

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about the background of the study, the research questions and objectives, the research hypothesis, the significance of the research, the scope and limitation of the research, the definition of key terms, and the organization of the research.

### **A. Background of The Study**

Writing is one of the language skill in teaching English. According Harmer (2004:127), writing as a tool for reflection and as a way of promoting written fluency, it is also a way that teachers and students can enter into a new kind of dialogue. Writing make people can express their idea or convey feeling of information accurately. According Permendiknas no 22 tentang Standar Isi (2006), teaching English in Junior High School has three purpose, those are: develop the competence to communicate in spoken and written form (listening, speaking, reading and writing) to reach functional literacy level, grow the awareness of the reality and importance of English as case of the foreign languages to increase the nation competition on global society, develop the comprehension of the culture and language interrelation and broaden the culture.

Writing takes place in a context formed by the writer's goal, the reader, the discipline or situation, and the document. According Connelly (2012:11),

writing is important not only in college but also in any career that you choose. According Connelly (2012:3), at school students write papers, reports, and essay examinations to demonstrate your knowledge and skills. A badly written assignment will result in a poor grade. Outside the classroom, however, badly written documents have more serious consequences. The e-mail, contracts, and reports their writing may make their responsible for decisions that can cost them or their employers millions of dollars. Poorly written documents can undo years of hard work. So, when you write, you must make sure what you write clearly expresses what you are trying to say, meets the readers' need, and uses the appropriate style and format.

In order to explain process writing as a method for teaching writing in a more concrete and operative way, it is suitable to present some schemes for how to structure process writing (pre-writing, writing, post-writing). We have chosen to show three of these in order to point out that there are slightly different interpretations regarding terminology and activities. However, they are coherent when it comes to the main idea; writing is a process that goes through different stages/phases.

Writing takes place in a context that has four parts. According Connelly (2012:5), those are: the writer's goal, the readers' needs, expectations, beliefs, and knowledge, the discipline, situation, occupation, or event in which the writing takes places and the nature of the document. So, if we want to write, we must pay attention to the structures in process writing (pre-writing, writing, and post-

writing) and the context of writing that our writing will give clearly information and can understand by the readers.

Writing to communicate privileges the reader's language and values. According Clamson (2006:10), the primary goal of writing to learn is to please the writer by leading to new discoveries, information, and perspectives. The primary goal of writing to communicate is to please the reader in providing new discoveries, information, and perspectives. Writing is one of way to express your idea, to communicate with other people and to distribute your recent writing experience.

Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write. It is important to help students with matter of handwriting, orthography (the spelling system), and punctuation, teaching writing is more than just dealing with these features too. It is about helping students to communicate real messages in an appropriate manner.

As a professional teacher in the language teaching, especially the teaching of English as a foreign language, she mostly spend much time on appropriate teaching methodology for greater effectiveness in student acquisition on English, designing and implementing materials, test and practice. How to assist the students in developing their writing abilities, they can construct assignments and classroom practice that focus on writing to communicate. The students have to master the vocabulary and know how to use the correct grammar in making text.

It is important skill because it will be applied in many aspect of live. There are many ways to express writing from example through a text.

When the students asked to write, they still feel boring because it usually takes longer than other task. According Connelly (2012: 4), sometimes students feel confused about what is considered “good writing.” papers that received good grades in high school may be unacceptable in college. The students feel English teachers urge the students to be creative and express yourself, whereas business instructors insist that you avoid making personal comments and only present facts. Teaching writing is not an easy job because the teachers might face several problem in the process of teaching writing in the classroom. To solve the problem in writing it is not only done by the students but also by the teachers. The teachers should solve the problem to help the students to write better. The teachers should pay attention to their preparation before starting the lesson such as, prepare for the techniques, the material and also the strategies in teaching writing.

One of the difficulties for the students in writing is when they are asked to write a descriptive text. According Rojas (2010), description is used in all forms of writing to create a vivid impression of a person, place, object, or event (e.g describe a special place and explains why it is special, describe the most important person in your life, describe the animal’s habitat). The students difficulties or weakness when they are asked to describe a descriptive text without using media or techniques is they do not have any ideas what they have to be written and the students feel confused how to write a good writing. The students’ difficulties in writing caused by some factors such as, the students’ interest in writing is low

because they are not accustomed to write in English and less positive response on writing assignments. So, the teachers must give the interesting lesson about writing that the students will not feel boring when the writing activity is in progress. And the teachers should choose the appropriate techniques when teaching writing.

