

## CHAPTER I INTRODUCTION

This chapter covers: (a) Background of the study, (b) Previous study, (c) Problem of the study, (d) Hypotheses (e) Delimitation of the study, (f) Assumption (g) Objectives of the study, (h) Significance of the study, (i) Variable of the study, (j) Definition of key terms, (k) Framework of Discussion

### **A. Background of the study**

In Indonesia, English as the first obligatory foreign language. English as the first foreign language has been given a special attention and role especially in education. This is way Indonesian government chooses English as the first foreign language to be taught at the formal school because language has an essential role as a media for communication. Hornby defines languages as the system of communication in speech and writing that is used by people of a particular country.<sup>1</sup> According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.<sup>2</sup>

The purpose of teaching English is to master four skills, they are listening, speaking, reading, and writing. It is important for adult level in making communication or giving approach to other person. According to Richards in book of the Language Teaching Matrix stated that writing form for adult level needs not only institutional writing but also personal one.<sup>3</sup> Many sciences' books and things are also written in English. All people can transfer their knowledge to the next generations by writing. It shows that, writing have important

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<sup>1</sup>A.S. Hornby, *Oxford Advance Learner's Dictionary*, Oxford: Oxford University Press, 2000, p.662.

<sup>2</sup>Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays*, Cambridge: Longman, 2005, p. 2.

<sup>3</sup>Jack C Richard, *The Language Teaching Matrix*, New York: Cambridge University Press, 1990, p.100.

roles. Because of that, people will get some information by writing. That is reason, why human being needs to learn writing in correctly. The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.

Based on those fact, English learners especially learners at Junior High School level must master it besides the students should be the competence in discourse, the competence of understanding and making text in written and spoken form realized in four competencies; listening, speaking, reading and writing. Teaching and learning activity in writing need some skills for the students to master. Writing is frequently useful as preparation for some other activity.<sup>4</sup> As a basic skill in English language, writing skill could not be separated from education sector. The main reason, English learners at school must be able to express their ideas of feeling in spoken or written forms effectively.

Furthemore, writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.<sup>5</sup> Because of the difficulties, some effort have been done solve the problems, the purpose to make writing became easier and interest to learn for students.

According to the writer's preliminary observations at eighth grade students SMPN 2 Palangka Raya, when the writer visited there, the writer met some students that got difficulties in writing. The problem were:

1. They were confused about how to choose good diction.

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<sup>4</sup>Jeremy Harmer, *How To Teach Writing*, Cambridge: Longman, 2007, p. 33.

<sup>5</sup>Mary Spratt, *et. al.*, *The TKT Teaching Knowledge Test Course*, UK: Cambridge University Press, 2005, p. 26.

2. They need too much time to find good ideas that acceptable by title. It means that the students always need long time to think although only a few sentences because they feel burdened to write English.
3. They are also said that they do not have many confidence to express many ideas because they still afraid incorrect.

From the reasons above, it can conclude that the problem of the students in writing were to choose diction that acceptable, got difficulties to think more to make imagination, and confidence to write more. The problems faced by learners in English language must be solved by English teacher. By using appropriate and interesting media in the process teaching and learning at class, it is expected learners will easy in receiving writing materials from teacher. The writer in this research was interested to use basic questioning as technique with picture as media in teaching writing at class especially to write composition in writing the recount text.

Basic questioning is a key aspect of the teaching and learning process and it is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding.<sup>6</sup> Questioning technique is a technique in the teaching of writing in which students are given a series of question given, they can combine their answer into a simple paragraph. It is used in writing a recount paragraph in each cycle of the action.<sup>7</sup> Question and answer format is one of the controlled writing types that encourages students a little more freedom in structuring sentences. The students are not given the actual text that they will write, rather they are given in series of questions, and the answers are the students' guidance in structuring paragraph.<sup>8</sup>

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<sup>6</sup>UlinNi'mah, *The Effectiveness of Using Basic Questioning with picture to Improve The Students' Descriptive Writing Skill*, Semarang: IAIN WaliSongo, 2012, p. 21, Published.

<sup>7</sup> Giyatno, *Improving Students'*, p.27.

