

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses, the Limitation of the study, the Significances of the Study, the Definition of Key Terms, and the Organization of the Research Report.

#### **1.1. Background of the Study**

In the era of globalization, people is easily shared information and knowledge. Therefore, people need one language or more which was used internationally. English known as one of those international languages. As the consequence, it must be learnt and mastered by everyone who want to connect and communicate globally. There is four skills in English department which need to be mastered, listening, speaking, reading, and writing. Human being firstly acquires listening as the basic skill, followed by speaking, then reading and the last skill that human acquire is writing. It was in line with what Brown (2000) says “For more than six decades now, research and practice in English Language teaching has identified the ‘four skills’—listening, speaking, reading, and writing—as of paramount importance”. Writing as the last acquired skill is also considered as the most complicated language skill to be learnt. As the most difficult language skill, students face a lot of problems because in writing process,

students always involve thinking skill and creative skill. It also became the most difficult skill when it was learnt by the foreign language learners.

“Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” (Rass, 2001). Furthermore, writing was an essential aspect of interaction on language teaching beside listening, speaking and reading.

There were many genres for writing and one of them is description. This study focused on that descriptive text. A descriptive text was a kind of text which had a purpose to describe a particular person, place or thing in details. It was supported by tight rules. Alfred and Paul (2003) say that description specifically to describe a particular place, person, and thing. The statement concluded that descriptive text is about place, person and thing.

However, in a real teaching learning process many students cannot describe things, places, and persons well in detail because they did not have any ideas when they asked to describe them. They confused, lazy and bored if the teachers asked them to write something. The other problems students face in writing chosen the topic, arranged paragraph and used of varied vocabulary. Ricard and Renandya (2002) state that difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentences and paragraph organization and translate these ideas into the readable text. Mastering vocabularies and tenses become the basic keys to get a good writing. Students had to choose appropriate vocabularies to arrange words to be a sentence and develop

it to be paragraphs. Besides that, they also had to use a compatible tense to express an event in certain time. Therefore, they needed a teacher guidance to create a good writing. One of the techniques that a teacher used to help them developing in a good writing was by using a Guiding Question technique. It was question that could trigger them to develop ideas of the targeted writing topic and could also make them developing their writing. The function of it was that they were not confused of what they gone to write and how to start it because they were guided to answer the questions related to the topic. Therefore, their writing would be more coherent. Based on those problems, this research focused on Guiding Question technique to improve students' writing skill especially on descriptive text.

## **1.2 Reasons for Choosing the Topics**

There were there reasons for choosing this topic as follows :

1. Writing is one of the basic skills that haveto be learnt by students in the first grade of senior high school and descriptive text was one of the genres that must be taught to students of senior high school.
2. The real condition of the teaching learning process at the researched school was stagnant, there were no variation of the teaching learning technique especially in writing subject.
3. Guiding Question technique was one of the interesting techniques which used to teach writing of descriptive text.

### **1.3. Research Question**

Based on some reasons for choosing the topics above, there was one research question formulated : is the use of Guiding Question technique effective to improve tenth graders' descriptive writing skill at an Islamic high school in Mranggen in the academic year 2016-2017?

### **1.4 Objective of the Research**

In accordance to the research question, the objective of this research is :

To find out of whether the used of Guiding Question technique was effective to improve tenth graders' descriptive writing skill at an Islamic high school in Mranggen in the academic year 2015-2016 or not.

### **1.5 Hypotheses**

According to Arikunto (2008), hypothesis is a temporary conclusion or opinion, which has not been proven, and which is supposed to be true after being proven by using qualified instrument. According to Weaver (2005), alternative hypothesis ( $H_1$ ) is the hypothesis states that there is a relation between the phenomena under investigation. Null hypothesis ( $H_0$ ) is the opposite of alternative hypothesis, in other words there is no relation between the phenomena under investigation.

$H_0$  is null hypotheses, which means there is no connection between variable X and Y. Null Hypothesis ( $H_0$ ) in this study is that there is no significant/moderate difference in the mean score result of the tenth graders'

descriptive writing between experimental class which used Guiding Question and control class which did not use it.

Ha is alternatif hypotheses, which means there is connection between variable X and Y. Alternative Hypothesis (Ha) in this study is that there is a significant/moderate difference in the mean score result of the tenth graders' descriptive writing between experimental class which used Guiding Question technique and control class which did not use it.

### **1.6 Limitation of the Study**

This study focus on some points as follows :

1. Teaching learning technique which used is Guiding Question technique for writing skill.
2. Focus only on descriptive text
3. Subject of the study for experimental was only one class of XA of the tenth graders at anIslamic high school in Mranggen.

### **1.7 Significances of the Study**

The study hopes that the research of the Guiding Question technique in teaching and learning writing descriptive text was beneficial both in practical and pedagogical significances.

1. There were some practical significances as follows

a. For the students

The result of this study was help students to write better. By implementing Guiding Question technique, they were able to write much better. This technique could improve their writing ability, especially in writing a descriptive text.

b. For the teachers

This study could provide contribution for the English teachers to apply variation technique in teaching learning process especially in teaching writing descriptive text. It hoped that by implementing Guiding Question technique, English teachers would not use monotonous technique in teaching and learning process anymore.

c. For the other researchers.

The other researchers could develop the research based on the result and use it as one of references or variation to study about writing skill in the text research and its implementation in their study.

2. Some pedagogical significances are as follows :

a. For Students and Teachers

This research expected to give English teacher and students at an Islamic high school in Mranggen Demak knowledge and experience to improve their writing skill by using Guiding Question technique.

b. For School

This research could improve the quality of teaching learning process which leads to the improvement of students in one of Islamic High School in Mranggen Demak especially and eventually would increase the quality of the school.

### **1.8 Definition of Key Terms**

Definition of key term is very important to understand the meaning of the topic. The key term of the research are defined as follows:

- *Guiding Question* is a technique for teaching English in which the teacher give some questions to the students applied to a topic in teaching writing. It is supported by tight rules. Walsh and Beth (2005) state that teacher poses questions help students make new concepts and ideas.
- *Descriptive text*, Descriptive text is a text that explains something. Loos's study as cited in Vepiandewi, (2011) explains that descriptive text is a text which list the characteristics of something, the topic is usually about attributer of a thing, a place, or an event.

### **1.9 Organization of the Research Report**

The organizations of this final project proposal are as follows :

Chapter I It consist of the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses, the Limitation of the study, the Significances of the Study, the Definition of Key Terms, and the Organization of the Research Report.

Chapter II It examples Nature of Writing, Genre in Senior High School Descriptive Text, Guiding Question and the Review of the Previous Studies.

Chapter III is the Research Design, the Subject of Study, the Variables of the study, the Instrument of the Research, the Scoring System, the Procedures of Data Collection and the Method of Data Analysis.

Chapter IV describes Finding and Discussion of the research which consists of the Description of Respondent, the Validity and Reliability of Instrument, the Pre – Test Analysis, the Treatment, the Post – Test Analysis, and the Discussion of the Research Findings.

Chapter V is about the Conclusions of this study and some suggestions based on the result of the experimental study.