# CHAPTER 1

### INTRODUCTION

### A. Background of the Research

Writing is one of language skills that have to be learned by any foreign language learner and students all over the world besides listening, speaking, and reading. Writing has been taught from elementary school level to university level. It proves that writing is one of important skill should be learn by students all over the world.

In Islam, writing also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT trough Gabriel that reflect an instruction to read (Iqra') and write ('Allama bi Al Qolam).

Surah Al 'Alaq (The Clot) verse 4-5

"He Who taught [the use of] the pen, Taught man that which he knew not" (Al-'alaq 4-5).

Based on those verses, Allah explained that He created human from 'alaq, then teaching human using qalam. Truly, if there is no qalam, you are not able to understand

<sup>&</sup>lt;sup>1</sup>Abdullah Yusuf Ali, *The Holy Quran (Koran), Juz 30*, (Saudi Arabia: The King Fahd Holy Quran, 1987), p. 320.

knowledge.<sup>2</sup> Discovery of pen and writing are the greatest gift from the God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of written and writing have important roles.

From the explanation above, it can be concluded that writing is important skills that have to be learn by any foreign language learner and students all over the world, although writing is very important, it is regarded a difficult subject especially for students, It strengthened by Jack C. Richard's statement, "Writing is the most difficult for second language learner to master of putting together strings of grammatically correct sentences". Moreover, writing is not only about putting sentences together of grammatically correct, but also the ideas in those sentences need to be organized in a logical way so that they can make a coherent text which easy for the reader to follow. That is why many students feel that writing is difficult.

Based on the researcher teaching internship (PPL) experience on SMP Muhammadiyah 1 Semarang, the researcher found that student's writing score is relatively low. It means that most of the students have not clearly mastered

<sup>&</sup>lt;sup>2</sup>Ahmad Mustafa Al- Maraghi, *Tafsir Al- Maraghi Juz XXX*, (Semarang: Karya Toha Putra, 1993), p. 348.

<sup>&</sup>lt;sup>3</sup>Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002) p. 303.

the material about descriptive text. Besides, the students are usually confused when they were going to start writing, and they were not being able to construct their written ideas. They also said that the way the teachers teach is monotonous. So, students cannot finish the assignment well.

Due to this situation, several theorists propose to use guiding question as a technique in teaching descriptive text. Guiding question is one of techniques that can make students easier to write their ideas into a written paragraph. It is a technique in which the teacher gives a topic and some questions to students, then they answer those questions based on the topic given. So, by using guiding question, the students will get their ideas and know what they want to write.

In addition, teaching descriptive writing by using guiding question has some advantages. It may motivate students to write well because they are guided to develop and explore their ideas into written paragraph. Furthermore, guiding questions are simple technique that brings an innovation in teaching, especially writing descriptive text. It makes students pay attention more in learning process and guides them to build up their ideas in writing activity.

Based on the facts above the researcher conducted a classroom action research under the title – The Use of Guiding Question Technique to Improve Students' Descriptive Text Writing (A Classroom Action Research at

the  $7^{th}$  Grade of SMP Muhammadiyah 1 Semarang in the Academic Year of 2015/2016).

### **B.** Ouestions of the Research

- 1. How are the students' response after being taught by using guiding question technique?
- 2. How is the improvement of students' writing skill on descriptive text after being taught by using guiding question technique?

## C. Objectives of the Research

- 1. To identify the students' response after being taught by using guiding question technique.
- 2. To describe the students improvement of students' writing skill after being taught by using guiding question technique.

#### D. Limitation of the Research

The research was limited only on the improvement of student's writing skill after taught using guiding question technique. The writer conducted the research at the seventh grade students of SMP Muhammadiyah 1 Semarang in the Academic Year of 2015/2016.

## E. Pedagogical Significance

The research hopes that the research will be useful for:

### 1. For students

The result of this study may motivate students who have problems in writing ability on descriptive text. In addition, students more interest and enjoyable in the learning process. So, students can increase their writing skill especially in writing descriptive text.

### 2. For teachers

The finding of this research is expected to provide useful information to enrich teachers knowledge in terms of teaching descriptive text.

#### 3. For the school

The result of this research can bring positive impact in teaching and learning process in junior high school

### 4. For researcher

The finding of this research is expected as a basic consideration and information for doing a further research.