

CHAPTER I

INTRODUCTION

A. The Background of study

Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purposes.¹ Language is a tool of communication. Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language.

English is an international language that is used to communicate in many aspects such as in politics, economy, education, technology, science and culture. In Indonesia English is a foreign language that is taught as a main and compulsory foreign language for the students of elementary, junior and senior high school even university students. In order to improve the English language writer chooses MTs Negeri 2 Kota Cilegon as subject for research especially in writing skill.

The writing skill is often perceived as the most difficult language skill since it requires a higher level of productive language control than other skills.² Writing skill is so important to be mastered by students. It is one of the skills in English taught to

¹Gelderen, Elly Van, *A History of The English Language*, (Amsterdam : John Benjamins Publishing Company, 2006) p.1

²Nader, Assadi Aidinlou, "A *Discourse-based Teaching of Writing for Iranian EFL Students: A Systemic Perspective*", *Journal of English Language Teaching and Learning* No,8

the students. In junior high school on the writing student must understand clearly, beside of student of MTs Negeri 2 Kota Cilegon be able to know what the descriptive text is, and how to describe persons, place, and things in English writing. But some student thought that writing is difficult language skill to learn.

Writing is one of the most difficult English language skills that second language learners need to build and achieve.³Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher.

Most students at MTs N 2 Kota Cilegon still find a lot of difficulties and worries to learn writing because their idea is not build yet. There are so many factors that make the student become passive in learning writing. There are some factors the students might think that writing is difficult. First, they find difficulties in writing English. Second, student do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of free writing. Third, students are lack of vocabularies. There are become attention that in process writing the aimed is for developing an idea. Beside that the guided question is part of important for correcting structure in writing descriptive text.

Because of the problem , the writer wants to try a method is guided questions. The writer hopes by using this method, the students can make easier to write what

³Bambang Yudi Cahyono, *Teaching English by Using Various Text Types*. (Malang : State University of Malang Press, 2011) , p.23

should write in descriptive text. This method is expected can help the students to make a descriptive text.

A descriptive text is also usually used to develop an aspect of someone's writing, for example, to create or to describe a things. ⁴A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character. Here is an example of a descriptive text that describes a person who has special characteristic attracting the reader's attention to read it intentionally:

The basic competencies that should be developed in the context of teaching and learning a language are listening, speaking, reading, and writing. In a formal learning, the skill are presented using language materials that are organized into many kinds of texts or genres. To present the organized materials, there are many approaches which can be considered good to help teachers and students enjoy learning English. The suitable approach ensures the creation interaction between the teacher and students.

The writer decide to conduct her research at MTs Negeri 2 Kota Cilegon with the consideration that it is important for her to know students' ability in English. Based on descriptive above, the writer most interested to explain into the research with the title “ **The Effectiveness of Guided Question of Technique in Developing Students' Writing Descriptive Text**” .

⁴ Cahyono, *Teaching English by Using Various Text Types.*, p.24

B. The Statement of the Problem

Some research there are many problems in this research that have mentioned by the writer. Then the writer formulate specific statement follows:

1. How is the students' writing Descriptive Text ?
2. How is the effectiveness of guided question of writing Descriptive Text at the eighth grade of MTs Negeri2 Kota Cilegon?

C. The Aim of the Study

Based on the problem formulated above, the writer put the following objectives.

1. To explain the students' writing Descriptive Text.
2. To explain the effectiveness of guided question of writing descriptive text at the eight grade of MTs Negeri2 Kota Cilegon.

D. Hypothesis

Hypothesis not only formulated to explain relationship between two or more variable, but also to compare a variable of two samples on title as below: The Effectiveness of Guided Question of Technique in Developing students' Writing Descriptive Text.

So, in this study the writer submit hypothesis by seeing how big the average score of experiment class (MX) toward control class (MY) as follow:

Ho : there is no significant between the effectiveness of guided question of technique in developing students' writing descriptive text. It means that the effectiveness of guided question of technique in developing students' writing descriptive text does not get more significant effect in average score than the effectiveness on students' writing using guided questions.

Ha : there is significant between the effectiveness of guided question of technique in developing students' writing descriptive text. It means that the effectiveness of guided question of technique in developing students' writing descriptive text get more significant effect in average score than the effectiveness on students' writing using guided questions.

E. Significant of the Study

The result of this research gives a significant contribution to:

1. For the writer

Giving more experiences in the effectiveness of guided question of Technique in Developing Students Writing Descriptive Text and how students effectiveness when they guided question in learning descriptive text.

