

CHAPTER I

INTRODUCTION

The chapter presents, the background of the study, the statement of the problem, objective of the problem, the significance of the study, significance of the study, scope and limitation of the study, and definition of key term.

A. The Background of the Study

Writing is one of the four language skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, proposition, or the principle how to write.

As any writing teacher has experienced, students are frequently worried about writing in English. They worry clearly within the boundaries of correct usage, grammar, spelling, and punctuation. Often in the first years of their language learning, there is little focus on the creative aspects of writing. Because of this, students develop a fear of writing and think that everything they write is

full of errors. These fears hinder them from writing and frequently make their writing process slow and also unsuccessful.

Marianne Celce stated that ability to express an idea in second or foreign language especially in writing skill is a major problem for many native speakers to write coherence of paragraph and accuracy in choosing sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text¹.

Teaching is an art to convey knowledge information and skills to students. In order the message to be effective, teachers need to apply special technique. Therefore, learning process can be interested, enjoyable, and comfortable and the lesson can be receipted and mastered by students easy².

Writing is a complex socio-cognitive process involving the construction of recorder message on paper or some other material and more recently, on computer screen. Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing³.

Writing descriptive text is one of the genres in writing texts. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what is

¹ Mrianne Celce, Marcia (ed), *Teaching English as a Second or Foreign Language*, (United State of America: Heinle and Heinle publisher,2001),3th Ed, 205.

² Pardiyono, *The Art of Teaching*, (Yogyakarta: And offset,2010),1.

³ John.M.Swales and Christine.B.Peak, *Academic Writing for Graduate Students*, (United Stated of America: University of Michigan, 1994), 34.

the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach the students. Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive text. They also do not able to recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely.

Based on the researcher experience, she found some neighbors have difficulty in writing descriptive text and all of them study at SMP N 2 Tarokan. From this condition, the researcher met the English teacher and she said that almost students lazy to do writing assignment. Start from that statement, the researcher conducted this research.

In this case, the writer wants to introduce the new method in learning writing descriptive text by using *guided question*. The researcher will introduce the method to students of SMP N 2 TAROKAN by conducting a research in title USING GUIDED QUESTION TECHNIQUE ON EIGHT GRADERS TO IMPROVE DESCRIPTIVE WRITING SKILL.

B. The Statement of the Problem

Referring to the background of the study, the statement of the problem is how can the guided question technique contribute to student to the improvement descriptive writing skill of the eighth graders of SMP N 2 Tarokan?

C. The Objective of the Study

Suitable with the statement of the problem, the objective of the study is to find out how can using of guided question technique improves descriptive writing skill of the eighth graders of SMP N 2 Tarokan.

D. The Significance of the Study

The result of this study hopefully will be useful for:

1. Teacher
 - a. To provide the information of the students' ability in descriptive text.
 - b. To encourage English teacher to seek of the students' difficulties in writing descriptive text.
2. Students
 - a. Students writing ability in descriptive text will be improved.
 - b. To help students in order to write descriptive text easily.
3. School

Give the contribution on the effort of improvement teaching learning process in writing to improve student' writing especially in descriptive text.

4. Other researcher

The finding of this research will be useful since it can be used as recent data and valuable source to conduct further research of the same aspect of study.

E. Scope and Limitation of the Study

This was conducted at SMP N 2 Tarokan. The subjects were the seventh grade students of SMP N 2 Tarokan in academic year of 2012/2013. The researcher choose this class because they got a material about descriptive text and have difficulties in writing descriptive text, in other hand, this study was focused in improving the students writing a skill which was being specified to collect ideas in writing a descriptive text.

F. The Definition of Key Term

For the purpose of avoiding misunderstanding, the following two terms need to be operationally defined.

1. Guided Question

It is a method that used by the researcher by create some questions as a guide to help students in writing process especially in descriptive text.

2. Descriptive text

It is a kind of genres that has social function to describe something (people, place, or things). So, the reader can imagine how it looks like.

3. Writing skill

It is one of language skills and productive skill that will be learnt by students in junior high school, senior high school, and university.