

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Research

Teaching and learning English is not the same as learning any other subjects. It should cover four language skills; namely listening, speaking, reading and writing. According to communicative approach, those skills should not be ignored since they are essential to support the achievement of learning English. So, the four language skills have to be mastered well. Writing, however, seems to be a difficult skill to be mastered, as it is supported by Paul in Hapsari (2011:2), “writing is generally as the most difficult of the four skills”.

Writing is a language competency which is used to communicate indirectly, not face with others (Tarigan, 2008:34). Tarigan also states that, writing is a productive and expressive activity. Writing is the form of thinking, too, which means that writing is the thinking process involving the sharpness of memory and imagination ideas. In the thinking process, students should have an object or illusion to memorize something. Imagination ability is difficult if students do not have ideas in their brain. Those problems discourage to students to improve their writing ability such as the ideas, vocabularies and confidence. Another problem is students get difficulties to remember the English vocabularies when they find unfamiliar words. According to Reid (1994:56), writing is one of the most self conscious of human activities and it is the most complex skill than others because the learner has to learn all the components and expresses their

ideas clearly and efficiently. This skill must be explicitly taught because writing outside

school settings is relatively rare. Meanwhile, the ability to communicate in the written form possibly helps the students to widen and develop their language and reasoning as well.

Teaching writing in Senior High School level focuses on writing some types of text. Teaching writing is not merely about the product, but it also concerns about the process. In the second semester of the School Based Curriculum (KTSP), a type of texts that should be mastered by the students was Hortatory Exposition. Through this text type, the students learn to give their argument that can influence readers to do actions in accordance with the topic.

Teaching writing Hortatory Exposition text is an attempt to engage students in sharing their ideas about a certain issue. The students need to use their skills of arguing as well as to persuade others to take action through Hortatory Exposition text writing. In this case, the students should develop their ideas in order to strengthen their opinions. Moreover, Hortatory Exposition is a kind of text commonly used in daily life, such as in the newspaper and public speech. Therefore, the students should be taught by using appropriate approach and technique in order to be successful in writing a Hortatory Exposition text.

Considering the importance of mastering writing skills to produce hortatory exposition text, the teacher should improve the teaching of writing comprehension especially in teaching hortatory exposition text. One way to improve it, teacher can use an interesting and succesfull method and the method is Cooperative Learning Method. The use of cooperative learning in teaching can

motivate the student to be more active during the teaching and learning process. According to Nunan (2003: 34) “the work in cooperative learning teams is structured so that there is positive interdependence among the members in group : the learners feel that they work together for mutual benefit”. In cooperative learning, the students can share the information and knowledge to each other. Besides, they also learn how to work together in team and try to give their contribution for the success of their team. Then, cooperative learning promote more positive peers relationship, social support, and academic achievement.

There are many different techniques in cooperative learning method that can be used by the teacher in teaching and learning process, especially in writing. One of them is roundtable technique. According to Lie (2000), the students are divided into some groups. Each group consists of four-five students. Each person writes one idea for an issue or task and then passes their paper to the person on the right. 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. Therefore, all of students participate in teaching learning process.

Roundtable technique promotes equal participation of the learners in teaching-learning process. Kagan and Kagan as cited in Jacobs (2006) mentioned that in this activity, each group member has one piece of paper. Each writes an idea, paragraph, etc., on the group’s topic and then passes her or his paper to another group member who reads it and comments on the idea, continuing the story. Roundtable can be done with one piece of paper per group (Sequential Roundtable) or with one piece of paper per group member (Simultaneous

Roundtable). In some cases of study, Roundtable has been proved that it increased class averages from approximately 75% to 83% and improved active engagement, excitement, teamwork, and positive relations among the students (Kagan and Kagan, 2009, p. 3.15). Kagan and Kagan (2009) also stated that by using Roundtable, there are two thinking skills fostered: categorization (selecting and identify the category or broader topic into specific) and evaluation. In order to teach students writing Hortatory Exposition, it is advisable for teacher to use Roundtable technique in which students will work together to do writing and solving the problems.

In line with the background of this study, the writer is interested to know how well the teacher applies cooperative learning method in their teaching. A collecting information has been done to the eleventh students in SMA Negeri 1 Bangorejo, the researcher found there were so many problems that faced by the students. They are about the students' enthusiastic in learning writing, the students' inability in composing writing, and the students' score in writing.

Based on the explanation above, the researcher aims to discuss the students writing ability, entitled: "Improving the Writing Hortatory Exposition Text Using Roundtable Technique at Eleventh Grade in SMA Negeri 1 Bangorejo in the Academic Year 2018/2019" is choosen.

## **1.2 Problem of the Research**

In this study based on background of the reaserch, the writer limits the discussion by stating the problem of How does the Roundtable Technique contribute to improve writing Hortatory Exposition?

### **1.3 Objective of the Research**

The objective of the study are to investigate the way how roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text.

### **1.4 Operational Definition of Terms**

To avoid misunderstanding, the key terms of the research are defined as follows:

- 1) Writing skill is a skill that concerns to share their feelings and ideas on paper to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.
- 2) Hortatory Exposition text is a text which consists of thesis, argumentation, and recommendation and persuade the reader to do the action.
- 3) Roundtable is a cooperative learning strategy in writing in which the students are divided into a group of four to brainstorm the ideas. The teacher gives an topic to the students. Each student adds his/her contributions about the topic is given by the teacher.

### **1.5 The Significance of the Reasearch**

The study is expected to be significant practically. The expected benefits of this research practical was practical contribution. The result of this research can be used as a consideration strategy in teaching writing.

## 1.6 Research Scope

Based on the identification of the problems, the researcher focused on solving students' problems in brainstorming the ideas in writing hortatory exposition text by using Roundtable Technique. The researcher focus the study on writing hortatory exposition text, because after the researcher observe in SMA Negeri 1 Bangorejo, the researcher found that the hortatory exposition text is one form of writing texts that must be mastered by grade XI students of Senior high school based on the syllabus. The resercher collaborated with the English Teacher in in SMANegeri 1 Bangorejo.

