

I. INTRODUCTION

This chapter discusses introduction of the research uses in this study, which is background of the problems, identification of the problems, formulation of the research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problems

In Indonesia, English is a foreign language which is taught at school from elementary to university level. It is clear now that language is very important in human live. It is caused because by using language, people can communicate to each other without trouble or miscommunication.

English has four skills that have to be mastered by the students. Those skills consist listening, speaking, reading, and writing. Writing stands for the last skill and it will be always discussed in this paper. According to Harris (1979: 68-89) there are five aspects of writing skills needed to be taken into serious attention. Writing is a very complex language skill to study because there are many components to be mastered by the students, such as content, grammar, vocabulary, organization and mechanic. Harris further states that content refers to the development of main idea (unity), organization refers to logical arrangement

of the content (coherence), vocabulary relates to the selection of the words (diction) that are suitable with the topic, grammar refers to the grammatical use in the sentences, and mechanic denotes to the use of graphic conventional language such as letter, words, and punctuation. By using this skill, the writer basically intends to transform information in his or her mind into systematic and logically written language.

In relation to the description above, Zaida (2014: 131) states that the goal of teaching learning in English 2013 Curriculum for junior high school is actually the students should be able to compose effective sentences in the paragraph. They are expected to be able to communicate both in spoken and in written form in their daily lives. Furthermore, the students are also guided to pass the final examinations that are related to the writing descriptive paragraph. One of the paragraphs where has to be learnt by the students in junior high school is descriptive paragraph. Descriptive paragraph provides detail information about a person, animal, or place for the readers.

The second grade of junior high school, based on the English Competence requires the students should be able to compose written descriptive paragraph in simple form. To do so, the students should be able to employ covert language, linguistic elements, and in accordance with the context. Consequently, the students should be able to develop their ideas by using English correctly. In other words, writing descriptive paragraph requires complicated components of the target language as mentioned previously. This fact implies that writing is the most

difficult skill of language. Other causes are due to the following assumptions: firstly, the students do not know the basic principles that can guide them in developing their ideas in unity. Secondly, they almost never have writing exercises in the class activity (Juwitasari, 2001: 2).

In reference to this, Wulandari (2012: 57), in her research at SMPN 1 Ambarawa, found that many students could not express their ideas smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. In other words, they had written several lines, they mostly found difficulties on how to continue their writing activity. These made the students frustrated. As the result, they tend to stop their writing. This was because they did not know the specific technique that could guide them in developing their ideas and put them into written form.

In line with description above, the teacher can actually use various techniques necessary for motivating the students to practice writing in accordance with their levels of proficiency. One of the techniques that can be used in teaching writing descriptive paragraph is through Guiding Question Technique. In this research, the questions are chosen as a technique to improve the students' ability in understanding descriptive paragraph, for instance the students can develop their own ideas by answering the questions that given by the teacher. The assumption above is supported by Raimes (1983: 101) asserts that Guiding Question Technique is used to allow the students a little freedom in structuring sentences or in their writing activity.

Considering the problem above, this study proposes Guiding Question Technique to be used as one of the techniques that can be used to improve the second year students' descriptive paragraph ability. Guiding Question Technique is chosen to improve the students' ability in writing descriptive paragraph because it gives the opportunity for the students to develop their own idea freely by answering the questions given by the teacher. This study believes that by giving them some questions as a guidance to be followed by them while they are writing, they will express their ideas in form of writing easier and their piece of writing will be better organized. This idea is supported by Byrne (1998: 25) confirms that the fundamental principle of guiding students in various ways toward a mastery of writing skill, and sometimes controlling what they write, it is not one that we can lightly dismiss.

Briefly, it then can be considered that it is an effective technique because the students do not only study improving their writing descriptive paragraph ability but also the students will be easily to write descriptive paragraph. Therefore, considering the explanations above, this study tries to improve the student's ability in writing descriptive paragraph through Guiding Question Technique.

1.2. Identification of the Problems

In reference with the background discussed above, this study would like to identify the problems that many cause the problem under discussion as follows:

1. The students did not know basic principles that can guide them in developing their ideas in unity.
2. Some of the students could not develop their writing descriptive paragraph.
3. Many language learners lacked the ability to write their ideas since writing requires as a process and an outcome.

1.3. Formulation of the Research Question

Dealing with the issues presented in the background, the research questions in this research are:

1. Is there any improvement on student's ability in writing descriptive paragraph before and after being taught by using Guiding Question Technique?
2. Is there any improvement on student's ability in writing descriptive paragraph before and after being taught by using Guiding Question Technique, in terms of content, organization, grammar, vocabulary, and mechanic?

1.4. Objectives of the Research

In line with background and problems formulation above, this study states that the objectives of the research as:

1. To find out whether there is improvement on students' ability in writing descriptive paragraph before and after being taught by using Guiding Question Technique.
2. To find out whether there is improvement on student's ability in writing descriptive paragraph before and after being taught by using Guiding

Question Technique, in terms of content, organization, grammar, vocabulary, and mechanic.

1.5. Uses of the Research

Hopefully this research can be used:

1. Theoretically

This research is intended to find out whether the result of the research is relevant or not with the previous theory about Guiding Question Technique.

2. Practically

a. As information for all teachers and students on how Guiding Question Technique influence to students' writing descriptive paragraph in learning English.

b. As information for other researcher who is interested in investigating Guiding Question Technique and its influence on writing descriptive paragraph.

1.6. Scope of the Research

This research was conducted at Junior High School Negeri 1 Gadingrejo Pringsewu, in the second semester of 2015/2016 academic years. The sample of this research was one class. A class consisted of 30 students. Pre-test and post-test were given to investigate the improvement of the students' ability in writing descriptive paragraph. The students were given some topics; they were animal, person and place. This research was conducted one treatment which was conducted in three meetings. Each meeting had different activities. In the first

meeting, guiding questions were made by the teacher; the second meetings, guiding questions were made by the students; and the third meetings, guiding questions were made by the teacher and also the students to make the students' writing more effective. The reason of choosing this class was because of the students have already learned vocabulary, grammar, writing in previous semester. This was also because grammar and vocabulary were important part of speech to make the students' writing clearly. This research focuses on how the effect of Guiding Question Technique in improving the students' ability in writing descriptive paragraph. This study chooses descriptive paragraph to be used in this research and it would be done in second grade students of junior high school.

1.7. Definitions of Terms

There are some terms used in this research and to make them clear, in order to avoid misunderstanding. They are clarified as follows:

1. Guiding Question Technique is a technique in which consists of some questions that is given to lead the students in the writing process. By giving the students some questions as guidance, they will answer the questions that help them to write well.
2. Paragraph is a unit of language use. A paragraph is semantic unit that is larger than sentences but it is related to sentences in the same way that a sentence related to clause, clause to group words and group word to letters.

3. Writing is the ability to arrange the graphic system such as letters, words, and sentences in the language being used in order that the reader can understand the message and information intended.
4. Descriptive paragraph is a paragraph that describes a person, place or thing. The writer expresses their ideas, thoughts, expressions, and feelings which are used for communicating to the readers in the written form by using knowledge of grammar, vocabulary, and mechanics.
5. Micro skills of writing basically uses cohesive devices in written discourse and use appropriate word order patterns; use acceptable grammatical system (e.g., tense, agreement, patterns, and rules).