

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is the most important tools of the communication. People use language to express their ideas, thought, or feeling either spoken or written mood. It means that language is used primary means of communication in society. English is a language that is used in international communication. As a medium of communication, every people in the world must master English. This is the reason why every country takes English as one of courses for students. Indonesia also makes English as the first foreign language to be studied and it is taught in all school levels.

Most of the students, in fact, think that writing is complicated to study. Students always get difficulties when they are asked to write in English. Based on interviewing conducted on VIII-1 SMPN 2 Lima Puluh Batu Bara , it was found that students' achievement in English subject is still low. It was proved by their achievement in writing.

In fact, in Indonesia students' writing skill in English language is very low. It is found that most of Indonesian students are still difficult in comprehending the text. The results of Research Program for International Student Assessment (2009) shows that Indonesian students just got the 39<sup>th</sup> rank from 42 surveyed countries in Asia, slightly above Albania and Peru. It shows us that writing skill is still a problem for Indonesian students.

As generally, 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, narrative, procedure and report. Descriptive text is a type of text that 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, feel vividly.

As generally known, Minimum Mastery Criteria ( MMC ) of English subject in many schools is up 70. From the KKM above, the score is very high for many school. Because we found that student has difficult to write a text well based on the genre. Specially in descriptive, students face difficulties because of reluctance to question or less motivation, difficult to build and develop their ideas, the using of grammar and confuse in determining the generic structure of the text. The teacher just explained the material from the guiding book and after that asked the students to answer the question based on descriptive text that they have read. In Sharma (2008:39) 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.

There were many reasons that make the students' achievement low in writing. Students found difficulties to write because they do not have any idea to write, the

ir grammar and vocabulary is not good, and also they are not confident use their own language. When someone wants to write for a specific purpose, they have to think who will be their audience and how provide the information the readers need to know in their writing.

The reason why students still got low achievement in writing is not only from students themselves, but also from teacher. The conventional learning method that teacher applied in teaching writing skill is not effective. During learning activities in the classroom, the teacher only asks the students to read the text, translate the text by using dictionary, and rewrite the translation. The students are not asked to practice their writing ability. In addition, the teacher never makes variation in teaching and learning process. This situation made the students' motivation in writing decrease. So, teacher has high responsibility to improve students' achievement in writing. Teacher has to create interesting activities in the classroom so that students can develop their ideas in writing.

From the problems mentioned above, the writer chooses to conduct this study by using Questioning Technique. Questioning is a key aspect of the teaching and learning process. There is evidence that teachers can improve their use of questions, focusing on types of questions and strategies for using them. Questions should draw pupils into the learning process as well as checking on acquisition of knowledge. Asking questions is one of the basic skills of good teaching. Socrates believed that knowledge and awareness were an intrinsic part of each learner. Thus, in exercising the craft of good teaching an educator must reach into the learner's hidden levels of knowing and awareness in order to help the learner

reach new levels of thinking. Through the technique of thoughtful questioning teachers can extract not only factual information, but aid learners in: connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding.

Douglas & Nancy (2007:56) state that questioning is a powerful tool that teachers can use to engage students in authentic. Questioning is also an excellent way for teachers to check for understanding. It is believed that the technique can facilitate the teaching of writing to the students because questioning technique does not only help the teacher to connect the materials to the students' real world but also motivates in teaching to apply questioning technique to the students writing descriptive text.

However, questions can be effective when they are not thoughtfully planned or when a teacher's nonverbal behaviour indicates lack of interest in the responses or the individual responding. The strengths of this technique seem to help the students to organize their thoughts in a logical way and improve the use of adding detail to their writings. The research was conducted by using a classroom action research to discover improving of questioning technique in students' achievement in writing a descriptive text in Senior High School.

## **B. The Problem of the Study**

Based on the background of the study, the problem of the study is formulated in the form of the question as follows,

*“How can the implementation of questioning technique improve the students’ achievement in writing descriptive text ?”*

## **C. The Objective of the Study**

The objective of this study is to find out whether the implementation of using Questioning technique can improve the students’ writing achievement in descriptive text.

## **D. The Scope of the Study**

There are some kinds of writing genre taught in Junior High School, i.e. descriptive, recount, narrative, and procedure. This research is only focused on descriptive writing by applying questioning technique ( W-H Question ) in the students’ descriptive writing.

The scope of the study is limited on investigating the effectiveness of applying questioning technique to the second year Junior High School students’ achievement in writing a descriptive text.

## **E. The Significance of the Study**

This research, which is focused on the application of questioning technique on students’ achievement in writing descriptive text, is expected to give some benefits theoretically and practically. In terms of the theoretical benefits, this thesis is expected to enrich the literature of teaching writing through descriptive text by appl

ying questioning technique and to give a better understanding and alternative technique in teaching writing English through the questioning. For the next researcher, the results of this study are also expected to contribute the information that can be used as a reference for other similar research in improving students' writing achievement in different contexts.

Furthermore, in terms of practical benefits, the results of this study are expected to contribute to the development of writing competence and achievement, both for the English teachers and students, especially in teaching writing descriptive text. For the students, the results can be used to encourage and stimulate them in improving their writing achievement. Moreover, for the teachers, the results can be used as a reference to solve the students' writing difficulties and stimulate the teacher to develop another teaching technique in order to teach writing English. And the result of this research will be a very valuable information and data for the researcher in framing up her horizon and knowledge in how to motivate students' interest in writing.