

CHAPTER I INTRODUCTION

Chapter 1 include the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Outline of the Study.

1.1 Background of the Study

Writing is one of the four skills in learning language beside speaking, listening, and reading. Mutiara (2013: 53) states that the language learners is important to learn writing as one of the four skills in learning language. Huy (2015:56) states that writing is one of the effective way in order to convey the thoughts or ideas. Writing is the productive skill beside speaking that has a function to communicate with the other (Wardani, et.al, 2014:2). By those definitions, the writer can summarize that writing is one of the four skill and it is important to be learned by the students.

Writing is assumed as the one of most difficult skill by students in learning EFL. Wardani, et.al, (2014:1) states for the four of the language skills, writing is the most difficult skill, because it needs a long process starting from brainstorming up to finalproduct. Based on that statement, writing is the most difficult skill that needs a long process and more carefulness.

Based on the syllabus of SMA grade X, there are three texts that should be mastered by students, they are descriptive text, recount text, and narrative text. In this study the text that is used is descriptive text. The goal of learning descriptive text is to make students able to write this text after they get the material. Therefore, the students are expected to acquire the material and be able to write it with the correct form.

According to Anderson and Anderson, 2003:26, descriptive text is a text that gives information about particular person, place and thing. In descriptive text, the students must acquire how to describe someone, place, animal, or event with good characteristics based on the goal of descriptive texts learning in the syllabus. In conclusion, descriptive text is giving information about particular person, place, and thing.

The problem which is faced by the tenth grade of MA An-Nidham in writing descriptive text is they have difficulties in describing something. It can be caused by the lack of vocabularies or inappropriate technique given by the teacher in order to stimulate them. Learning technique has an important part in creating effective teaching and learning process. Hence, a determining the appropriate technique is also important.

This study chooses Guided-WH Questions as the technique to improve writing in descriptive text, this technique gives some questions to the students based on the topic and then they will answer those questions, after that they develop their answers by creating paragraphs with their own words. This technique will stimulate

them to describe the object and help them to write freely but it still in appropriate with writing rule.

1.2 Reasons for Choosing the Topic

There are three reasons of choosing “The Effectiveness of Using Guided-WH Questions to Improve Student’s Writing in Descriptive Text for the Tenth Grade Studentsat MA An-Nidham in the Academic Year 2017/2018” as the topic of this research. They are:

1. Most students still had difficulties in creating descriptive text.
2. The English teacher of MA An-Nidham still used monotonous techniques in teaching descriptive text, made students less enthusiastic.
3. Guided-WH Questions is a technique that guides students in simulating their ideas, so that they easier in creating descriptive text.

1.3 Research Question

Based on the purpose of the study, the research question is framed as: Is using Guided-WH questionstechnique effective to improve student’s writing in descriptive text for the tenth grade studentsat MA An-Nidham in the academic year 2017/2018?

1.4 Objective of the Study

The objective of this study is to find out the effectiveness of using Guided-WH questions to improve student’s writing in descriptive text for the tenth grade studentsat MA An-Nidham in the academic year 2017/2018.

1.5 Hypotheses of the Study

Hypothesis is the temporary answer of the formulation of the research problem (Sugiyono, 2015:96). In this research, the researcher will examine two hypotheses in conducting the research. They are:

H₀: There is no significant difference on students' writing in descriptive text who were taught by using Guided-WH questions technique and the students who were not taught by using Guided-WH Questions for the tenth grade students of MA An-Nidham in the academic year 2017/2018.

H₁: There is a significant difference on student's writing in descriptive text who were taught by using Guided-WH questions technique and the students who were not taught by using Guided-WH Questions technique for the tenth grade students of MA An-Nidham in the academic year 2017/2018.

1.6 Limitation of the Study

This study is limited by two aspects. First, this study focuses on finding out the effectiveness of Guided-WH questions in student's writing of descriptive text. Second, it will be conducted to the tenth grade students of MA An-Nidham in the academic year 2017/2018.

1.7 Significance of the Study

The researcher expects that this study can be beneficial for the following aspects:

1. Pedagogical Significance

a. For teacher

The result of this study can help the English teachers to improve their teaching descriptive text.

b. For students

This study can improve student's writing skill especially in writing descriptive text.

2. Practical Significances

Practically, the study hopefully to be useful for:

a. The students

This study may give an easy way to create descriptive text by using Guided-WH questions.

b. The teachers

This study may give practical information about Guided-WH Questions as a technique to teach descriptive text.

c. The future researchers

This study may become the reference for the same topic.

1.8 Definition of Key Terms

The technical terms that are used in this study are defined as follow to avoid misunderstanding.

1. Guided-WH Question

Guided-WH Questions is a technique that brings up ideas in writing descriptive text with creating WH questions (Mutiara, 2013:52). The activity of guided questions is the students answer the questions from the teacher and arrange those questions into a descriptive text (Mutiara, 2013:53). Based on those definitions, the writer can summarize that guided question is one of the teaching writing techniques that allows students to generate their own ideas through answering the teacher's questions and arrange them into a descriptive text.

2. Descriptive text

Descriptive text is a text which describe about person, place, or thing (Anderson and Anderson, 2003:26). Based on that definition, descriptive text is a text which describing the person, place, or thing with detail information.

1.9 Outline of the Study

This research final project there are three chapters. They are chapter 1, chapter 2, chapter 3, chapter IV, and chapter V. Below is the explanation about those chapters.

Chapter 1 provides information about the introduction of this research. It consists of the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses of the study, the

limitation of the study, the significances of the study, the definition of key terms, and the outline of the study:

Chapter II includes review or related literature consist of Teaching English as Foreign Language, writing skill, Descriptive Text, Guided-WH Questions and the Review of the Previous Studies.

Chapter III includes research method that is divided into nine parts: the Research Design, Subject of the Study, the Instrument of the Study, the Variable of the Study, the Procedure of Data Collection, the Procedure of the Study, the Procedure of Data Analysis, the Normality, Homogeneity, and Data Analysis.

Chapter IV explained analysis of result and discussion which is divided into seven Parts: the School Profile, Subject of the Study, Tryout Test, Pre-Test, Treatment, Post Test, T-test Analysis, and of the Research Finding.

Chapter V presents Conclusion and Suggestion