<sup>8</sup> Ann Raimés, *Teaching Writing Technique*, p.115.

Ur states that there are various reasons why a teacher might ask questions in the classroom. One of the reasons is to encourage self-expression of students. According this statement, the writer used basic questioning technique to help students writing because it can enable students to express their idea, opinions, and though oral or written form. Recount is kinds of types text that retell the past event which the purpose is informing or entertaining the reader.<sup>9</sup> Picture provides an interactive dimension and educational element, tell the entire story without any text at all, add to the tone and complement the story.<sup>10</sup> There are reasons the writer used picture as media to teach recount text in writing skill:

1. Picture have significant relation with the lesson. The choice of certain media conformed to the lesson (message) that gave to the students.
2. Picture used of visual aids and gave contributing to the teaching learning process significantly. Picture can facilitated the teaching learning process.
3. Before buying certain visual aids, it considered whether or not the cost or money spent is in accordance with the educational result derived from its use.
4. It took into account the environment (school) where he/she teaches and the aid function effectively in environment.
5. Picture gave data providing that the Students learnt accurately through the use of learning aids.

By using technique basic questioning with picture in writing recount text, students will enjoy telling story in written form. It made them easy in understanding and implementing ideas to write recount text in writing. Motivation is the reason for a character's behavior and attitudes.<sup>11</sup> According to Ramet statement to started getting writing there are some aspects, one of the aspects is to build confidence that to write something, anything, every day will

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<sup>9</sup>FaridHelmi, *Improving students' Skill in Writing Recount Text By Using A Personal Letter*, Semarang: IAIN Walisongo, 2012, p.4, Published.

<sup>10</sup>Adele Ramet, *Creative Writing(how to unlock your imagination, develop your writing skill-and get published)*, UK:howtobooks, 2007, 7<sup>th</sup>Ed, p.142.

<sup>11</sup>*Ibid*, p.178.

enable learner to build up the discipline and commitment required to ensure that you can produce a complete manuscript in whatever genre you choose there are.<sup>12</sup> Because of that, this research will investigate how is motivation influence students' achievement by indicate student score.

Based on the reason above, the writer took the research that entitled **“The Effect of Basic Questioning Technique with Picture and Motivation Towards Students' Writing Skill of Recount Text at The Eight Grade SMPN 2 Palangka Raya”**.

## **B. Previous Study**

There are studies done by the researchers related to topic. The first is Farid Helmi (2012) from IAIN Walisongo Semarang entitled *Improving Students' Skill In Writing Recount Text By Using A Personal Letter (A Classroom Action Research With The Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/2012)*. The result of the study showed that the using of a personal letter was effective, useful and better if the future related studies the treatment gave more than two times, the personal letter was also in good design and good theme, so the students more motivated and enjoyed in the learning process.<sup>13</sup>

Next researcher is Muhyidin (2012) from IAIN Walisongo Semarang entitled *Using Concept Map to Improve Students' Writing Ability in Teaching Recount Texts (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Baiturrahman Semarang in the Academic Year of 2011/2012..* The result of the study showed that writing a recount text by concept map was better than the writing recount text without concept map.

The third researcher is Ulin Ni'mah from IAIN Walisongo Semarang entitled *The Effectiveness of Using Basic Questioning with Picture to Improve the Students'*

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<sup>12</sup>*Ibid*, p.1.

<sup>13</sup>FaridHelmi, *Improving Students'* ,p. 5.

*Descriptive Writing Skill (An Experimental Research with the Seventh Grade of SMPN 31 Semarang in the Academic Year of 2011/2012.*

Based on the calculation result of t-test is obtained  $t_{count}$  (8.581) was higher than the  $t_{table}$ (1.67). Since the  $t_{count}$  was higher than  $t_{table}$ , the hypothesis is accepted.<sup>14</sup>

### **C. Problem of The Study**

Based on the background of the study above, the writer formulates the research question, as follow:

1. Is the basic questioning technique with picture effective to the high motivation students' writing skill of recount text at the eighth grade of SMPN 2 Palangka Raya?
2. Is the basic questioning technique with picture effective to the low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya?
3. Is the basic questioning technique with picture effective to the high and low motivation students' writing skill of recount text at the eighth grade of SMPN 2 Palangka Raya?

