

# **CHAPTER I**

## **INTRODUCTION**

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

English is used by many people in the world as a means of communication. Considering the importance of English, our government has put English as a foreign language that should be taught to students in Indonesia from the primary level of education. English teaching aims at helping students develop the four basic skills of language: listening, speaking, reading, and writing. As one of the four skills in English, writing is an important role in enhancing students' English proficiency. Renandya (2002: 303) states that "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 texts". Writing also has a function to make sure that students understand the grammar and the concept of the type they have learned.

Many students in junior high school always feel confused when they have to do a writing activity. Almost all of them have difficulty to get ideas to write. That is the teachers' responsibility to help the students in doing their writing in an effective way. Based on the writer's experience of teaching junior high school students, they need the clear directions and guidance for doing their writing task. In this research, the writer wants to apply one

teaching technique to guide students to write, that is the use of effective guiding questions. To implement this technique, teachers have to plan what kind of questions will be given to the students; later, teachers will note how they address the questions and also look at the students' response to make sure that they will guide their students well.

In the second year of junior high school, the basic competency that should be achieved in the English subject is that the students have the ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. In this study, the writer chooses the descriptive text as the material taught by using guiding question technique. Descriptive is one of the functional texts which is difficult enough to be learned by eighth graders students. Descriptive text is a text that describes the features of someone, something or a certain place (Wardiman: 2008). Students usually have difficulty in organizing their ideas and they need the teacher's help. This study, therefore, will try to find out whether the use of guiding questions can improve students' descriptive writing.

## **1.2 Statements of the Problems**

In line with the background of the study, the study is conducted in order to answer what is the effect of using guiding questions on students' achievement in writing descriptive texts?

## **1.3 Objective of the Study**

The objective of the study is to find out the effect of using guiding questions on students' achievement in writing descriptive texts.

#### **1.4 Scope and Limitation of the Study**

The writer limits this study by the following limitation:

The subjects of this research are the eighth grade students of a junior high school in Surabaya. The researcher took one class of eighth graders, which consisted of 35 students. Because of 5 students moved to another school and 6 students were absent, so the researcher only had 24 students. The researcher taught them about descriptive text. The material only focused on describing people.

#### **1.5 Theoretical Framework**

In the research the writer used the following underlying theories: the nature of writing which includes the process of teaching writing, descriptive text covering the generic structure of descriptive text and the language features of descriptive text, guiding question, the use of guiding questions in teaching descriptive writing.

#### **1.6 Research Hypothesis**

##### **1.6.1 Alternative Hypothesis ( $H_a$ ) :**

There is a significant difference between the students' writing achievement before and after being taught using guiding question technique.

##### **1.6.2 Null Hypothesis ( $H_o$ ) :**

There is no significant difference between the students' writing achievement before and after being taught using guiding question technique.

## **1.7 Significance of the Study**

This study is expected to be helpful for English teachers to choose an effective technique in teaching their students to write descriptive texts. Besides, this study can also be one of the references for them to improve the students' writing ability. In addition, this study can also be a source of information for other researchers who are also investigating the use of guiding questions to enhance students' creativity in writing descriptive texts.

## **1.8 Definition of the Key terms**

In order to clarify the terms used in study, the writer finds it necessary to define the following key terms:

- Guiding question

A guiding question is the basic question that directs the search for understanding. (Traver: 1998)

- Descriptive text

A descriptive text is a text that describes the features of someone, something or a certain place. (Wardiman: 2008)

