CHAPTER I
INTRODUCTION

This chapter presents an overview of the study. It covers the background of the research, research questions, research purposes, research significances, rationale, hypothesis and previous studies.

A. Background of Study

Writing in any language is difficult skill to acquire (Swick, 2009). For many people, writing is not as easy as to write what they want. Writing does not only transfer message to readable text, but also it involves some steps and process to produce a tied text. Based on the pre-observation with lack-need analysis in MA Al Ma'arif Tanjungjaya, students found some difficulties to write a paragraph well. They have lack of collecting ideas before writing. The English teacher used TPS (think pair share) model to generate ideas in writing. This technique imparted students to understand what they want to write by thinking the ideas. On the other hand, students did not improve their vocabularies comprehension and did not comprehend in arranging words. Therefore, the English teacher stated that students should be motivated by giving more creative strategies to increase their writing ability, of course guided by their English teacher. So that, students will approach writing in English carefully. The same issue is supported by Ningrum (2015) while the teacher feels difficult to choose the appropriate technique to teach writing. Students fail in mastering ideas, cannot include only one statement in the passage and do not have a willingness of making a well-organized outline before they write a text.

In this case, teachers have significant role in teaching writing to collaborate student sharing, discussing strengths, weaknesses and form and making suggestions that will help students acquire a guide for talking about their writing (Montgomery, 1992). They should use appropriate strategy to improve students' writing ability. One of appropriate strategies is questioning.

Students' questions, mainly in-depth questions, indicate that they are thinking about the topic, attempting to link new ideas to existing knowledge, and seeking comprehension (Furtak and Ruiz-Primo 2008).

Aflalo (2018) said that student question generation is a constructive strategy that enriches learning. The study describes a potential model for integrating student question generation into an education setting. The students reported advantages, such as reduction of test anxiety, productive group learning and the creation of a question bank resulting from the activity, which helped the students study for the examination.

According to Namasivayam et al. (2017) WH questions is used as a technique to help students to generate ideas and put their ideas into writing. This study examined the use of WH-questions technique in English as Second language (ESL) writing class specifically descriptive writing. The outcome of this study proves that the WH-questions technique is an effective pre-writing technique for ESL Malaysian secondary school students. Students indicated positive perceptions towards the use WH-questions technique in descriptive writing. Students are able to express their thoughts and ideas easily, they are free to express their thoughts and ideas which would be a good way to identify the students' improvement in writing skill.

The other researchers who conducted the research about WH Questions are Wardani and Waris (2014). The objective of conducting this research was to find out whether the use of guided-questions technique can improve the students' ability in writing descriptive text or not. This research employed a pre-experimental research design that involved one group. It is found that the use of guided-questions technique could significantly improve the ability of the tenth grade students of MAN 2 Model Palu in writing descriptive text.

Therefore, based on the successful implementation of WH Questions in the previous related studies, the implementation of WH Questions in writing caption text is decided as a focus on this study. Caption is not as popular as writing other kinds of text, such as descriptive, narrative and report text. Caption text is added to the syllabus as teaching learning material at twelve

grade senior high school. In reality, students are faced to find and read certain information in the text, write short description of photos such as in their social media, newspapers, magazines, internet, books, TV, most printed material that has pictures that increase their English writing skill and then to get the attention of the reader, so that it reaches its goal. The students are expected to get specific information for writing caption by asking WH Question.

From the explanation above the researcher will apply WH Questions as a guided writing to help students in writing caption and would like to conduct a study entitle: The Use of WH Questions Technique to Improve Students' Ability in Writing Caption Text.

B. Research Questions

Based on the case above, this research concentrates to solve the following three questions:

1. How is the process of learning teaching caption text using WH Questions technique?
2. How is the students' ability in writing caption text before using WH Questions technique?
3. How is the students' ability in writing caption text after using WH Questions technique?

C. Research Purposes

Based on the problem above, the purposes of the research are:

1. To know the process of learning teaching caption text using WH Questions technique.
2. To know the students' ability in writing caption text before using WH Questions technique.
3. To know the students' ability in writing caption text after using WH Questions technique.

D. Research Significances

This research gives some benefits information about the technique that can be used to improve students' writing ability, especially in writing caption text. The result of research is useful for the following.

1. Students

   Students are motivated to learn writing using this technique. The new strategy and variation technique can increase their ability in writing, especially it makes students easily to write caption text.

2. Teachers

   Teachers should make their teaching learning process effectively. They choose suitable technique to develop student's writing ability. So, they use this WH Questions technique as strategy to help students in generating idea in writing process.

