

CHAPTER I

INTRODUCTION

This chapter comprises background of the study, formulation of the research questions, objectives of the research, research hypothesis, significance of the research, the scope and limitation of the research, definition of key term, organization of the research.

A. Background of the study

Language is an important tool for communication. According to Oxford Advanced Learner's Dictionary of Current English (2000:752), language is "The system of communication in speech and writing that is used by people of a particular country, the use by humans of a system of sound and words to communicate, a particular style of speaking or writing". It means people can express their ideas, thoughts, feelings, and desires by language.

One of the international language is English. English is the language used by most countries among other languages in the world. As Richards and Rodgers (1986:1) says, "Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today. In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in international communication, in written as well as in spoken communication. In

addition, many books of science and technology, art, and other published issues are written in English.

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the four language skills which is very important to learn. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. As Jack C. Richard (2002:303) said, “writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.” There are many different definitions about writing given by experts from many resources. According to Murcia (1991:233) “writing is the ability to express one’s ideas in written form in a second or foreign language”. It means that writing is an activity to express our ideas in written form.

On the other hand, Barnet (1983:3) said that writing as a physical act, it requires material and energy and like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. In writing process, there are some factors that influence the students to improve their writing. The factors could be lack of students’ understanding in grammar, lack of students’ ideas, and students can not imagine something that could be used in their writing. Besides, students always feel hard to write something because they learn English as

a foreign language so they often find the difficulties when they want to write.

In the teaching and learning process of writing, the teacher have an important role. John (1997: 12) states that, “Teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of redaing), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)”.

In the teaching and learning process of writing in junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. A Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

In writing the recount text, students often find some difficulties. The students usually feel difficult in generate their ideas. The difficulties faced by the students be able to resolved, so that the writing skills of the students can be increased. Based on the statement above, teachers must be able to organize learning-teaching activities. Here, the teachers should be able to stimulate thought and creativity of learners in expressing their feeling and opinions in writing.

According to Edward Anthony in Richards (1986 : 15) identified that technique is implementation that which actually takes place in classroom. It is a particular trick used to accomplish an immediate objective.” To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term “WH question Technique”. WH question technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Moreover, WH question can motivate the students to write and to stimulate their ideas, provides students to think with idea, question can be practiced the students in order to turn up the ideas and questions also can be used to encourage students to think. Beside that, this technique will help the students to generate their ideas before they develop in a paragraph.

From the explanation above the writer would like to conduct a study entitle : The Effectiveness of WH Question towards Generating Ideas in Writing Recount Text at The Eighth Grade Students of SMP Hasan Munahir Karanganyar in Academic Year 2014/2015

B. Formulation of the research question

Based on the problem of the study above, the main purpose of this study is to find out the effectiveness of wh question in generating ideas to write recount text for students of school. The research problem are formulated as follows :

1. How is the students' score in writing recount text before being taught by using WH question?
2. How is the students' score in writing recount text after being taught by using WH question?
3. Is there any significant difference score of the students before and after being taught by using WH question?

C. Objective of the Research

1. To know students' score in writing recount text before being taught by using WH question
2. To know students' score in writing recount text after being taught by using WH question
3. To find out whether there is any significant difference score of the students before and after being taught by using WH question

D. Research Hypothesis

The hypothesis of this research are:

1. Null Hypothesis (Ho)

“There is no significant different on the students’ writing achievement who were taught before using WH question and after using WH question”

2. Alternative Hypothesis (Ha)

“There is significant different on the students’ writing achievement who were taught before using WH question and after using WH question”

E. Significance of the research

The findings of this study are expected to give contribution for the teacher, students and other researcher.

1. For the teacher

English teachers must be able to choose suitable technique to develop students' skills in writing. In this study, it is expected that the teachers use as one technique of WH question in generating ideas in writing.

2. For the students

This learning as a way for students to generate ideas in writing skills. Using WH question students will not lose the ideas in the writing process.

3. For the other researcher

Other researcher who are interesting in developing teaching strategy, this study could be useful to provide scientific reference for further in contributing the effective strategy in teaching writing.

F. The scope and Limitation of The Research

This research is limited only conduct writing recount text about a valuable experience between students who are taught using WH Question and students who are taught using non WH Question. This research is conducted in eight grade students of SMP Hasan Munahir Karangany, Trenggalek in the academic year 2014/2015. The researcher limits teaching writing using WH Question to improve the writing skill.

G. Definition of Key Term

1. Teaching

Teaching is a process or activity of transferring lesson, knowledge, skill, attitude, value from the teacher to the students.

2. WH-question

WH question here is one of the technique used by the teachers in teaching writing, students develop their ability to simplify the writing.

3. Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

4. Generating Ideas

The process of creating, developing, and communicating ideas which are abstract, concrete, or visual.

H. Organization of The Research

1. Chapter I : Introduction

The introduction consist of background of the study, formulation of the research questions, objectives of the research, research hypothesis, significant of the research, the scope and limitation of the research, definition of key term and organization of the research.

2. Chapter II : Review of Related Literature

This chapter deals with theories used as the basis for supporting the research. It presents about definition of writing, the purpose of writing, definition of teaching writing, types of writing taught in junior high school, how to teach narrative text writing using WH Question, how to assess narrative writing and previous study.

3. Chapter III : Research Method

This chapter discusses the methodology used in conducting this research. It presents the research design, population and sample, research instrument, data collection method and data analysis.

4. Chapter IV : Research Finding and Discussion

This section presents research finding and discussion. It consists of research finding, hypothesis testing and discussion.

5. Chapter V : Conclusion and Suggestion

Based on the description of finding presented in the previous chapter, conclusion and suggestion are present in this chapter.