

CHAPTER I INTRODUCTION

A. The Background of the Study

Writing has been useful tool for discovering and thinking. It can help the students in learning and developing their English by expressing their knowledge, experience and so on. It can be expressed in any form such as essay, paragraph, letter, and short story. Writing skills are complex and difficult to teach, not only requiring mastery of grammatical and rhetorical devices, but also of conceptual and judgmental elements (Heaton, 1990:135). It means that in teaching writing, the teacher is expected to help students to write their ideas by using correct grammar, appropriate vocabulary and punctuation which are some indicators showing the success of writing.

Many studies on English language teaching in Indonesia show that the aim of learning English has never been satisfactorily achieved (Gunawan, 2000). The failure and weakness of students' achievement in writing ability are caused by the learning materials, teaching techniques, students' profiles, and teachers' profiles as well (Dirgayasa, 2014). The teacher should to be able to find a creative technique than before for better, interesting, motivated and helpful teaching learning process, since teachers as an educator for students to increase the willingness to learn.

And in addition, the facilities of school must support the students' success to reach high score when teaching and learning process. Media, technique, model also needed to support student's ability to be an active learning by creating the curiosity in teaching learning process.

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

Analytical exposition means a type of text to argue that something is the case (Pardiono, 2007). In writing analytical exposition text, it is needed the critical thinking from students about the phenomenon surrounding. They are expected to provide some evidence to support their opinion.

Based on the observation and the interview that has been done in SMA N 1 Salak, the researcher found some identification problems and some factors challenging: (1) The students are not interested the teacher methods (Lecture Method), because during the teaching learning process the students just sit and listen; (2) The knowledge of students in English is low (includes vocabularies, grammar, and text genres) the students difficult to understand and catch the

explanation and instruction the teacher gives, therefore it makes the students difficult to express their ideas; (3) English is a foreign language in Indonesia, in which the students are exposed to English only in the classroom; (4) The number of students in one classroom is large; (5) The teacher is not satisfied whenever the students make mistakes and tell the students what is right rudely. It makes the students afraid, shy and not confidence to explore their ideas. So the students got nothing when the lesson ended.

To solve these problems above, the researcher needs to find an effective technique. English teaching experts have created various techniques in English Language Teaching. Some examples of technique in teaching learning process are group mentoring technique, clustering technique, guiding questions technique, field trip technique, dictation technique, etc. This research, the researcher focuses in Group Mentoring Technique. Group Mentoring is one of the effective techniques that are useful to help the students to get in touch with the ideas. By grouping the students, the teacher will be easier to teach them. And the students were encouraged by their friends in the group, so they can improve their ability, especially in writing.

Group Mentoring can be used to generate ideas for writing of many forms: essays, poems, short story, business reports, song lyrics, even novels. It means the students were helped to develop and precede their ideas easily since the reasons why the students are difficult to write are that they lack of direct means to develop and precede the ideas.

In group mentoring technique, there was a leader or a mentor who was 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 their teacher, it was 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 was the right and effective technique to be used by the researcher 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.

Gardiner (2008) found that mentoring affected the students' achievement in teaching learning process. Mentoring encouraged the students to be more active in teaching learning process. Since the focus of the research which she conducted is to get know the effect of mentoring to the friendship between students, she found that mentoring affected the enthusiasm of the students and made the relationships and friendships between students became better.

Jadwick (1997) found that mentoring affected the students' score in business school. They are found that mentoring technique encouraged the students tended to improve on certain qualities like taking responsibility,

individualism, capacity to plan, preference and efficacy, which is essential for their future transition into the work place. Faculty members involved in mentoring endeavors are more likely to have opportunities to develop professionally (in career orientation) and personally (psycho-socially) over time.

Lin (2007) found that mentoring program affected and successful in development program on mentors' conceptualizing mathematics teaching and mentoring. She is found that the mentors improved their content knowledge, pedagogical knowledge, and better understanding of students' learning. It is proved that mentoring is one of promising technique which can be applied.

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

B. The Problem of the Study

Based on the background presented above, the general question of this research: "is there a significant effect of group mentoring technique on students achievement in writing analytical exposition text?"

C. The Objective of the Study

In this section the objectives of this research to know the effectiveness of using group mentoring technique in teaching writing analytical exposition text.

D. The Scope of the Study

Based on background above, this research was limited to the use of Group Mentoring Technique in teaching writing analytical exposition text at SMA N 1 Salak, Pakpak Bharat.

E. The Significance of the Study

The result of this study is expected to be useful for:

1. Theoretical perspectives
 - a. The result of the research was useful to improve the teaching learning process; not only for analytical exposition material, but also the other material
 - b. The result of this research can be used as reference for those who want to conduct a research about writing analytical exposition
2. Practical perspective
 - a. For the teacher
The researcher hopes that the research and technique were inspiring for English teacher to develop the teaching learning process; not only in teaching writing but other skills.

b. For the students

This research also expected to encourage the students to develop their writing achievement, especially in writing analytical exposition through group mentoring technique

