

CHAPTER I INTRODUCTION

A. The Background of the Study

In learning English, there are four language skills that must be mastered by the learners: Listening, Speaking, Reading, and Writing. Listening and Reading are included into receptive skills; for receiving spoken language, listening skill is needed, and for receiving written language, reading skill is needed. Furthermore, Speaking and Writing are included into productive skills. Productive skills mean the skills that are used to convey thought either orally by speaking or in written form by writing.

As a productive skill, writing is a skill which must be taught and practiced, because it is an essential feature of learning language which provides a very good ways of combining the vocabulary, spelling, and sentence pattern. Writing is not an easy process, to develop writing skill, practice and study are needed. As a process, writing is not a one-stop action but more like an ongoing creative act. Writing is also a recursive process that requires the writers to learn for invention and discovery.

Writing is not always the same in some cases, because audience, purpose, and occasion will differentiate the types of writing. There are some types of written text which are known as genre. Based on our curriculum, the syllabus of senior high school requires the students to be able to write some genres of text such as description, recount, narration, procedure, explanation, exposition, discussion, news item, information report, anecdote, spoof, and review.

Exposition, as one of the genres, is included into a genre of arguing which is important and useful language process that is related to many aspects of school knowledge and effective social participation. Exposition is important because it can affect people's thought by its persuasive power. Because of its persuasive power, this kind of text is frequently used by people who want to suggest others to do or not to do something. The better exposition text will give the stronger effects to the readers.

There are two kinds of exposition namely analytical exposition and hortatory exposition. Different from analytical exposition which only describes the reason about what to do or not to do; hortatory exposition is more suggestive because it usually uses sentences that clearly invite people. Based on our Curriculum 2013, in the syllabus of the 11th grade of senior high school, one of the writing standard competencies is about understanding hortatory exposition text. It means that all students in 11th grade must be able to write a hortatory exposition text.

Contrary to what is expected by the curriculum, there are still many students who have not mastered hortatory exposition text. According to the writer's observation on May 5th 2014 in SMA Swasta Budi Agung Medan, around 70% students of 11th grade students have score below the KKM (Kriteria Ketuntasan Minimal) or minimum score in their mid-test which was related to hortatory exposition test. There were 55 students who got score below the KKM out of 79 students. It shows that the students' ability in writing hortatory exposition text in that school is still low. The writer found that the students got

some difficulties in transferring their arguments in writing the text because of lack of information about the topic. In addition, the researcher found that the teacher always teaches the students with lecturing method without using any media, whereas the students need to be facilitated with some media.

In fact, there are many media that can be used by the teacher to facilitate the students. By using media, the teacher not only can facilitate the students with information they need, but also can give some new vocabularies to them. Some examples of media are pictures, videos, real object, posters, charts, advertisement, etc. If the teacher wants to choose one of the media, she/he has to choose one of media that suitable to the topic. One of the Media that suitable for teaching hortatory exposition text is poster, because poster has persuasive message in it that invites people to do or not to do something. This purpose is similar to the purpose of hortatory exposition text.

To support this theory, the writer found an experimental research that used posters as the media. In the research, conducted by Yumarchely Rahmadevi from State University of Padang, posters were used to teach speaking. Both speaking and writing are productive skills, so it was assumed that posters would be effective in teaching writing. Another study was about writing hortatory exposition text by using other media which is quite similar to poster. A student from Universitas Negeri Indonesia conducted an experimental research about teaching writing hortatory exposition text by using advertisement as a media. She stated that advertisement has function to persuade people, exactly similar to the purpose of hortatory exposition text. It has been proved that the use of

advertisement can significantly affect the students' achievement in writing hortatory exposition text.

What makes posters different from advertisements is that an advertisement is used to promote a product. Poster is assumed to be more appropriate to be used as media in writing hortatory exposition text, because in education, the main purpose of writing hortatory exposition is to give a suggestive argument about an issue, not to promote a product. By using posters, students were expected to develop their critical thinking. The critical thinking is needed when they are going to write a hortatory exposition text.

Based on the explanation above, the using of posters is assumed to be one of effective media in teaching that can significantly affect the students' achievement in writing hortatory exposition text.

B. The Problem of the Study

The problem of this study can be stated as follows:

“Does the use of posters 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 any significant effect of using posters on students' achievement in writing 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 was focused only on the writing of hortatory exposition texts. There are also many media that can be used in teaching, like pictures, comics, videos, posters, etc. The teaching hortatory exposition was along with the use of posters, with the 11th grade students of SMA Swasta Budi Agung Medan as the subject.

E. The Significance of the Study

The study is useful for, theoretically, to help teacher to find out the good way of teaching writing, especially hortatory exposition text and to help the researcher to get more experience in doing an experimental research. It is also useful to motivate the students to be better in writing and to help teachers to facilitate the students in the process of learning. Practically, the use of posters as media can be applied in teaching and learning process to increase students' ability in writing hortatory exposition text. This study is also expected to provide preliminary information for those who are interested in the same study.