

CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is one of the four language skills which include listening, speaking, reading, and writing. It is an activity to combine words to form meaningful messages that the writer wants to express. According to Hyland (2002:88) writing is generative in which writers can explore and discover ideas as they write. Thus, by writing students can express their knowledge, ideas, messages and feelings into the form of letters and convey their messages to readers.

Students have to understand some genres of text by various purposes of communication and should be matched with students' level of education. Based on the standard competency in the syllabus of the second grade of Junior High School (*Sekolah Menengah Pertama: SMP*) called Educational Unit Oriented Curriculum (*Kurikulum Tingkat Satuan Pendidikan: KTSP*), students are expected to be able to write simple paragraphs in descriptive, recount, procedure, report and narrative.

Descriptive text is a type of text that has functions to describe particular person, place, or thing. Wyrick (2011:323) states that the writer of description creates a word-picture of people, places, objects, and emotions, using a careful selection of details to make an impression on the reader. Students who are going to write this type of text should be able to express what they see, hear, and feel vividly.

Based on the researcher's observation in SMP Negeri 35 Medan, the process of writing descriptive text was still a serious problem for the students. It was not easy for the students to write well in writing descriptive text. Many students got difficulties to develop their writing because of some factors such as lacking of vocabularies; motivation; and cannot arrange a good paragraph by using grammatical components. It makes the students uninterested in writing descriptive text. Considering the condition above, it is realized that it needs a technique that can motivate students' process of writing descriptive text. All the time, the English teacher applies word webbing technique to teach writing descriptive text. But, the writer found that the students got low score in writing descriptive text. Many students did not have the passing grade. The phenomenon is seen in the table.

Table 1.1
Students' Scores of Writing Descriptive Text Competence Tests in Two Semesters

Semester	KKM	Score	Students	Percentage	Mean
1 st Semester 2014/ 2015	70	< 70	28 Students	70%	51.7
		≥ 70	12 Students	30%	
2 nd Semester 2014/ 2015		< 70	23 Students	57.5%	53.3
		≥ 70	17 Students	42.5%	

Source evidence: Students' accumulated scores of Grade VIII¹ students at SMP Negeri 35 Medan academic year 2014/2015

Based on the description above, we found that the word webbing technique that teacher applied in teaching writing descriptive text is not effective. Because, word webbing technique focuses only on the word by word not a sentence. It makes the students difficult to arrange a good paragraph and good grammatical components. It doesn't help students to create a story coherently. This situation

made the students' motivation in writing descriptive text decrease. Sharon (2003:39) said that the learning of language depends not so much on the number of years it is studied but on the motivation of the students, the type of teachers, method of teaching adopted, and instructional material designed.

From the problems mentioned above, the researcher chooses to conduct this study by using Guiding Questions Technique. By using guiding questions technique the researcher believes that all of the students in the class will be more active in teaching and learning process. It can also increase their motivation and achievement in writing. From the explanation above, the writer is interested in conducting a study under the title "The effect of guiding questions technique on students' achievement in writing descriptive text."

B. The Problem of the Study

Based on the background given, the problem is formulated as follows:

"Is students' achievement in writing descriptive text taught by guiding questions technique higher than that taught by using word webbing technique?"

C. The Objective of the Study

The main objective of the study is to find out whether the students' achievement in writing descriptive text taught by guiding questions technique is higher than that taught by using word webbing technique.

D. The Scope of the Study

The scope of this study focuses on the use of guiding questions technique on students' achievement in writing descriptive text which can be used in encouraging the students to learn writing descriptive text more effectively. She limits her study only to analyze the use of guiding questions in writing descriptive text.

E. The Significance of the Study

The finding of the study expects to have both theoretical and practical importance in writing as a process and product especially the framework of writing.

1. Theoretically, the findings of the study are useful to enrich knowledge on the theories of language learning. The findings will enhance previous theories on the second language learning.
2. Practically, the findings of the study are useful and relevant to:
 - a. English teachers; as the information in teaching English to enrich their knowledge in writing descriptive text by using guiding questions technique.
 - b. The students can improve their knowledge in writing descriptive text.
 - c. The readers knowing one of good technique in writing that guiding questions technique is an interesting technique.