3. Writer

   This research is expected to give new experience and information to the writer. The demand that challenges to improve students' understanding by using WH Questions technique in writing caption text.

4. Readers

   This research is expected to become scientific reference for people in general and those who are interesting in contributing the effectiveness of developing teaching strategy in writing.

E. Rationale

Writing in this research is defined as a great challenge writing in the foreign language. It requires various strategies such as brainstorming, multiple drafting, feedback practices, revision, and final editing in which it involves with a complex cognitive activity (Maarof and Murat, 2013) namely gathering information and ideas, organizing information and ideas, structuring the sequence, expressing the information and ideas into written draft and editing (Zhao and Hirvela, 2015).

Questioning lies at the foundation of learning and the students' questions play a crucial role in meaningful learning and learning motivation. In the study of science, questioning is a fundamental component of the research and problem-solving process, and basic skill students must develop (Chin and Osborne, 2008). Questions words or WH Questions are the information questions. Mas'ud (2005) says that an information is an interrogative sentence, which need long and many answers. From the information, students are expected to write caption text easier, to clarify their ideas, text structures and interesting idea. Puspitasari (2017) states that WH question is very helpful for developing ideas. The answers of the questions give the main ideas and content of the writing. Questions make the writer easier to describe and express what he wants to write. The students can develop their ideas and have some ideas before writing.

Caption is a short piece of text under a picture in a book, magazine, or newspaper that describes the picture or explains what the people in it are doing or saying (Cambridge English Dictionary, 1999). While caption text is brief description, heading, or title that identifier or introduces a document, graphic, photograph, or table. The caption function of is helping readers or viewers to understand more information that might not be in photos or videos. The caption supplies specific information, uses present tense on the first sentence, is written in a complete sentence, clearly identifies the people and location in the photo to find out the message that will be sent from the picture before writing caption.

This rationale illustrates how WH Question works as a technique in writing caption. The student analyze document, graphic, photograph or table to get the topic that will be connected to their analysis using WH Questions. This technique will help students to write caption easily.

F. Previous Studies

The previous research conducted by Rahim et al. (2017) is to analyze the progress in the students' writing skills by teaching them the WH Questions. The research instrument will include pre-test and post-test while interview is

used as a method to see the respondents' feedback towards the use of Graphic Organizer and WH Questions Convenience Sampling is implemented in getting an inexpensive approximation of the truth. The target population of sample respondents is from ESL learners from Year Five in Sekolah Kebangsaan Siputeh, 06100 Kodiang, Kedah. The group is mixed of eleven–year-old ESL learners. It is found that the average number of words used in pretest is 22.8 words per student while in post- test are 30.9 words per student. A total of 8.1 words per student increased where 35 of them manage to increase their word count in their essay. While another 5 participants seem to have lesser words in their essay. The WH-Question was used during intervention to provide a guide to students, enabling them to generate complete sentences and to combine sentences prior to writing. It means that WH Questions can be used as a tool to increase word and sentence count and also for detailed writing. The differences are research subject and quantity or number of words in writing.

Puspitasari (2017) studied WH Question as a guide in improving narrative text. The study was conducted in the eleventh grade of SMA Panca Bakti Pontianak The research method that used is a classroom action research and the data were collected by direct observation technique in the teaching learning process through field notes as the tools of research. The research was conducted in two cycles. The first cycle was conducted on 28 October 2011 and the second cycle on 3 November 2011. After conducting the research, the writer got the data which show that WH-Questions increased the students' narrative writing in the classroom activity. The finding of this research showed that WH-Questions can help students to improve students' narrative writing, it is looked by the score from 58.13 at first cycle and 78.39 at second cycle.

Another research was conducted by Khwaileh (2011) investigates the effect of WH-Questions on the quantity and quality of low-level achieving students' paragraph writing at the university level. the researcher used two instruments for analyzing the written tasks: The scoring scale instrument and the quantitative data analysis instrument with pre-test post-test design. The students were asked to write an essay describing any health problem that they

personally had or they know someone else has had during which a visit to a doctor was made. During this writing session, the pre-test session, the students were not provided with any kind of help except for answering their general questions. After the completion of the pre-test task, the students started reading the target unit. The unit consisted of a reading passage, comprehension exercises, vocabulary exercises, a listening activity, language use exercises, dictionary tasks, a speaking activity, a spelling task, and the writing exercises. When the unit was finished, they sat for the post test. The post test was administered under the same exact conditions of the pretest except for the additional set of questions provided for helping the students generate more ideas about the topic they were writing about. The results of the study showed that WH-question were more helpful in the qualitative aspects of writing than in the quantitative aspect. The differences are in methodology, variables and research subject.