2. For the teacher

This method can help the teacher to effective students writing, and can help teacher to effective the technique in order be success in learning process.

3. For the student

From research hope students' have ability and effective on their writing descriptive text of guided question.

4. For the School

The benefits of the research for school are it can increase the students' achievement and it can develop learning strategies and stimulate students' interesting in writing.

F. Previous of Study

In conducting this research, the researcher has read the following previous research as follows:

The first previous research was done by Muhammad Bagus Nawawi (2011) with the title *“Improving Students’ Writing Skill Of Descriptive Text Through Guided Questions”*, This research is aimed to find out whether teaching writing of descriptive text using guided questions is effective to improve students’ writing skill, to collect students’ perception and impression n of guided questions process, and to collect the progressive result of students’ participation in learning writing of descriptive text at VIII-8 class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan. Subject in the study is students of VIII-8 grade class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan. The instruments that are used in this research are the English test sheet, observation sheets, Questionnaire sheets and interview.

The research results, the application of learning writing skill (descriptive text) by using guided questions has improved, In the end of cycle three, the result of the posttest shows that there are 43 students (100%) who pass the KKM, there are also 100% of students understand the material, 100% of students thought that guided questions made them easily in making descriptive paragraph, 88.37% of students think that guided questions make them more creative in creating descriptive paragraph. In addition, students' responses to learning are generally positive. Based on these findings, it can be concluded that the application of the guided questions can improve students' writing ability of grade VIII-8 of SMP PGRI 1 Ciputat-Kota Tangerang Selatan.

The result of research on the previous chapter shows that Guided Questions method makes students easier in making descriptive paragraph, and makes them easier in exploring their idea in making descriptive paragraph. The method also can improve students' achievement significantly in writing skill of descriptive paragraph.

The second paper is written by Irwan kurniawan (2009) with the title "***Using Pictures And Guided Questions In Teaching Descriptive Writing At The Odd Semester Of VIII Grade Students At SMP N 111 Jakarta***" This study is purposed to describe the objective condition of the using of pictures and guided questions in teaching descriptive writing at the odd semester of VIII grade students in SMPN 111 Jakarta. It includes the English teacher qualification, the teaching preparation made by the English teacher, the application of using pictures and guided questions in teaching descriptive writing, the problems faced by the teacher in teaching – learning

process, and the students' achievement in learning descriptive writing through pictures and guided questions.

The aim of the research is to gain the information about teaching descriptive writing through pictures and guided questions at VIII grade students of SMPN 111 Jakarta. Sample of the research is as much 160 students of eighth grade and an English teacher. This research is using descriptive method in the quantitative form by using questionnaire, collecting data from documentation, observation, test, and interview

The finding of the study states that (1) the English teachers at eighth grade of SMPN 111 Jakarta were qualified as an English teacher, (2) the teaching preparation made by the English teacher was below standard from the latest curriculum (KTSP), (3) the implementation of teaching descriptive writing was good, (4) the English teacher still faced the problems in teaching – learning process not only the linguistic but also non – linguistic problems, (5) the students' achievement average before learning descriptive writing through pictures and guided questions was 62 or it classified into “enough standard”. Meanwhile, for their outcome average after using pictures and guided question in learning descriptive writing was 84 or it can be said in “good standard”.

Based on the finding previously, it can be suggested that (1) the English teachers should apply their knowledge and strategy that were gotten from upgrading English training that joined, (2) the English teacher must give more attention to their teaching preparation before doing the teaching – learning activities, (3) the English

teacher should focus not only to their material but also their students' condition during teaching – learning activities conducted, (4) the problems faced by them in teaching – learning process must be solved by improving their linguistic competence such as mastery of vocabulary and understanding the structure, and (5) they also should be creative in making the media for teaching – learning process in order to make their students were not bored.

G. Organization of Writing

The paper is consists of five as follows:

Chapter one is including introduction which consist of background of study, the statement of the problem, the Aim of the Research, Hypothesis, importance of the research, previous study, and organization of writing.

Chapter two is the theoretical framework: it contains the explanation about, definition of writing, definition of descriptive text, and guided questions.

Chapter three is method of the research; it contains about the research method, instrument of Research, The population and Sample, place and time of the research, technique of data collecting, scoring system, and the technique of Data Analyzing.

Chapter four : it contains the explanation about, description of Data, Data analysis and interpretation Data.

Chapter five : it contains the explanation about Conclusion and Suggestion.