

CHAPTER I INTRODUCTION

This chapter discusses certain points; introduction deals with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

1.1 Background of the Problem

In Indonesia, English has become a compulsory subject that is taught and learnt at some elementary schools up to university. School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (Depdiknas: 2006), which is applied by government for all schools in Indonesia, lead the students to have real-life skills; listening, speaking, reading and writing. Those skills are classified into two categories; receptive and productive skills. Listening and reading belong to receptive skills. Meanwhile, writing and speaking belong to productive skills. Based on KTSP (Kurikulum Tingkat Satuan Pendidikan), those skills must be mastered by the students because the objectives of teaching English at school are to make the students able to communicate in English fluently and communicatively both in written and spoken form.

According to KTSP, the goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written form as well as in spoken form to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives. In the curriculum, the English material is taught based on the texts. There are some genres or types of text, namely; descriptive, procedure, narrative, recount, and report text.

Based on the curriculum, the materials for the second grade of junior high school are narrative and recount text. The English teacher of SMPN 2 Sukadana Lampung Timur informed that the students' ability in writing is still far from the expectation of the curriculum. Based on the information, then the researcher did pre-observation. It was done when the students were at the 1st semester of the 2nd grade. At that time, the students were asked to write their last experience based on the characteristic or generic structure of recount text that is sequence events. But, some of them just made the list of events; they didn't develop it into a good paragraph. Moreover, some students still had difficulty in language use based on the generic structure of recount text, especially in transforming irregular verb into past form. Those problems indicated that the students lack not only in understanding the text but also in mastering the aspects of writing.

According to Jacobs (1981: 90), there are five aspects of writing; Content, Organization, Vocabulary, Grammar/ Language use, and Mechanic. This also means that the writer or students should be able to compose and integrate

information through components of linguistic logically, e.g., constructing words into phrase, then into clause, and complete sentence containing certain ideas arranged in logical order, developing one idea in a paragraph, using correct language use or grammar based on the purpose of the text, and using punctuation and capitalization, so the reader can easily understand the meaning of the text.

Based on the pre-observation, it was found that the students still had low writing ability measured by those five aspects of writing, especially in recount text writing. It also supported by the result of pre-test, the students' average score in writing was 50.08. Meanwhile, the minimum standard score of that school is 60. It means that the score of the students' writing was still unsatisfactory.

Table 1.1 Students' writing score in pre-test

Number of students	Score	Percentage
29	< 60	72.50%
11	> 60	27.50%

From the pre observation, it was assumed that the cause of the students' low ability in writing is the inappropriateness of the teaching technique used by the teacher.

It was found out that when the teacher was explaining the lesson, the students did not concentrate in the lesson. Those who kept concentrating were only the students who sat near the teacher; meanwhile, the other students were busy with their activities which were not relevant to the learning material, like drawing, chatting etc. In addition, when the teacher asked the students to tell the generic

structure of the text, the students who answered the question here only those who were the clever ones. Others only kept silent and became good viewers without participating at all. The researcher assumed that the students' passiveness during teaching learning process might be caused by some assumptions. Firstly, they never get writing exercises (Juwitasari 2005:2). Secondly, the students do not know the specific technique that can guide them in developing their ideas (Juniarsih 2008:65). And thirdly, many English teacher still teach writing in conventional way and seldom use media and technique in teaching source text for writing skills (Noprianto 2007:59). By seeing that fact, the researcher thinks that the teacher must provide an activity that makes all students involve in the teaching and learning process, especially the activity that can stimulate the students to write.

In order to solve the problem which happened at the 2nd grade students class VIII.2 of SMPN 2 Sukadana Lampung Timur, a classroom action research using guiding question technique was implemented to improve the students' writing ability. Paulston (1976:205) stated that guided writing means the use of certain control in pattern drills in which the students are helped to produce a correct composition. Then, Bramer and Sedley (1981:24) said that asking then answering the questions is good method to discover details of experience. It is also one of the best ways to discover ideas; it is useful in narrowing down a broad subject to a manageable topic and in discovering what to say about the topic. Raimes (1983:101) supports that guiding questions are used to allow students a little more

freedom in structuring sentences. Carefully constructed questions will produce a coherent text.

Iwan (2010) conducting research at SMPN 1 Terbanggi Besar Central Lampung explored how guiding questions could develop the students' ability in writing. He found that after being taught by using guiding questions in class experimental increased from 53.90 up to 69.96. This result of research proves that this technique can help the students improve their writing ability. Therefore, the researcher will use this technique to teach writing recount text.

The researcher chose the class VIII.2 as the subject of the research because the students of that class had low ability in writing compared with the other classes. Based on table 1.1, less than 50% students of that class passed the minimum standard score, which was 60. The researcher decided to use minimum standard score of that school as passing score in this research. Hopefully, by conducting classroom action research would bring improvement not only on the students' writing ability but also the students' activities in the classroom.

1.2 Research Question

In reference to the background, the researcher comes to the questions as follows;

- How can the implementation of guiding questions technique improve students' recount writing ability at second year class VIII.2 of SMPN 2 Sukadana Lampung Timur?

- How can the implementation of guiding questions technique improve students' participation during the teaching and learning process?

1.3 Objective of the Research

In relation to the research questions above, the objective of the classroom action research are to find out how:

- The implementation of guiding questions technique can improve students' recount writing ability at second year class VIII.2 of SMPN 2 Sukadana Lampung Timur.
- The implementation of guiding questions technique can improve students' participation during the teaching and learning process.

1.4 Uses of the research

1. Practically

The result of this research can be used as consideration for the English teacher to use guiding questions as a technique in teaching.

2. Theoretically

The result of this research is expected to confirm and complete the previous theories about guiding questions technique and teaching of writing.

1.5 Scope of the research

The focus of this study was on students' recount text writing which was treated by guiding questions technique. The subject of the study was class VIII.2 at SMPN 2

Sukadana Lampung Timur. The reason of choosing this class was due to the fact that they have been introduced to recount text in the previous semester. Here, the students were given a sample of recount text. Then teacher made some questions relating to the text. By using the questions, the teacher guided the students to understand the social functions, generic structure of the text and writing aspects or components; content, organization, vocabulary, language use or grammar and mechanics.

1.6 Definition of Terms

1. Text

Text is a group of meaningful words, clauses and sentences in oral or written form.

2. Recount text

Recount text is a text that describes sequence events that happened in the past, it focuses on time-order and subject of the story. For example, personal experience.

3. Writing

Writing is a skill in which we express ideas feelings, and thoughts, which are arranged in words, sentences, and paragraphs. It needs the ability to arrange ideas in included composition, they are: vocabulary, grammar, syntax, mechanics, and organization.

4. Guiding Question Technique

Guiding Questions Technique is an activity which the students are guided to express their ideas into the written form by giving them some questions relating to the topic which is going to be written by the students.