

CHAPTER I

INTRODUCTION

A. Background of the Study

Douglas Brown states that language was a system of arbitrary conventionalized vocal, written, or gestural symbols that enables members of a given community to communicate intelligibly with another.¹ The functions of language can be applied in our daily life. Language communication media can be grouped into three basic forms, namely, written (reading and writing), orally (listening and speaking) and graphic (drawing and sketching). All of them are important, however one of language skills can be mastered in two or three core courses (as learning) and a student cannot just read about language skills and then expect to write well. All of them need more ability and comprehension.

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To support in mastering English, the students have to master four language skills, namely, listening, speaking, reading and writing. Besides that, grammar, pronunciation, and vocabulary must have been mastered by them.

¹ H. Brown Douglas, *principles of Language Learning and Teaching Fourth edition*, New York: Longman, Inc, 200, p.5.

They will help students in mastering the language. All of skills were acquired at school. The student must master the four language skills so they can communicate well.

Although, writing was very important for us, it was a difficult subject especially for the student. The reason was because writing was a mixture of our idea, vocabulary and also grammar; according to Heaton that the writing skill was more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment elements, because of the difficulties of Writing, some efforts have been done to solve the problem. The main objective was to make the writing become easier to learn for the students.²

From the Heaton's opinion, the writer concluded that writing was a very important subject because in writing we must share idea from our brain, it was not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that was meaningful. We also must pay attention to the grammar, so it was normal if the student think that was a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and they also must find out an interesting strategy to teach writing, so they will be

²J. B. Heaton, *Writing English Language Test*, United States of America, Longman Group UK Limited, 1987, p. 134.

interested in writing class. According to Djamaran and Zain that teaching learning strategy was the common pattern of teacher activities and realization teaching learning activities to achieve the purpose that have been scratched.³

The problems above also faced by the students at SMA Muhammadiyah1 Palangka Raya. The problem by the students at SMA Muhammadiyah 1, they complained that the writing was a difficult subject. It was because they are so difficult to share the ideas from their brain and also not interested enough to learn English especilly in writing subject. These cases made their writing scores were low.⁴

Anyhow, the problems should be solved by trying to find another strategy for teaching writing in order to make an effective learning writing process. It was supposed to help students comprehend writing material well, so it can increase their writing score. Meanwhile, the main objective was to make the writing become easier to learn for the students. So the researcher is interested to apply new strategy.

In the prewriting technique, the students take time to think about their topic and generate ideas. They spend some time focusing and planning the piece of writing. Sometimes the students were frustrated because they cannot think of anything so say about a topic. In this section, the students learned a number of strategies and technique for generating ideas. Using this technique when the students first begin to think about their topic and the anytime they feel their flow

³Syaiful Bahri Djamarah and Aswan Zain, *Strategy Belajar Mengajar*, Jakarta: Rineka Cipta, 200, p. 5.

⁴Based on observation done on Saturday, November, 20, 2015.

of ideas drying up.⁵ The prewriting technique have some activities that can make easy the students express their idea to write, they are brainstorming, clustering, questioning strategy (WH question), sketching and free writing.⁶

Questioning strategy was a way to force the students into coming up with ideas for their writing and method for teaching English which the teacher gave some questions to the students apply to a topic in teaching writing. Questioning strategy (WH question) was the one of the steps of prewriting activities. Here, let's the student consider the topic through a series of questions. The students answer a set of questions designed to guide the writing and the students were gave chances to consider what they know and need to learn about the writing topic.⁷

When newspaper reporters write articles, try to answer the following questions in the first sentence of the report : who, what, when, where, why and sometimes how. The writer can used these same questions to generate material for their writing. Asking these questions allows you to see your topic from different points of view and may help to clarify your position on the topic. To use this technique, write out as many WH- questions as you can. Then answer them as fully as you can.⁸

From the explanations above, the writer was interested in conducting a research, for some reason: the first reason was the English score especially in

⁵Regina L. Smalley, *Refining Composition Skill Rhetoric and Grammar*, Canada: Cable New Network, Inc, 2002, p. 3-4.

⁶Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, Ann Arbor: The University of Michigan Press, 1996, p. 227.

⁷Sabarun, *The effectiveness of Using an outline in Writing Expository Essay*, STAIN Palangka Raya: Unpublished, 2010, p. 9.

⁸Regina L Smalley, *Refining Composition Skill Rhetoric and Grammar*, p.6.

writing narrative text of the tenth grade students of SMA Muhammadiyah1 Palangka Raya was still low. From the data gotten, the students got score under KKM of English in the school. It was because the teacher asked the student to make narrative text just based on the picture. The teacher show the picture, and then the students made narrative text based on the picture, so the students felt difficult to express their ideas and they confused what must they do with the picture.⁹

The second reason is the questioning strategy is a new learning strategy wich had not been applied yet in SMA Muhammadiyah1 Palangka Raya, especially at the tenth grade. There were some reasons why the writer conducts the study on questioning strategy. First, questioning strategy was the most important part in the prewriting strategies. Asking the question allow the students to see the topic from different points of view and may help to clarify the position on the topic. Second, questioning strategy was a way to force the students into coming up with ideas for their writing. Third, questioning strategy in prewriting technique was more efficient and successful. It can encourage the students to expand their thinking and helps the students to narrow the broad ideas.

Because of the explanation above, the writer was interested in doing a study entitled: **“The Effectiveness of Questioning strategy in Prewriting Technique toward the Students’ Ability in writing Narrative Text at Tenth grades of SMA Muhammadiyah1 Palangka Raya”**.

