

CHAPTER I

INTRODUCTION

This research focuses on the effectiveness of basic questioning with picture in teaching writing English descriptive text at SMPN 2 Paciran. This chapter discusses the background of study where discussing the rationale of the study, the problem of study, the objective of study, scope and limitation of the study, significances of study and definition of key terms

A. Background of the study

Writing is one of the four language skills which is given emphasis in second language learning and always put in curriculum of second language learning. In Indonesia those four skills are taught integratedly. Based on the curriculum, writing is one of the important skills in English. It is based on the standard and basic competencies in teaching and learning of English.

English writing is a part of learning process that has to be mastered by all students in Indonesia, because writing is one of language skills determined in syllabus of teaching English. It is supported by Jeremy Harmer who states teaching of English¹. It stills an important place in examination in high schools level in Indonesia. So, students must understand to develop English text or have the ability in writing.

¹Jeremy Harmer, *how to teach writing*, (England: Person Education Limited, 1988), p. 31

Among other language skill, writing is considered the most difficult skill. Harris found that writing involves several component including contents, vocabularies, organization, grammatical structures, and mechanics, such as punctuation and capitalization. However, not all students can have all those component of writing the text they develop². The students have been taught how to write well, but they still find difficulties. The teacher has taught how to write descriptive text, but they are still confused about how to develop it.

In learning writing, students can express their ideas or convey their feeling by writing. They also can give information to the other. But mostly students in Indonesia are frustrated when they learn to write. Betty states that writing is the most difficult skill to master³. Some problem in writing has been investigated in previous research such as a study by Malia Sari for second year students of SMAN 7 Malang. From her research it was found that the students made a lot of errors in writing⁴. It means that students have low ability in writing.

An-other problems of learning that makes the student find difficulties in writing has been investigated in previous research by Ristiana Primadani to students of eight grade of SMP Negeri 1 Bangsal Mojokerto. It was found from the research that the problem of students difficulties in writing is because the

² Arthur Hughes, *testing for language teachers second edition*, (Cambridge University Press), p.100-102

³ Betty Lou Leaver, et. Al., *Achieving Success In Second Language Acquisition*, (New York: Cambridge University Press, 2005), p.13

⁴ Devi Maliasari, Thesis “ *Using Clustering Technique to Improve The Senior High School Students’ Abilities in Generating Ideas of Writing Analytical Exposition*”. (Malang: State University of Malang, 2006),5.

students get little practice to manage the structure and punctuation. Meanwhile, structure and punctuation are important in writing to achieve cohesion and coherence in writing, students have to manage the structure and the punctuation, the second problem is that many students feel that writing is a boring activity⁵. Therefore, teaching learning process of writing should be varied to make students feel fun during the process. The students also need motivation in learning English especially in writing ability.

The problem of writing also happened at SMPN 2 Paciran. The students also have difficulties in writing. Based on the writer preliminary observations in SMPN 2 Paciran, when students found difficulties to start write asked to make descriptive text because the students did not have any ideas of what have to be written. Moreover, the students feel burdened to write in English so there are students who need long time to think although only to write a few sentences. There are students who have not understood about what they want to write, because many students do not have rich vocabulary.

Mostly, when the teacher asks the students to write something, they do not even know what will they write, and even worse they do not have any idea at all. Sometimes they feel confused although the topic is given and they just have to write about it. This is because the teacher only explains the generic structure

⁵RistyanaPrimadani, thesis " *the effectiveness of using short note in teaching writing at SMP Negeri 1 bangsal Mojokerto*" (Surabaya: State University of Surabaya, 2011), p. 5

and the method how to write descriptive text so the students have difficulties in organizing it⁶.

Another reason is the teaching strategy used by the teachers in SMPN 2 Paciran. The teacher still uses traditional or conventional method. This method only emphasizes that the students keep silent in the class while listening to their teachers explanation without discussion. In the teaching of English writing, usually the teacher only uses the text book from the school and there is no technique to improve teaching learning process. As a result, it is hard for the students to master their skills in writing. Finally, the students cannot improve their creativity and imagination. Furthermore, students will find some difficulties when they learn about genre and its writing.

