as a reference for those who want to conduct a research about writing hortatory exposition.

2. Practical perspectives

- a. For the teachers

The writer hopes that this research and technique will be inspiring for English teacher to develop the teaching learning process; not only in teaching writing but also other skills.

- b. For the students

This study also expected to encourage the students to develop their writing achievement, especially in writing hortatory exposition through group mentoring technique.