

CHAPTER I INTRODUCTION

A. Background of the Study

In learning English, there are four basic language skills that must be well mastered by students, namely speaking, reading, listening, and writing. Writing is the skill in transferring information by using written language to express ideas, opinions, and experiences. Reading is a process of interpreting information to what they read. Listening means to give attention with the ears; attend closely by hearing to the speaker. Speaking is the act, utterance, or discourse of a person who speaks to the listener.

In general, writing is complex and difficult among the language skills. It is a must for the language learners to master writing skill. Without having good knowledge in writing, it is so difficult to be able to convey the ideas to the readers. That is why writing is one of important things that must be taught to students.

In this study, the writer deal with writing hortatory exposition text. Hortatory exposition text has three main parts, they are (1) Thesis statement: statement or announcement of issue concern (2) Arguments: reasons for concern that will to recommendation and (3) Recommendation: statement of what should not happen or be done based on the given arguments. The students should be able to know these three parts in order they can write hortatory exposition well and in order the students can distinguish with other types of text.

The collected data by observing SMA YAYASAN PERGURUAN MARKUS, there were some problems in teaching English. Many students could not write good writing text especially in hortatory exposition text. They did not have sufficient ideas on what they are going to write, they confused how to express their ideas into sequence of sentences and organize them into the coherent paragraph, and they did not know the appropriate use of grammar and vocabulary in writing a text. Almost 76 % students got the score under the Minimum Criteria Mastery (KKM). The KKM that applied for the subject in that school is 75. Most of them got lower score in writing. Below is the table of the means of students' score in SMA Yayasan Perguruan Markus Medan in writing hortatory exposition text.

Table 1.1
Means of Sample Students English Score in SMA
Yayasan Perguruan Markus Medan

Class /term	XI IPA 1	XI IPA 2	XI IPS 1	XI IPS 2
1	70	69	68	65
2	72	70	69	67

Source: data from Curriculum Development Board SMA Yayasan Perguruan Markus, Year : 2015 - 2016

Responding to these problems and by considering the importance of writing skill for students at Senior High School, it is necessary to find the teaching technique. There are some teaching technique, namely Clustering Technique, Mind Mapping, Role Playing, group investigation, Roundtable Technique, Guided Writing Technique, and others. Based on the problem above, this study applied Roundtable Technique. Stenlev 2011 (Journal) stated that Roundtable was a conference or discussion involving several participants in which, one of

cooperative learning technique that can be used by the teacher as the appropriate technique for improving student's English skills, one of them is writing skill. In this technique the students in group will write the idea or argument in turn on the paper that given by the teacher. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task then whole class discussion should follow.

The previous researches had done by Hanum (2013), Suhesti (2011) and Fidyati (2016). Hanum (2013) found, Roundtable technique helps students to explore ideas in writing a text. She applied this technique in the Eight Grade Students of SMPN 3 Kuta Selatan. From the result of the research, the researcher found most students more able to make a writing text. So that, there was development of students' writing skill by applying Roundtable technique.

Suhesti (2011) found that Roundtable Technique increase the students' writing ability in descriptive text. She applied this technique at The First Year of SMA Xaverius Pringsewu. From the result of the research, the researcher found most students were able to make descriptive text. So that, the result of this research was roundtable technique can increase students' writing ability in descriptive text.

Fidyati (2016) with the title "Using Roundtable Technique in Teaching Writing Hortatory Exposition Text." It was also found that, Roundtable was also effective to improve students' ability in terms of content and grammar; however it was not highly effective to improve the organization aspect.

Based on the problems above, this study applied Roundtable Technique in writing hortatory exposition text.

B. The Problem of Study

Based on the background of the study above, the problem was formulated as the following:

“Is there any significant effect of applying roundtable technique on students’ achievement in writing hortatory exposition text?”

C. The Objective of Study

The objective of the study was to identify the significant effect of using roundtable technique on students’ achievement in writing hortatory exposition text.

D. The Scope of Study

There are many techniques in teaching writing on hortatory exposition text, such as mind mapping technique, semantic mapping technique, roundtable technique, group investigation technique and writing journal technique. This study was limited to identify the effect of using roundtable technique on students’ achievement in writing hortatory exposition text.

E. The Significance of Study

The findings of the study were expected to be useful for:

1. The English teachers: to improve their ability to conduct a better and an interesting technique in teaching writing, especially in teaching hortatory exposition text.
2. The students: to improve their ability in writing hortatory exposition text.
3. Other researchers: as a useful reference to do further research in improving students' academic achievement, especially in learning English.

