

CHAPTER I INTRODUCTION

A. The Background of study

There are four basic skills in learning English. They are listening, speaking, writing and reading . They are divided into two groups, receptive skills and productive skills. Listening and reading are included into receptive skills, meanwhile speaking and writing are included into productive skills. Writing is one of the ways to communicate indirectly. Writing is a skill exposing facts and idea which is interpreted clearly, effectively, and well-organized.

Writing integrates many aspects of language such as: vocabulary mastery, words-arrangement, grammar proficiency, and constructing paragraph. The process of writing activity is non-verbal. Writing as a productive skill is very important to learn. 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 .

Many students find difficulties when they learn writing . Based on preliminary observation conducted in SMA Negeri 3 Binjai, the writer found that most of students of SMA Negeri 3 Binjai stated that writing is difficult for them

and the implication is they do not like to study English and they cannot write a good text. The teacher also agreed that the students have lack of ability in writing. 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 (Kriteria Ketuntasan Minimum/KKM) applied by the school in English subject. Their DKN in two semesters are, as follows;

Table 1.1 Students' scores of writing competence test

Semester	Score	Students	Percentage	Mean
1 st Semester 2013/2014	<70	33 Students	68.8 %	64.3
	≥ 70	15 Students	31.2 %	
2 nd Semester 2013/2014	<70	28 Students	58.3 %	67.8
	≥ 70	20 Students	31.7%	

Source : The pre-eliminary data ; Students' accumulated score of Grade XI

IPS 1 students at SMA Negeri 3 Binjai academic year 2013/2014

The first problem was students did not have motivation to study English. In students' mind, English is a difficult lesson. Students find it difficult to give their opinion and point of view. Moreover, they have problem with a lack of vocabulary, poor grammar and unable to organize and develop their ideas. Thus, students found many difficulties to write a good hortatory exposition text in English .The second problem was teaching method applied by the teacher. The teacher still used the conventional method in teaching writing. Especially in teaching Hortatory exposition text .

The teacher explained an example of hortatory exposition text with the social function, generic structure and the lexicogrammatical function of the text and then the students were asked to write. Hortatory exposition deals with arguing on some issues surroundings. The students were asked to write the hortatory exposition text from their experiences facing some cases about hot issues and found their own ideas, opinions and arguments about the phenomena. And at 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 . In the teaching and learning process , some students are shy and lack of courage to ask the teacher when they donnot understand the lesson. Besides, the teacher is vicious and it makes the students afraid of the teacher. The teacher dominates the teaching and learning process and it makes the student can not develop their ideas. 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 teacher needs an effective technique in term of teaching Hortatory Exposition text .One of the supporting factors towards the students' achievement in writing the hortatory exposition is using buzz group technique. Buzz Group Technique is a technique that makes students work in small group in limited time. The room soon fills with noise as each sub-group 'buzzes' in discussion.The term 'buzz' comes from the hive of verbal activity. Buzz groups can be in pairs, trios, or more depending on

the activity. While they are buzzing, participants are able to exchange ideas and draw on their wide collective experience . Learning in groups can be used to promote interaction within a larger class or to acknowledge and recognise the needs of the student rather than just focusing on the demands of the subject. This helps students to develop problem-solving skills and discriminate between information, opinion and facts. In this case , the students are asked to express their ideas , opinions and arguments facing a case or phenomena .

By applying this technique in teaching hortatory exposition , students motivate to explore their ideas and share their opinions and arguments to the member of the group . The other reason why the writer use this technique is to make students more active in the class . The writer expects that all of the students can express their own idea without any doubt and anxiety . The writer also expects after applying the buzz Group technique , all of the students can be active. Not only a students who cover his or her friends in teaching and learning process . At last ,the application of the technique in teaching and learning writing, especially Hortatory exposition text will make the students express everything in their mind of facing some cases or phenomena freely .

In line with the background of the study, the writer would like to conduct a study with title: The Effect of Buzz Group Technique on Grade 11 Students' Achievement in Writing Hortatory Exposition. The writer expects to find the effect of Buzz group 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 is formulated as follows **“Is the students’ achievement in writing hortatory exposition taught by buzz group technique higher than the students’ achievement taught by group brainstorming technique ?**

C. The scope of the study

There are many genres of writing learnt in the SMA (Senior High School) such as recount, narrative, procedure, descriptive, spoof, report, hortatory exposition and analytical exposition, news item, anecdote, explanation, discussion and review. This study focuses on the applying of Buzz Group 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 3 Binjai .