In teaching and learning, there are many techniques to teach for students according the materials. The students who learn English will be successful if the learning sources or techniques are appropriate with the students need especially in writing descriptive text.

One of the technique is using basic questioning. Questions is the best expression to start the conversation. According Critelli & Tritapoe (2010:2), questioning process is an essential part of instruction in that it allows teachers to monitor student competence and understanding as well as increase thought-provoking discussion. Questioning is fundamental to successful communication - we all ask and are asked questions when engaged in conversation. According Poole (2003:9), questions are great conversation starters. It seems everyone has a story to tell or an opinion to share. And to get it, you need only to ask. Good questions invite people to open up about themselves and divulge their thoughts and feelings on a wide variety of topics. Questions also function remarkably well in the context of discussion groups. Asking great questions in a group setting is the quickest and easiest way to spark stimulating discussions.

The researcher is interested to conduct the research to see the effectiveness of basic questioning technique toward the students' ability in writing descriptive

text at SMPN 2 Sumbergempol. The researcher chooses this school because the students of this school was lack of ability in writing activity. They do not know how to have good writing.

### **B. Research Problem**

Based on the background preceded, the research question for the problem is “Is there any significant difference on students’ ability in writing descriptive text before and after being taught by using basic questioning technique”?

### **C. Objective of the Research**

Based on the formulation of the problem, the objective of the research is “To know if there is any significant difference on students’ ability in writing descriptive text before and after being taught by using basic questioning technique”.

### **D. Research Hypothesis**

The hypotheses of this research are:

#### **1. Null Hypothesis (Ho)**

There is no significant difference in the writing score of the students before and after being taught by using basic questioning technique.

#### **2. Alternative Hypothesis (Ha)**

There is significant difference in the writing score of the students before and after being taught by using basic questioning technique.

## **E. Significance of the Research**

### **1. For the Teacher**

The teacher can use basic questioning technique in writing descriptive text to stimulate the students to increase the students' desire in writing. Using basic questioning technique can be interesting technique in teaching descriptive writing.

### **2. For the Researcher**

The research will get knowledge about the effectiveness of using basic questioning technique in teaching learning process and also the effect to the students' especially in writing descriptive text after being taught by using basic questioning technique.

## **F. Scope and Limitation of the Research**

The scope of this study is on teaching writing especially in descriptive text. In addition this study is only focusing on implementing basic questioning technique in teaching learning process toward students' writing skill.

## **G. Definition of Key Terms**

The definition key terms based on the title of the thesis as follow:

### *Basic Questioning*

Question is a sentence or phrase used to find out information or to ask a person about something. Questions are great conversation starters. Questioning is fundamental to successful communication, we all ask and are asked questions when engaged in conversation. It seems everyone has a story to tell or an opinion

to share. And to get it, you need only to ask. Good questions invite people to open up about themselves and tell their thoughts and feelings on a wide variety of topics.

### *Descriptive Text*

Descriptive text is a kind of text with a purpose to give information or is the clear description of people, places, objects, or events using appropriate details. Descriptive also can be define is used in all forms of writing to create a vivid impression of a person, place, object, or event (e.g describe a special place and explains why it is special, describe the most important person in your life, describe the animal's habitat).

## **H. Organization of the Research**

### **Chapter I is Introduction**

This chapter presents the background of the study, research problems, purpose of the research, significance of the study, scope and limitation, definition of the key terms, the hypothesis, and organization of the study.

### **Chapter II is Review Related of Literature.**

This chapter presents teaching writing, theory of descriptive text, kind of genre, definition of basic questioning technique.

### **Chapter III is Research Methods**

This chapter explains of research design, data and data sources, research instrument, data collecting method and data analysis.



**Chapter IV is Research Finding**

This chapter includes findings.

**Chapter V is Conclusion and Suggestion**

The writer presents the conclusion of this research and gives suggestion.