SMPN 2 Paciran is school built in the centre of SunanDrajat Islamic boarding school. The students in this school master Arabic language better than English. The students study about the subjects of Islamic religion everyday by using Arabic, so the student easily masters the language. Hence, the students are unmotivated in learning English as their compulsory subject in this school especially in writing process. Therefore, the English teacher needs to have creative technique in teaching English especially in teaching writing.

The English teacher needs new strategies that make the student increase their critical thinking, so they will not be confused when asked to compose a paragraph and to start writing. So, an English teacher has to know about

⁶ Translation from interview with one of student at SMP NU 2 Paciran on Tuesday, 16th April 2013

strategies in order to get better result in learning English. One of the ways is by using media in teaching learning process. Media can be used to motivate students in learning. The teacher's creativity in using teaching aid will increase the students motivation in learning process and probably the students will learn more and the knowledge will retain better in their mind.

For that reason, an English teacher should think about method or technique that is expected to help the students in mastering this skill. One of the techniques recommended by some researchers in teaching writing is the use of basic questioning with picture. Here, before the students do a written activity, the teacher firstly shows a picture and gives them key words. The teacher here gives a stimulus or key word to the students in order to get an idea before they write. The main point of this technique is that the teacher gives stimulus in order to the students will give feedbacks from some questions that are given by the teacher, and the teacher can lead them to think more, or we can say writing by guiding them using basic questioning with picture.

Basic questioning with picture is the technique that makes the student easier in writing descriptive text because with the picture students can imagination the object that want to describe. So the students have idea to develop their writing ability. Questioning here has to lead the students understanding about the object of writing and to help the students find the suitable vocabulary for their writing.

Therefore, the writer wants to try this new technique that is basic questioning with picture in order to make the students understand descriptive writing text better and more easily.

B. The Problem of Study

From the background of the study above, the research question of this research is as follow: is teaching using basic questioning with picture more effective than teaching using traditional technique in improving students' ability in writing descriptive text at SMPN 2 Paciran?

C. Objective of the Study

Related to the research problem, the objective of this study is to find the effectiveness of basic questioning with picture in improving student writing descriptive text at SMPN 2 Paciran.

D. Significances of Study

The result of conducting this study is expected to give contribution to English teaching and learning. This study is expected to provide recent data concerning with the teaching of writing descriptive text by implementing basic questioning with picture so especially it can use this method as the reference for teaching English writing in Indonesia.

1. Teacher

The result of this study may show the teacher that basic questioning with picture can be an interesting technique in teaching writing. It will become a good stimulant to improve students motivation in writing.

2. Students

The result of this study may motivate students to improve their interest in writing descriptive text.

3. Writer

The writer will get information about the effect of using basic questioning with picture and using traditional strategy in teaching learning process and any improvement of students motivation in writing after being taught by using basic questioning with picture.

E. Scope and Limitation of the Study

There are many models of study that can be applied in teaching writing in order to improve the students' achievement in writing skill. Model of study is related to the whole activities done in the teaching learning process. This research is limited on the application of basic questioning with picture with the scope of the study is focused on the application of basic questioning with picture in teaching writing descriptive text for the eighth grade of students of junior high school at SMPN 2 Paciran.

F. Definition of Key Terms

1. Basic question is sentence, phrase, etc that asks for information⁷. In this research basic questioning is the question that leads and guides the student's idea to get the whole things that are questioned by teacher.
2. Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation⁸. In this research picture is something given by the teacher to help the student get the illustration about something.
3. Effectiveness, the term effectiveness is defined as the capability of producing a desired result. In this research, effectiveness is indicated by improvement of writing ability which is measured by comparing the mean score of posttest of the experimental and the control groups.
4. Descriptive text is words to build images (sight, sound, smell, tastes, or even feelings) for the reader⁹. In this study, descriptive text is defined as an English text composed by the student that describes something like the student self or place.
5. Traditional technique, in this study, it is the usual technique used by the English teacher in teaching writing.

⁷ Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), 3rd Ed., p. 351

⁸ Oxford University, *Oxford Learner's Pocket Dictionary*, 3rd Ed, p. 322.

⁹ Alice Savage and Praticia Mayer, *Effective Academic Writing 2*, (New York: Oxford University Press, 2005), p.28