

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing belongs to an important activity in an English class. Writing as a productive skills 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 present in learning.

Many students' find difficulties when they learn writing. Based on preliminary observation conducted in SMA Negeri 1 Perbaungan, the writer found that most of students' of SMA Negeri 1 Perbaungan 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. It was proven when the writer asked for The list of students' score for writing tests in two semesters, academic year 2013-2014 below. The minimum criteria mastery (KKM) which is applied by the school is 75.

Table 1.1

Students' Scores in Writing in Two Semesters

2013-2014

Class XI IPA ²

Semester	Score	Students	Percentage
1 st Semester 2012/2013	< 75	26 Students	65 %
	≥ 75	14 Students	35 %
2 nd Semester 2012/2013	< 75	28 Students	70 %
	≥ 75	12 Students	30 %

Class XI IPA³

Semester	Score	Students	Percentage
1 st Semester 2013/2014	< 75	25 Students	69.4 %
	≥ 75	11 Students	30.6 %
2 nd Semester 2013/2014	< 75	28 Students	77.8 %
	≥ 75	8 Students	22.2 %

Source: students' accumulated score of grade XI IPA² and XI IPA³ students at SMA Negeri 1 Perbaungan academic year 2013/014 and 2014/2015

The first problem was students didn't have motivation to study English. Moreover, they have problem with a lack of vocabulary, poor grammar and unable ideas. The second problem was teaching method applied by the teacher. The teacher still used the conventional method in teaching writing.

There are some reasons for making students practice writing inside or outside the class. They can choose their own themes or topics to be written on a certain type of text. Students have more opportunity for language processing, that is thinking about the language. It is as stated by Hammer (2007:12) "Writing gives them more 'thinking time' than they get when attempt spontaneous conversation". From this explanation, we can say that students will pay more attention about the topic, suitable title, choice of words (diction), etc. They will do revising again and again to get the satisfying result expected.

The tenth grades of senior high school at SMA Negeri 1 Perbaungan students are taught some types of English text. Each of them is different in its social functions, generic structures and significant grammatical features that the students should master. Furthermore, they should be able to achieve listening, reading speaking and writing competence in each aspect to pass the examination.

The researcher chooses SMA Negeri 1 Perbaungan as the subject of research because the researcher found that many students there gotten some difficulties in transferring their arguments in writing the text because of lack of information about the topic. In addition, the researcher found some problems in the teaching and learning processes. First, students feel bored when they are learning because of unchangeable method from the teacher. In this case, teacher uses lecturing method. Next, students are only asked to write without any clear instruction and guidance. This is the problem facing by students in writing.

Based on this reality, the teacher needs an effective method in term of teaching hortatory exposition text. The appropriate and comprehensive methods for teaching writing related to teaching methods is applying Small Group Discussion Technique. Small Group Discussion technique is a tool to make the writing easier, because the main point is to make the teachers show tolerance to students' opinions and attitudes, which can help to develop rapport between instructors and students listed as the topic to be discussed.

Small group discussion technique is one of the teachers' technique in teaching. Not only small group discussion show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. Small Group Discussion technique is a tool to make the writing easier, because the main point is to make the teachers show tolerance to students' opinions and attitudes, which can help to develop rapport between instructors and students listed as the topic to be discussed. Further, Killen (1996: 36) highlights that small group discussion technique is potential to be applied in teaching because: (1) it prompts

students for further responses; (2) it engages a reluctant students; (3) it focuses student's responses; and (4) it prompts students to think at higher level. Additionally, Kelly (2010) explains three basic logical reasons for why small group discussion technique is very applicable in teaching speaking: (1) instructors maintain a greater control over what is being taught because they are able to steer the discussion; (2) small group discussion technique is comfortable for the teacher because it is a modified form of lecture; and (3) students have a tendency to stay focused on the lesson because they might prepare to share their idea.

In line with background above, the writer would like to conduct a study with title: the effect of applying small group discussion technique on students' achievement in writing hortatory exposition text. The writer expects to find the effect of small group discussion on students' achievement in writing hortatory exposition.

B. The Problem of the Study

The problem of this study can be stated as follows:

“Does the application of Small Group Discussion Technique significantly affect the students' achievement in writing hortatory exposition text ?”

C. The Objective of the Study

The objective of this study is to find out if there is a significant effect of applying Small Group Discussion Technique in teaching 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., and this study is focused only on the writing of hortatory exposition texts. The teaching hortatory exposition is along with the use of posters, with the 11th grade students of SMAN 1 Perbaungan as the subject.

E. The Significance of the Study

The finding of this study was intended to give contribution in teaching English both theoretically and practically.

1. Theoretically

- a. The finding of this study is expected to be a basic knowledge for further research of small group discussion technique in writing
- b. The finding of this study is expected as reference to the other researcher who wants to study more about descriptive writing text by using small group discussion technique

2. Practically

a. For the teacher

1. The finding of this study is expected to be able to contribute any use for language teachers in teaching English.
2. The finding of this study is expected to help the teachers solve the problem in teaching especially writing skill.

b. For the students'

1. The finding of this study is expected as guidance for English teacher to motivate the students' in learning English better.
2. The finding of this study is expected as guidance for English teachers in teaching English mainly to increase the students' achievement in writing.

