

CHAPTER I

INTRODUCTION

1.1 The Background of Study

In Indonesia, English is a mandatory subject that is instructed by educators. The practice has been implemented from primary education through to higher education. As a non-native language student, it is necessary to acquire proficiency in English in order to effectively communicate both in written and spoken forms. The student has the ability to freely convey their views through writing without the need to immediately confront the reader. Furthermore, learners are expected to acquire and accomplish four essential skills: writing, reading, speaking, and listening. These skills are inseparable and interconnected.

When it comes to education in Indonesia, particularly in junior high school, writing is a crucial ability that learners must acquire and become proficient in. Therefore, the acquisition of writing skills is an integral objective in Indonesian schools. Meanwhile, the 2013 curriculum reform states that learners must be able to demonstrate and comprehend the process of writing various sorts of texts in English. It is also one of the primary objectives in English language instruction, particularly in the second year of junior high school. Furthermore, the Kompetensi Inti (KI) and Kompetensi Dasar (KD) state that junior high school students should possess the ability to accurately and contextually compose a descriptive text about individuals, animals, or objects by examining the intended purpose, text structure, and linguistic features (Fiderer, 2002).

Richard claimed that writing is the most challenging ability for second language learners to master, namely in terms of constructing coherent and

grammatically accurate sentences. Based on the aforementioned definition, the writer might deduce that writing is a more significant skill compared to other skills. Writing requires careful attention to meticulously combine individual words into coherent sentences or paragraphs. In order to become a proficient writer, a learner must be mindful of several aspects that have an impact on their writing ability. Examples of deficiencies include a lack of comprehension of language, limited vocabulary, poor mechanical skills, and disorganized writing (Jack C. Richards, Willy A. Renandya, 2002).

According to the previous explanation, the acquisition of writing skill is both challenging and crucial for students. Writing not only helps pupils develop other skills, but also allows them to grasp them fully. Indonesian's writing proficiency was indeed at a low level. The student encountered challenges in writing, including in vocabulary acquisition, spelling errors, and a limited understanding of generic organization. Those factors contributed to the student's relatively low writing score.

The specific and detailed knowledge acquired during the second year of junior high school. In this grade, students are expected to demonstrate their English proficiency by being able to write descriptive texts in a concise and straightforward manner. Meanwhile, the students should possess the capability to cultivate their ideas through the proficient utilization of the English language. Furthermore, the fundamental proficiency expected of second-grade junior high school pupils is the ability to compose concise and practical written texts across many genres.

Particularly, in text that provides detailed descriptions.

Nevertheless, the actual situation revealed that Indonesian students' proficiency in writing descriptive text was still inadequate. The preceding assertion has been elucidated by other researchers, as indicated by Fatimah and Haris Matsuqi, who assert that the writing skills of Indonesian students remain deficient (Dian, 2013).

A survey was conducted in 16 secondary schools across three main Indonesian provinces. The survey found that no more than 15% of the pupils have a vocabulary of fewer than 5,000 words. Additionally, the survey revealed that some paragraphs of a text were condensed into a single paragraph. The survey also addressed several issues pertaining to students' learning. The specific and detailed knowledge acquired in the second grade of junior high school. In this grade, students are expected to demonstrate proficiency in English by being able to write descriptive texts in a straightforward manner. Meanwhile, it is vital for the pupils to proficiently utilize the English language in order to cultivate and articulate their ideas. Furthermore, the fundamental proficiency expected of second-grade junior high school pupils is the ability to compose concise and effective written material across many genres. Particularly, in text that provides detailed descriptions.

However, the actual state of affairs revealed that the proficiency in composing descriptive writing among Indonesian students was still deficient. The aforementioned assertion has been elucidated by various researchers. Fatimah and Haris Matsuqi assert that the writing proficiency of Indonesian students remains subpar. A study was conducted in 16 secondary schools across three main Indonesian provinces. The survey revealed that no more than 15% of the pupils possess a vocabulary of fewer than 5,000 words. Additionally, the survey aimed to divide certain paragraphs of a book into many paragraphs. The survey also addressed issues pertaining to students' learning, teachers, and the techniques or methods they can employ. The student's issues in writing include generic structure, grammar, and spelling.

The researcher has identified the identical circumstances discussed earlier, where the students' writing achievement remained low. The researcher did an initial investigation during The researcher has identified the identical circumstances discussed earlier, where the students' writing achievement remained low. The

researcher performed a preliminary study during the second grade of MTs PAB 4 Patumbak by observing students and analyzing their writing.