### **D. Hypotheses**

There are two hypothesis of the study:

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1. The basic questioning technique with picture is effective to the high motivation students' writing skill of recount text at the eighth grade of SMPN 2 Palangka Raya.
2. The technique of basic questioning with picture is effective to the low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.
3. The basic questioning technique with picture is effective to the high and low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.

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<sup>14</sup>UlinNi'mah, *The Effectiveness*, p. 30.

1. The technique of basic questioning with picture is not effective to the high motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.
2. The technique of basic questioning with picture is not effective to the low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.
3. The technique of basic questioning with picture is not effective to the high and low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.

#### **E. Delimitation of The Study**

The study belongs to experiment study. It done at the eighth grade students of SMPN 2 Palangka Raya. The study focused to measure the effect of technique of basic questioning with picture and high and low motivation towards writing skill of recount text. The Anova applied to answer the research problems. The number of subject were 30 each of class.

#### **F. Assumption**

The writer assumed that students' score with low motivation will increase better in writing skill of recount text when they are taught using technique of basic questioning with picture. In addition, students' score with low motivation will influence better in writing skill recount text.

#### **G. Objectives of The Study**

Based on the research question, the objective of this research are:

1. To measure the effect of basic questioning technique with picture to the high motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.
2. To measure the effect of basic questioning technique with picture to the low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.

3. To measure the effect basic questioning technique with picture to the high and low motivation students' writing skill of recount text at the eight grade of SMPN 2 Palangka Raya.

## **H. Significance of The Study**

There were two significance of the study in theoretically and practically. Practically, the writer expected that this research can be interesting technique in teaching recount writing skill. It became a good stimulant to improve students' motivation in writing. Next, the result of this research may motivate students interesting in writing especially text. Then, educational institution also can use the result of this research and the school will make decision what should they do to teach, supporting and get better purpose of teaching learning process that should teachers use to get better students' score, especially, to use basic questioning with picture technique and students' motivation. Futhermore, readers can get more information and knowledge from this research who will do research that related with this research. Finally, the writer expects that it will be useful knowledge when the writer start her professional as a real teacher in the future and improves teaching technique in recount's writing skill.

Theoretically, the writer expects that the result of this study may become a useful evaluation for eighth grade of SMPN 2 Palangka Raya which is expected to support the theory in teaching writing recount text. It will also give beneficial contribution for teacher to recognize their students' strategies in writing recount text. In other hand, it will give contribution as the material for the other researcher and the library references.

## **I. Variable of The Study**



Variable is a construct or a characteristic that can take on different values or score.<sup>15</sup>

Variable of this research refers to the object of the research that becomes what the researcher focus before. There were two types of variables : independent variable (X) and dependent variable (Y). so, the variable of this research were:

### **1. The independent Variable**

The independent variable is the one that we believe may cause the results.<sup>16</sup> The independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome.<sup>17</sup>The independent variable in this research is :

- 1) The technique of basic questioning with picture

### **2. The dependent variable**

If a variable is antecedent to another variable, it is called independent variable, but if it is the consequence of another variable, it is the dependent variable.<sup>18</sup> Dependent variables in this research are:

- 1) The writing score of high motivation of students' writing on recount text.
- 2) The writing score of low motivation of students' writing on recount text.

### **J. Definition of Key Terms**

There are some key terms used in this research:

1. An effect that occurs when the control group performs above its usual average when it perceives itself in competition with an experimental group that is using a new method or procedure.<sup>19</sup> Effect is a difference between or among population means.<sup>20</sup> In the present

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<sup>15</sup> Donald Ary, et.al., *Introduction to Research in Education*, USA:WadsworthCengage Learning, 2010, 8<sup>th</sup>Ed.,p.37.

<sup>16</sup>Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design*, London: LEA, 2005, p. 103.

<sup>17</sup>Donald ary, dkk., *Introduction to Research in Education*, USA:WadsworthCengage Learning, 2010,8<sup>th</sup>Ed.,p.37.

