

CHAPTER 1 INTRODUCTION

A. Background of the Problems

Writing is one of the important skills required by the students when learning a Language. Writing and speaking skills are productive skills; that are very important for students to learn. By Writing, they are going to write or express their idea, and their feelings in words or sentences, especially in writing recount text.

But in fact, based on the researcher's experienced as an English teacher, this objective was very hard to achieve. The students often got difficulties if they were going to write or express their ideas in word or sentences. Almost of the students were still confused about what they would write and how to write it. This may be caused by their lack of vocabulary; their vocabularies were very poor or knowledge of structure. That is why the results of their writings were far from gaining target. Most of the students' skills are far away from their learning target. Diharyono (1990:1) said that the students know or have the ideas what they are going to write but they do not know how to put them into words. They could not build an effective sentence.

Juwitasari (2005:2) stated that nowadays, many English teachers still concern on teaching writing theoretically. They do not have much time to practice their

writing. Many English teachers still teach writing skills in conventional way. That is, they use variation of techniques in teaching writing. (Noprianto, 2007:59). Henceforth, the students do not have motivation and find difficulties in writing class. They think that writing is very complex lesson to learn.

Because of the importance of understanding recount text for the students, it is very important for the teacher to apply appropriate strategies to teach recount text in order to gain the objectives stated on the curriculum. According to school based curriculum (KTSP) for the second grade of junior high school, students are expected to be able to express sense of means in written form, and simple short essay in recount text and narrative form. Students have to be able to identify some information in text as well as vocabulary in the text. But, based on the researcher's teaching experience at SMPN 1 Pagelaran, Pringsewu, the students still got low scores in writing and failed to compose, complete the sentences and to understand the vocabulary in the text. Based on the result of mid semester in the year 2011, when they did a test on arranging words into good sentences or arranging sentences to be a good paragraph, most of them made mistakes. 26 students (72%) failed because their scores did not reach the minimum standard score; that is 75. And there were only 10 students (28%) who passed the standard score.

In relation to the problems above, study conducted by Sukendar (2012:2) also found that some students have problems in their in their writing subject to form.

Here, the teacher should help the students to minimize their difficulty in writing, especially in expressing ideas into written form.

Wilkins (1981:14) stated that students' learning depends on the effectiveness of the teacher's strategies. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, especially writing skills because they are supposed to be able to write in accordance with their levels of proficiency. In other words, the teacher will be able to perform well in the teaching learning process. By mastering the technique well, the teacher will be able to guide the students in writing a recount text. Writing is basically the ability to construct effective sentences having the characteristics of systematic, united, coherent and complete, and sense of arrangement.

One of the techniques which can be used in teaching recount text writing is through *guided writing technique*. The researcher may use questions as technique to develop the students' ability in understanding recount text, for instance, the students can develop their own ideas freely by answering the questions given by the teacher. By so doing, the students automatically can express the ideas in the form of written languages and to organize their ideas effectively. The assumption above is supported by Raimes (1983:101) who stated that the guiding questions are used to allow students a little more freedom in structuring sentences. Carefully constructed questions will produce coherent context.

The students need to comprehend recount text, because School Based Curriculum states that one of the objectives of teaching writing is that the students are able to understand and create their composition cohesively based on the social function and generic structure of the text. The recount text is also suitable to be applied in teaching writing skills through *guided writing technique*.

Because of the reason mentioned above, the writer was interested in proposing a technique which is called *guided-writing technique* as an alternative to help the students in the process of learning paragraph writing, and the writer focused it on recount text order to make this research more specific. The writer assumed that by *guided writing* the students of the second grade of SMPN 1 Pagelaran can learn English especially in recount text paragraph easily.

B. Research Questions

Based on the background above, the research questions of this study can be formulated as follows:

1. Is there any increase of student's writing ability in recount text paragraph at the second grade of SMPN I Pagelaran Pringsewu taught by using *guided writing*?
2. Is there any increase in the teaching learning process at second grade of SMPN 1 Pagelaran, Pringsewu taught by using *guided writing*?

C. Objectives of The Research

Based on the formulation of the problem above, the objectives of the research is:

1. To find out whether *guided writing* as a technique can be used to increase students' Writing ability at the second grade of SMPN 1 Pagelaran, Pringsewu.
2. To find out whether *guided writing* as a technique can be used to increase the teaching learning process, at the second grade of SMPN 1 Pagelaran, Pringsewu.

D. Uses of The Research

This research would be hopefully useful both practically and theoretically

1. Theoretically, it may support theories on *guided writing* which can be applied in teaching English, especially in improving students' ability in recount text writing.
2. Practically, it may inform teachers that *guided writing* may be beneficial as to increase the students' achievement particularly in recount text writing.

E. Scope of the Research

This research was conducted at the second grade (VIII.8) of SMPN 1 Pagelaran – Pringsewu , in the second semester 2012/2013. The subjects of the research consisted of 36 students. This classroom action research focused on the implementation of teaching writing through *guided writing* as a technique to improve students' writing ability. The text that would be used was a monolog text

which may be more found on the recount texts. The materials used were consistent with school based curriculum (KTSP) for the second semester of the 8th grade of junior high school students. The test that would be administered writing test focused on paragraph writing.

F. Definition of Terms

Some terms used in this study are defined in order to avoid ambiguity.

- **Writing** is a process of communication that uses conventional graphic system to convey a message to readers. This also means that writing is used for communicating one's idea in written form to readers, so that the readers can understand the information, (Linderman. 1983:3).
- **Teaching writing** is the teaching process to help students to express and develop students' idea into a paragraph or text and write the main idea then develop it with good coherence.
- **Recount text** is a composition that consists of sentences to retell events for the purpose of informing or entertaining, (Pendampingan Materi Bahasa Inggris. Prestasi).
- **Guided writing** as writing in which one cannot make a serious error so long as he follows directions. (Robinson, 1967:2)