The study revealed that the students have a deficiency in vocabulary proficiency. Additionally, there were spelling errors in their writing. Furthermore, they faced challenges in effectively integrating words into cohesive paragraphs. Moreover, the students encountered difficulty in organizing their ideas into 2 or 3 paragraphs. The researcher has identified several explanations after conducting interviews with the pupils. During the observation, the researcher noted that the teacher did not provide the students with a diverse range of techniques.

Furthermore, the kids were reluctant to write in English throughout class. The teacher's instruction of English writing to the kids was tedious. Students have the option to select an alternative technique or method from the teacher. It also facilitated pupils' ability to write effortlessly in class. The researcher observed that they failed to meet the specific requirements outlined in the syllabus of the curriculum for 2013. As a result, the proficiency in English writing remained poor (Mark Anderson, Kathy Anderson, 1998).

Based on the statement above, the researcher observed that the teacher lacked a diverse range of techniques in English writing. Furthermore, to enhance the students' writing skills, the researcher proposes a solution in the form of a novel technique that may be utilized by students. It was a writing style used for learning purposes. As a teacher, it is important to possess a diverse range of instructional techniques to effectively convey the subject matter to students. The writer introduced a novel approach to teaching students how to create descriptive texts using the guided inquiry technique.

The guided question technique is a method that teachers can use to assist pupils with their writing. Several experts have suggested utilizing this strategy for

composing descriptive language. The guided question technique is a valuable tool for pupils to enhance their writing skills (Dirgeyasa, 2015).

The guided question technique is a valuable tool for pupils to enhance their writing skills. Additionally, it facilitated their ability to write effortlessly and articulate their thoughts coherently in a written paragraph. In this strategy, the teacher provides a topic and a set of questions for the students to answer depending on the supplied topic.

Gould argues that a carefully constructed set of questions, applied systematically to a subject, can enhance a student's comprehension and provide them with intriguing perspectives to write about. Therefore, these questions will assist students in describing the provided topic. Meanwhile, the pupils would generate ideas and acquire the skills to compose a concise paragraph. Moreover, the guided inquiry technique has several advantages. One advantage of guided questions is that they can inspire children to write with clarity, since each student is directed to investigate and develop their ideas into a written paragraph.

Furthermore, the use of directed questioning is a straightforward strategy that has the potential to bring about innovation. Specifically for educators who instructed on the topic of descriptive text. Indeed, this strategy would enhance the student's focus during the learning process and facilitate a thorough understanding. These questions serve as a guide for pupils to develop their thinking skills throughout writing exercises. The students would not be bored by utilizing this strategy, and they might collectively generate solutions based on a given issue to improve their writing skills.

Hence, the researcher posits that this methodology has the potential to enhance students' proficiency in comprehending descriptive language. The researcher aimed to perform the research at MTS PAB 4 Patumbak, with the objective of assisting students in enhancing their proficiency in producing

descriptive texts. The researcher introduced a novel methodology to facilitate pupils' comprehension and written expression. The researcher specifically selected this school to observe the implementation of this strategy. Furthermore, the researcher has already done observations.

Previous studies conducted at that school indicated that the students' writing proficiency was still at a poor level. Indeed, certain students obtained a score below the established minimal threshold (KKM). Based on the aforementioned rationale, the researcher proposes a remedy by using the guided question technique for students. The researcher aims to perform a study named "**Improving Students' Writing Skill of Descriptive Text Through Guided Question Technique at The Eighth Grade Students of MTS PAB 4 PATUMBAK.**"

1.2 The Identification of Problem

Given the aforementioned study backdrop, several issues can be identified:

1. The quality of student's writing skill was still low.
2. Students lack in vocabulary mastery.
3. There were some error spelling in student's writing.

1.3 Research Question

The research objective for this study is: How the guided question technique can improve the student's skill in writing descriptive text?

1.4 The Objective of Study

The aim of this research is to determine whether the the guided question technique can improve the students' skill in writing descriptive text.

1.5 The Significance of Study

1.5.1 Regarding Educators

This study will present findings that can be valuable for educators seeking to enhance their expertise and understanding in the instruction of descriptive

writing. This researcher has developed a guided question strategy that can be utilized for teaching writing.

1.5.2 Regarding Students

This study will present findings that will assist individuals in enhancing their proficiency in composing descriptive text. It will enhance student engagement in the learning process.

1.5.3 Regarding Students

This strategy can be utilized by researchers to enhance their proficiency in writing mastery.

1.5.4 Regarding Education

The researcher can provide a citation to enhance the teaching-learning process.



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