⁹Based on observation done on Saturday, May, 07, 2011

B. Problem of the Study

Based on the background of the study above, the researcher formulated the problem is:

Is there any significant effect of questioning strategy in prewriting technique toward the students' ability in writing narrative text at tenth grades of SMA Muhammadiyah 1 Palangka Raya?

C. Objective of the Study

To measure the significant effect of questioning strategy in prewriting technique toward the students' ability in writing narrative text at tenth grades of SMA Muhammadiyah 1 Palangka Raya.

D. Assumptions

There are two assumptions in this study, they were:

1. Questioning strategy can be applied as strategy in teaching writing.
2. Questioning strategy gave an effect toward students' score in learning writing.

E. Significance of the Study

This study had theoretical and practical significances. Theoretically, this study enables us understand more about the use of questioning strategy in teaching learning process that can be used to improve the quality of the writing narrative text. Practically, the study was as the alternative way to improve the students' ability in writing narrative text at SMA Muhammadiyah 1 Palangka Raya, as one of the alternative techniques that can be used by English teachers in teaching writing of narrative text, and as contribution for those who want to use questioning strategy in teaching learning process.

F. Variables of the Study

Variable was a property or characteristic which may differ from individual to individual or from group to group. A great deal of research was carried out in order to identify or test the strength of relationship between variables.¹⁰ When one variable influences or affects a second variable, the first variable is called an independent variable, and the second was a dependent variable. The present study included the following variables:

1. Independent variable: Questioning as a strategy used in teaching of writing narrative text (X).
2. Dependent variable : The students' score in writing narrative text (Y).

G. Scope and Limitation

According to the background and the problem of the study above, the researcher would like to make the scope and limitation of this research. The scope and limitation are made in order to make the research more focus, effective and not go away from the topic.

The study belongs to an experimental study. It is only done to measure the effectiveness of a method or strategy, especially the effectiveness of using questioning strategy toward the students' writing ability at tenth grades students of SMA 1 Muhammadiyah Palangka Raya.

The study was limited to the tenth grade students of SMA Muhammadiyah 1 Palangka Raya. The number of population are 111 students which consist of five classes. The material for teaching English of SMA

¹⁰David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

Muhammadiyah 1 Palangka Raya, the writer chooses text type of narrative text for avoiding the deviation from the topic. The material was relevant based on Competence Standard and Basic Competence which include in KTSP (School Based Curriculum) as curriculum used by this school.

H. Definition of Key Terms

1. In this study, effectiveness was the impact or aid of questioning strategy toward students' writing skill.¹¹
2. In this study, questioning strategy was the most important part in the prewriting strategies. Using questioning strategy was motivation, and the guided to explore the thought, ideas and feeling and may help to clarify the position on the topic. Questioning strategy was a way to force the students into coming up with ideas for their writing.¹²
3. In this study, prewriting was the stages of pre writing where pre writing using questioning strategy.¹³
4. In this study, writing ability was needed by educated people, our skill of writing was often considered to reflect our level of education, and college work demands that we write many different types of assignment.¹⁴
5. In this study, narrative text was a text that has purpose to entertain the reader with a story that deals with complications or problematic events

¹¹Sabarun, The Effectiveness Of Using Outlines In Writing Expository Essays Of The Fifth Semester English Department Students Of Palangka Raya State Islamic College, Unpublished Thesis, Palangka Raya: STAIN, 2010, p.5.

¹²Based on observation done on Saturday, November, 07, 2015

¹³Ibid.

¹⁴Dwi. Ima Herminingsih. *Teaching Writing Narrative Text Using Pictures To the First Semester Students Of Faculty Of Social And Politics University of Tuulungagung*. Fakultas Ilmu Sosial and Politik Universitas Tulungagung. 2008, p.19.

which lead to a crisis and in turn finds resolution.¹⁵ Narrative of human action that were perceived and listeners to take place within human history. Typically, a legend was short. The example of legend in narrative text was: Legend of stone hill (legenda bukit batu), legenda of sangi river (legenda sungai sangi).

I. Hypothesis

Hypothesis was a formal statement about an expected relationship between two or more variables which can be tested through an experiment.¹⁶ The hypothesis was divide into two categories; they were Alternative Hypothesis and Null Hypothesis:

- a. Alternative Hypothesis (Ha) : There was a significant effect using questioning strategy toward the students' writing Ability at tenth grade student of SMA Muhammadiyah1 Palangka Raya
- b. Null Hypothesis (Ho) : There is no significant effect using questioning strategy toward the students' writing Ability at tenth grade student of SMA Muhammadiyah1 Palangka Raya?

The writer formulated the hypothesis because it would made easy to focus collecting the quantitative data based on variables in hypothesis.

J. Framework of Discussion

The frameworks of the discussion of the study as followed:

¹⁵Sudarwati, *Look A head an English Course for senior High School Students Year XI*, Jakarta: Erlangga, 2007, p. 154.

¹⁶Ibid.

Chapter I: Introduction consists of background of the study, problem of the study, objective of the study, significance of the study, variables of the study, scope and limitation, definitions of the concept, hypothesis, and framework of the discussion.

Chapter II: Review of Related literature includes some points, they are : previous study The Process Writing: (Prewriting, Listing, Clustering, Brainstorming, Strategies Questioning (WH-Question), Freewriting), Drafting, Revising/Editing, and Theoretical Background of Indicator to be Measure in Writing Skill.

Chapter III: Research Method consist of Research Design, Approach, Population and Sample, Data Collection Procedures, Instrument of the Study, Instrument Try out, and Data Analysis Procedures.

Chapter IV: The result of the study consist of the data presentation, the result of data analysis, and discussion.

Chapter V: The closing consist of conclusion and suggestion.