D. The Objective of the Study

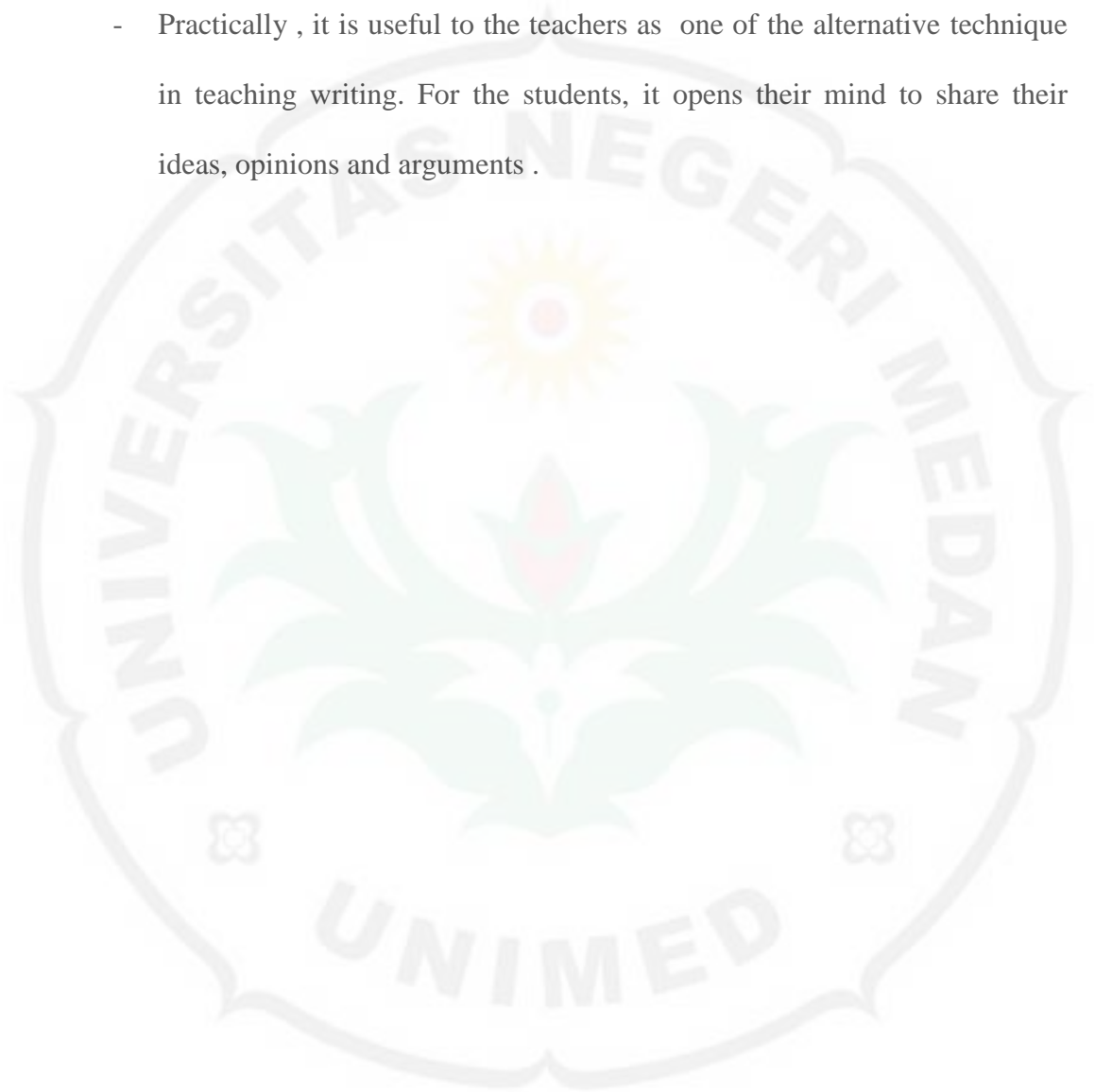
In relation to the research problem, the objective of the study is to find out whether the Buzz Group Technique affect students’ achievement in Hortatory exposition writing than using Group brainstorming technique.

E. The significances of the study

The findings are expected to be useful theoretically and practically :

- Theoretically, the findings are expected to be useful in increasing and expanding the knowledge in English .

- Practically , it is useful to the teachers as one of the alternative technique in teaching writing. For the students, it opens their mind to share their ideas, opinions and arguments .



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