

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing as one of four language skills is not easy. It should be comprehended well by the students. It is very useful because it helps students to express their ideas and their thought in written text. Students are expected to able write types of writing such as recount, narrative and descriptive. As one of the basic language skills and productive skill, writing has a very complex process.

It is a comprehensive ability which consists of grammar, vocabulary, punctuation, appropriate content, word selection, topic, occasion and punctuation. Before we write, we need to determine what to write. We should have something meaningful, clear, precise and unambiguous. It requires knowledge, skill and concept in order that someone is able to produce a good piece of writing. Those requirements make difficulties in writing.

Based on the writer's observation in SMA SinarHusni, the difficulties were also faced by students at SinarHusni. In addition to these difficulties, most of the students also got bore and lost their interest in writing, especially in writing recount. They felt that teaching and learning process of language was monotonous and uninteresting. The students were asked to write the text by the teacher, and they were asked to answer some questions based on the text. They considered that writing recount was very difficult for them to be mastered because their vocabulary is limited; their grammar is still low; and they got difficult in use punctuation; the students did not know about generic structure and language feature in writing recount. So that they found it difficult to write well.

Related to the problems, some researchers sparked some alternative of solutions such as free writing, brainstorming, clustering and journalist's question (Brannan: 2003). All methods are expected to assist the teacher in teaching writing. But, the fact is not all methods can make students interested in writing. One alternative which is predicted to be able to make students interested in writing is journalist's question.

The writer chooses journalists' question because it covers all requirements such as grammar, vocabulary, punctuation, and journalist's question also covers all contents are needed because use what, why, where, when, who and how. In guided WH-question, the teacher guides the students by giving the students WH-question. These questions will help students to develop the ideas and organize them become a good text.

Some researchers have also proved that journalist's question is the method that is able to improve student's writing. This research has done previously by (Dananto: 2010) in writing class of the tenth grade students of SMA Negeri 1 Malang. He has investigated the effect of guide WH-question in teaching News Item text. The result shows that the students who were taught by WH- question had performed better in their writing, journalist's question can improve the students writing ability, it is also improved the student's interest in writing.

Not only to write, journalist's question also can be applied in teaching speaking. In a research of using journalistic question especially WH-question in speaking, there has been a previous research done by (Cenderato: 2010). This research done previously investigated the effect of guide WH-question in teaching

hortatory exposition speaking. The result shows that the students who were taught by WH-question had performed better in their speaking. Inspired by the result of the previous research, the writer will apply journalist's question in teaching writing recount text.

B. The Problem of the Study

Based on the background of the study, the general question of this research: "Does the application of Journalist's Question significantly affect the students' achievement in writing recount text?"

C. The Objective of the Study

The objective of the study was to investigate whether or not the journalists' question significantly effect the students' achievement in SMA SinarHusni on writing.

D. The Scope of the Study

There were many methods in teaching writing, but in this study researcher just focus on journalist's question method. In this study, it is limited only on journalist's question on students' writing ability especially in recount text.

E. The Significance of the Study

The Findings of the study were expected to be useful theoretically and practically:

1. Theoretical significance

- a. The result of the research would contribute new insight that can be used as reference for those who want to conduct a research about writing recount text.

2. Practical significance

- a. For the teacher

It is expected that the research and technique would improve the teaching learning process, not only in teaching writing but other skills

- b. For the students

This research were expected to encourage the students to develop their writing achievement, especially in writing recount text through journalist question