<sup>18</sup>*Ibid.*,p.39.

<sup>19</sup>*Ibid.*, p.265.

study, technique of basic questioning with picture and motivation are said to have effects on writing skill of recount text if the qualities of the writing of recount text using technique basic questioning with picture and motivation are different from the qualities of the writing skill of recount text without technique basic questioning with picture.

2. *Technique* is a method of doing or performing.<sup>21</sup> In the research study, technique refer to basic questioning with picture to stimulate mind to write or how to start to write or a style of conducting a research work which is determined by the nature of the problem.
3. *Picture* provides an interactive dimension and educational element, tell the entire story without any text at all, add to the tone and complement the story.<sup>22</sup> It refers to support in teaching learning in writing and a media to support by technique of basic questioning.
4. *Motivation* is attributions made about ability, another that discusses motivation as a socially constructed phenomenon, and another that proposes that motivation is the result of reinforcements from authority figures.<sup>23</sup> It refers to reason and factor influence their willing to write.
5. *Writing* is the activity or occupation of writing e.g. Books, stories or articles. Writing is the representation of language in a textual medium through the use of sign of symbols.<sup>24</sup> It refers to an exercise of mind how to write around students.
6. *Skill* is the ability to do something.<sup>25</sup> It refers to physical and mental to mastery of recount writing by technique of basic questioning.
7. *Experiment* is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the

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<sup>20</sup>Muhammad Rezeki, *The Effectiveness of Experimental Learning to Promote Speaking skills of The Eleventh Grade Students in SMA-N 2 Palangka Raya*, STAIN Palangka Raya, 2012.

<sup>21</sup>AS Hornby, *Oxford Advanced Learner's*, p.1226.

<sup>22</sup>Adele Ramet, *Creative Writing*, p.142.

<sup>23</sup>Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Method*, (UK: SAGE, 2008), vol.1&2.,p.634.

<sup>24</sup>AS Hornby, *Oxford Advanced*, p.1383.

<sup>25</sup>AS Hornby, *Oxford Advanced*, p.1109.

manipulation on the dependent variable.<sup>26</sup> It refers to measure independent variable (basic questioning with picture and motivation) and students' achievement on writing which will indicate by students' score.

8. *Recount* is a reconstruction of something which happened in the past.<sup>27</sup> It refers to list and describe past experiences by retelling events in the order in which they happened.
9. *Basic Questioning* is a key aspect of the teaching and learning process and it is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding.<sup>28</sup> In this study, basic questioning can be used get information, checking students' understanding, and stimulating students to think more, and also asking students opinion.
10. *Anova* is a statistical procedure used to analyze the data from a study with more than two groups.<sup>29</sup> In this research, it can be used to find out the difference among two group and the result of the calculation from independent variable (technique of basic questioning with picture and motivation) toward dependent variable (student achievement by indicate student score).

## **K. Framework of Discussion**

The framework of the discussion of this study could be drawn as follows:

Chapter I explain about an introduction that consist of the background of the study, research questions, objectives of the study, hypotheses, significance of the study, scope and limitation, assumption, variable of the study, definition of key terms and the framework of the discussion.

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<sup>26</sup>Donald Ary, dkk., *Introduction to Research*, p.265.

<sup>27</sup>DoniRamli, *An Analysis on Students' Errors in Writing Recount Text*, Pontianak: TanjungPura University, 2013, Published., p.5.

<sup>28</sup>UlinNi'mah, *The Effectiveness*, p.21.

<sup>29</sup>Donald Ary, dkk., *Introduction to Research*, p.178.

Chapter II is presents a previous on approaches to understand about technique basic questioning with picture and motivation. The chapter begins with the previous study, concept of writing generally, principles for teaching writing and teaching writing for junior high school, genre, using technique of basic questioning with picture and motivation.

Chapter III is research method consist of research design, approach, place of study, population and sample of the research, instruments of the study, data collection of procedures, and data analysis of procedures.

Chapter IV is result of the study are description of the data , result of the data analysis, and interpretation of the *F- Ratios*.

Chapter V is discussion.

Chapter VI is closure consist of conclusion and suggestion.