

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the important skills of a language. According to Harmer (2004), writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form. The writing skill became very important in the education field, students need to be exercised and trained in order to have a good writing skill. In fact, this objective is very hard to achieve. Most of the students' skill are far away from their learning target.

Writing is taught through curriculum 2013 at Junior High School. The purpose of writing is reflected in many kinds of genres, this requires the students not only to write for a general purpose but also to write for a specific purpose. The students are introduced to twelve kinds of genres in form of written texts. The models of these written texts have each own difference in their social function, generic structure and language feature. After the students learn all kinds of genres, they are hoped to understand and able to differentiate the texts.

There are five components in writing based on Jacob's theory, those are content, organization, vocabulary, language use, and mechanics. The students will be a good writer if they are knowledgeable, substantive, thorough development of thesis, relevant to assigned topic, fluent

expression, ideas clearly, effective word/idiom choice and usage, effective complex constructions and demonstrates mastery of conventions.

The teacher should do some effort to gain that purpose. First, teacher is demanded to plan appropriate classroom activities that support the learning of specific writing skills effectively at every stage planning, drafting, revising, and editing. Second, to help the students improving their writing skill, the teacher should implement various strategies or techniques in the writing instructions. One of teaching technique can help the students to be able to write in English is question stories technique. The students also need to train themselves to develop their writing skills. The use of various teaching techniques is necessary to motivate students to learn English, as well as for adjusting the material. To improve the quality of learning, it needs some efforts to make learning more effective.

Based on the researcher, preliminary observation and interview, there were many facts that the researcher found in teaching process of writing at Junior High School 4 Hikiran Gumanti. First, the teacher taught English to the students based on “curriculum 2013”. Second, the teacher usually used text book (LKS) as the only one source of learning. Third, in teaching English, the teacher often taught the reading and listening than speaking and writing skills. So, it makes the students less opportunity to improve their skill in speaking and writing. Writing is a hard task for the students; they have difficulties to express their thought in a written form, especially in choosing the topic and developing their ideas. The last,

teachers also have evaluated English score but it was not referring to the four skills of English, such as listening, speaking, writing and reading. The teacher gives English score in general and did not based on the four English skills and each components yet. It can be seen on the following table:

Table 1.1 Students' English Score of Mid Term of first Semester at Class VIII Academic Year 2017/2018

No	Class	Number of Students	Mean Score	Minimum Achievement Criteria
1	VIII 1	30	70.09	75
2	VIII 2	29	63.34	
3	VIII 3	31	60.01	
4	VIII 4	30	55.48	
Sum		120	253,17	
Mean			63,25	

Source: English teacher at Class VIII Junior High School Hilgum

Based on the table above there are four classes, this research only focus to VIII class. The table showed that the students mean score at First semester test academic year 2017/2018 is 63,25. While the minimum achievement criteria is 75. It means that the score of students is under minimum achievement criteria. It also indicated that the students' English score in general is low. As a English teacher must look for the solution to solve this problem. One of the ways is using the various technique or strategy in learning process.

Based on the phenomenon that happened Class VIII at Junior High School 4 Hiliran Gumanti, the researcher was interested to use new technique in this school. The researcher uses Question Stories Technique in students writing activity. Question stories Technique is an activity where the students are asked to create the story based the picture in present form or retell it in past form.

This technique lets the students work together to learn and they can share their idea to their teammates. The researcher wants to prove whether with using Question Stories Technique in writing activity give significance different to students writing Skill. Based on the researcher observed it found that the English teacher never use this technique.

Based on the background of the problem above, the researcher is interested to conduct the research with the title: "The Effect of Question Stories Technique Students' Writing Skill in Narrative Text at Class VIII Junior High School 4 Hiliran Gumanti". Through this research, the researcher wants to investigate whether Question Stories Technique contributes to students' writing skill or not. The main problem to be answered in this research is "Is there any significant difference between the students who are taught by Question Stories Technique and students who are taught by conventional technique at class VIII Junior High School 4 Hiliran Gumanti.

B. Identification of the Study

Based on the background of the study above, it can be underlined that there are some problems related to students' writing Skill at Junior high School Hikiran Gumanti as follow. (1) The English teacher seldom taught focus on writing Skill. (2) The teachers haven't analyzed students writing Skill based on component. (3) The teacher gives score in general. (4) The student difficulties to express their thought in a written form, especially in choosing the topic and developing their ideas. (5) The English teacher does not use Question Stories Technique in teaching writing yet.

To help the students improving their writing Skill, the teacher should implement strategies or technique in the Skill instructions and provide the students with appropriate trainings. Besides, the students also need to train themselves to develop their writing Skill.

Actually, there are several technique or strategies that can help the students to solve their problem in writing. One of the technique can be used is Question Stories Technique which that technique can help the students to improve student's skill on writing.

C. Limitation of the Study

Based on the identification of the study above this research is focuses on finding the effect of *Question Stories Technique* towards students' writing Skill in narrative text at class VIII Junior High School Hikiran Gumanti.

D. Formulation of the Problem

Based on background and limitation of the study above, the researcher formulated the problem of this research as follow, is there any significant difference between the students who are taught by using Question Stories Technique and who are taught by Conventional Technique on class VIII of Junior High School Hiliran Gumanti?

E. Purpose of The Study

Considering the background and formulation, the purpose of this research generally, is to find out whether or not Question Stories Technique give significant difference to students' writing Skill in narrative text between the students who are taught by using Question Stories Technique and who are taught by Conventional Technique.

F. Significance of the Study

This research is expected to give a contribution to teachers, students, further researchers and material designers. Sometimes, the writing class become a bored class because its difficulties. In many times, the students feel confused when their teacher asked them to write.

This research will motivate the students to write a good text and feel comfortable and enjoy starting writing and they will get good result after learning and using Question Stories Technique. More important is this research will give encourage the others teachers to use this technique in their teaching and learning process of writing because this technique can make them enjoy in learning English. For the other researchers, this

research is expected to be used as an additional source especially for those who conduct a research on the students' writing Skill in learning narrative text. And for the material designers, this study can be used as the reference in making the interesting teaching materials by using Question Stories Technique.

G. Definition of Key Terms

To avoid miss understanding about the terms used in this study, the researcher defines operationally as follow:

1. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith: 2002).
2. Question stories Technique is an activity where the students are asked to create the story based the picture in present form or retell it in past form (Andrew Wright : 2006)
3. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.