

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition of the terms, significance of the research and scope of the research.

1.1 Background of the Research

Since ASEAN announced the ASEAN Free Trade Area (AFTA), Thailand government began to develop the sector of societies' communication by developing their societies' language, especially in English. This development well defined in its education, which they use The Basic Education Core Curriculum as their curriculum education. It is stated that English language is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community, moreover the success of Economic trade is depending on how well the communication itself. This curriculum aimed to enabling the learners to get a good ability to use the language in communication, such as speaking, listening, writing and reading ability to help them able to exchange data and information, express feelings and opinions, interpret and present data, concepts and views on various matters, and create interpersonal relationships appropriately (Samudvanijja, 2008: 252-253). From those aspects the researcher focuses on the Language in communication which concern on the student's writing ability.

Based on the curriculum, the eleventh grade students should have already able to write summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.(Samudvanijja, 2008: 269). But, the result of a class observation, conducted on August, 26th 2015, showed that students are lack of ideas to summarize in paragraph. This problem happened because there are no techniques used or known by the students to brainstorm some ideas, in other word it is called by the pre-writing process, because by leaving the process of writing/prewriting process is a mistake, and it will make students able to imitating, copying and transforming of correct language but hard to develop their writing (Nunan, 1991: 86-87). The other problem is because of the teaching and learning process focus more in using the teacher center in the class and it influences the students in their writing ability. And the effect that they still have some difficulties in gathering their idea to summarize a news text. Hence, they hard to create a complex description of a news text, and some of them still cannot gather any ideas.

Writing is an ability to explore our idea or knowledge and gather them together in a sentences and create a writing product such as a description of place, etc. That is why, writing is a combination of process and product (Grenville, 2001; v). Process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, re-writing. Then, it is tried to make a new atmosphere of study in the class, in order to enhance their activeness in developing new ideas, on this view the researcher is using a familiar technique, that is a Journalistic Question as the brainstorming technique. This technique is

also known as 5W-1H or questioning technique, this technique guides the students to brainstorm some ideas by creating some question related to the text. It is supported by Gordon Taylor, (2009: 22-24) stated that the most important ability needed to master the writing is the ability to make a question of the topic/text. This means, Journalistic Question Technique, indeed is very useful to improve student's writing ability. Supported by the interactive learning atmosphere, that questioning and answering will create a good cooperative learning in the class that will change the atmosphere of the classroom study from a quiet class to the learning involves healthy noise, from keeping the eyes on the paper to the solving a problem together, from sitting quietly to the active one, and from the talking is cheating to the verbalize to learn (Kagan, 2009 :1.1-1.2).

The current research about using the journalistic question also had conducted by Dananto, (2011) In 10th grade students at SMA Negeri 1 Bojonegoro. In his research, he focused on implementing Journalistic Questions in constructing ideas and composing them into a news text. Which resulted that the Journalist's Questions technique can improve the students' writing ability in writing a news text. It also improved the students' interest in writing. The students were actively involved in the teaching and learning process. Most of them were able to organize their ideas in news item text.

According to the result of an informal interview held on August, 26th 2015 with the English teacher of the eleventh grade of Vuttisartvittayanusorn Islamic School, Krabi, Thailand, it was known Journalistic Question Technique had never been used to teach writing. The most method used is lecturing method which tend to focus more on the writing product rather than it's process. But the fact is that

by using the lecturing method some students even felt bored during the teaching and learning process. In this research, the Journalistic Question Technique is applied in teaching writing especially in the genre of summary paragraph. It was because summarizing was stated on the Basic Course Outline of English for Senior High School, especially for eleventh grade class.

Based on the information above, it is known that by using Journalistic Question Technique has some advantages to the student's writing ability, which can be used to overcome the students' problem in learning English, especially in writing. The researcher is going to make a research entitled "Improving Eleventh Grade Students' Writing Ability by Journalistic Questions Technique using Cooperative Learning Method in VuttisartVittayanusorn Islamic School Krabi, Thailand in the 2015 / 2016 Academic Year"

1.2 Problem of the Research

Based on the background above, the problem to be answered in this research were formulated as "How can the use of Journalistic Question Technique can improve eleventh grade students' writing ability in VuttisartVittayanusorn Islamic School Krabi, Thailand in the 2015 / 2016 Academic Year?"

1.3 Objective of the Research

This classroom action research is intended to find out how the Journalistic Question Technique can improve the eleventh grade students' writing ability in VuttisartVittayanusorn Islamic School Krabi, Thailand in the 2015 / 2016 Academic Year.

1.4 Operational Definition of the Terms

The operational definition will guide the reader to understand the concept about the study. It enables the researcher and the readers to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the research. It is necessary to define operationally Journalistic Question Technique and Writing Ability.

1. Journalistic Question Technique

Journalistic Question Technique is a technique of study that by creating a question to develop an idea, in order to make a good writing composition. This technique acts as a tools to help students find the main idea and supporting idea of the text by creating some question related to the text. The questions can be taken from the teacher or students, if they want to add some more questions they need as the additional information in their summary paragraph.

2. Writing Ability

Writing ability in this research refers to the students' writing competency on composing summary paragraph with considering the aspects of grammar, vocabulary, and form or organization.

1.5 Significance of the Research

The results of the research were expected to be useful for the students, the English teacher and other researchers.

1. The result of the research can be beneficial reference for teacher as a consideration in teaching writing English in classroom.
2. The result of the research can be beneficial reference for students in learning writing English, especially using Journalistic Questions.

3. The result of the research can be a beneficial reference for the other researchers who want to observe how to improve students' writing ability by using Journalistic Questions.

1.6 Scope of the Research

This research focuses on investigating the improvement of using Journalistic Question Technique to 7 students of the eleventh grade in VuttisartVittayanusorn Islamic School Krabi, Thailand in the 2015 / 2016 Academic Year, which consist of 1 male and 6 female.