

CHAPTER I

INTRODUCTION

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

A. The Background of the Study

Of course, English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu.¹

To communicate we can speak each other, except for speak to communicate each other, we can used written text to make a communication with others. Writing is a way of gaining control over your ideas and getting them down on paper. Writting is a process through which you discover, organize, and write your thoughts to communicate with a reader. When you speak, you have tone of voice and facial expressions to help you to get your point across. You also have the chance to clarify miscommunications quickly. When you write, you have only words and punctuation to form your message, but you do have the opportunity to organize your thought and words until you are happy with the finished

¹ David Crystal.(2003).English as a Global Language. New York: Cambridge University Press. p.2.

product. The writing process gives you a chance to compose, draft, rethink, and redraft to control the outcome of your writing.²

Based on the pre-observation in UPTD SMAN 1 Plosoklaten, the researcher finding if the students has some problems in English lesson, especially in writing descriptive text. Actually, the students cannot write descriptive text be right, this statements indicated because many student cannot reach the English minimum score (KKM=75) in writing Descriptive text. Based on the researcher pre-observation, the students have a difficulties to develop their paragraph, they has limited idea to develop their paragraph.

Even the most fluent writers in their own language need time to generate ideas and to plan what they are going to write. Students are no different. If we are going to ask them to write anything more substansial than instant writing, we have to give them opportunities to think.³

To solve the problems above, the creativity teaching technique from the English teacher is very important to applying in the writing class. There is so many teaching technique and teaching methods which can do to motivated the teachers and the students to effective English learning. In this condition, the researcher using Journalist's Questions to improving students writing skills, especially in writing Descriptive text.

² Joy wingersky, Jan boerner, Diana holguin-balogh.(1992). *Writing paragraphs and essays : integrating reading, writing, and grammar skills*. California:wardsworth publishing company. p.3

³ Jeremy Harmer.(2004).*How to Teach Writting*.England: Pearson Education Limited. p.87

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.⁴

Journalist's questions is a teaching writing technique which used 5 W's and 1H (Who, what, Where, When, Why, and how). The Newspaper writer generally used this word to remember about the important informations which the readers needs⁵. Journalist's Questions has been attributed to English rhetorician Thomas Wilson (1524-1581)⁶. And at 1917, this method were being taught in high-school journalism classes.⁷

The previous study about *Journalist's Questions* method has been done by Almsyahril, Zazili haryadi, and Dewi utari, by the title "Increasing the eleventh year Students' abilities in writing narrative paragraph at SMA Negeri 4 Lubuklinggau through integrating clustering and Journalist's questions methods". The result of this study is the students' abilities in writing narattive paragraph can increased 27,92% after the implementation of this methods.⁸ The study above has some differences by this research, the frist is if in the study above used the integrating 2 methods (Clustering and Journalist's Questions), but in this research, the researcher just focused on inmplementing Journalist's

⁴ <https://pakpuguh.wordpress.com/2011/08/12/description-text/>

⁵ Alamsyahril, Zazili haryadi, Dewi utari. *Increasing the eleventh year students abilities in writing narrative paragraph at SMAN 4 Lubuklinggau through integrating clustering and Journalist's Questions methods.*, accessed on October 28, 2009.

⁶ Grammar.about.com/od/il/g/journalistquestionsterm.htm

⁷ En.m.wikipedia.org/wiki/Five_Ws

⁸ Alamsyahril, Zazili haryadi, Dewi utari. *Increasing the eleventh year students abilities in writing narrative paragraph at SMAN 4 Lubuklinggau through integrating clustering and Journalist's Questions methods.*, accessed on October 28, 2009.

Questions methods. And The second is in the kind of text, that is to improving the writing ability in descriptive text, not in narrative text.

Based on the background above, the researcher wants to doing a research which the title is **“IMPROVING THE ABILITY OF STUDENTS OF SMAN 1 PLOSOKLATEN IN WRITING DESCRIPTIVE TEXT USING *JOURNALIST’S QUESTIONS*”**

B. Statement of the Problems

The problem that will be discussed in this study is:

- 1) How is the implementation of *Journalist’s Questions* to improve the ability of students of SMAN 1 Plosoklaten in writing descriptive text ?
- 2) How can *Journalist Questions* improve the ability of Students of SMAN 1 Plosoklaten in writing Descriptive text ?

C. The Objective of the Study

The objective of this study is

- 1) To describe the implementation of *Journalist’s Questions* improving the ability of students of SMAN 1 Plosoklaten in writing descriptive text
- 2) To describe what is the implementation of *Journalist’s Questions* can improve the ability of Students of SMAN 1 Plosoklaten in writing Descriptive text.

D. The Significance of the Study

The researcher hopes that the result of this study can give valuable contribution to the English teacher, the students and the following researchers.

- a. For the English teacher, the researcher hope that the result of this study will be useful for the teacher. So that, they can increase their ability to make good teaching especially to improve the students writing skill.
- b. For the students, this study hopefully can increase and remake their understanding how to write a good descriptive text correctly by paying more attention on.
- c. For following researchers, this study can be used as a reference to conduct the next further research.

E. The Scope and Limitation of the Study

The study focuses on implementing Journalist's Questions method to solve the problem of generate ideas and to plan what they are going to write descriptive text. The kind of writing used in this study is descriptive text. In this study, the researcher takes the term "Journalist's Questions".

The stages of the writing process – planning, drafting, editing (reflecting and revising), final version⁹ are applied in this study in *Planning*, the students plan what they are going to write. In this case, Journalist's Questions used as a brainstorming in the planning stage. *Drafting* stage focuses on giving the students chances to produce their first draft. *Editing (reflecting and revising)* stage allows the students rethink and rewrite the first draft, then the form the second draft. In *final version* stage, the students put the piece of writing into its final form.

Meanwhile, since the implementation of the method in this study is centered on improving the first grades (X-2) students' writing skill at

⁹ Jeremy Harmer.(2004).*How to Teach Writting*.England: Pearson Education Limited. p.5

SMAN 1 Plosoklaten-KEDIRI in the second semester of the 2014/2015 academic year, the type of writing is limited in descriptive text as provided in the syllabic of KTSP (Kurikulum Tingkat Satuan Pendidikan).

F. Definition of key Terms

In order to avoid misunderstanding about the research, here are the definitions of key terms as follow:

a. Journalist's Questions

Journalist's questions is a teaching writing technique which used 5 W's and 1H (Who, what, Where, When, Why, and how). The Newspaper writer generally used this word to remember about the important informations which the readers needs (William,1988:6)¹⁰.

b. Writing

Writing is way of gaining control over your ideas and getting them down on paper. Writing is a process through which you discover, organize, and write your thoughts to communicate with a reader¹¹.

c. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing¹².

¹⁰ Alamsyahril, Zazili haryadi, Dewi utari. *Increasing the eleventh year students abilities in writing narrative paragraph at SMAN 4 Lubuklinggau through integrating clustering and Journalist's Questions methods.*, accessed on October 28, 2009.

¹¹ Joy wingersky, Jan boerner, Diana holguin-balogh. (1992). *Writing paragraphs and essays : integrating reading, writing, and grammar skills*. California:wardsworth publishing company. p.2:3

¹² <https://pakpuguh.wordpress.com/2011/08/12/description-text/>