In order to make comprehensive rationales in this research, this chapter presents background, questions, objectives, uses, scope, and definition of terms.

1.1. Background

English is one of many subjects taught at schools. The goal of teaching English is to make the students able to communicate in English both in spoken and written forms. To achieve the goal, students should learn four language skills i.e. listening, speaking, reading, and writing. Among those four skills, the teachers pay the least attention to writing.

It is known that speaking and writing are both considered as productive skills but the teacher seems to make priority on speaking rather than writing. This situation does not support the statement of Geyser (2007:1) who says that writing allows students sufficient time to process information whereas speaking doesn’t. Writing is also an avenue for those students who have limited confidence to speak in front of the class. Regarding the fact that the students have personal differences, the teacher should teach both writing and speaking in balance so that the students’ tendency can be found whether it is in writing or speaking.
The learning process also seems to make priority on other skills and aspects of English such as speaking, listening, reading, vocabulary, and grammar. Although those skills and aspects are also important in learning English, the teacher tends to teach them separately from writing so that in learning process, writing gets the least attention. Therefore, students’ skills in writing are not developed maximally. Consequently, the students’ writing does not develop as expected.

By considering the goal of teaching English and the situation in the field, teacher should also teach writing because it is as important as other skills. The statement is supported by Harmer (1998:79) who states that by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. The students need to know some of writing’s special convention (punctuation, paragraph construction etc) just as they need to know how to pronounce spoken English appropriately.

According to Setiyadi (2007: 7.9), even though writing in the target language may involve the ability to shape the letters of the alphabet and the knowledge of the right combinations of letters, the real writing is the skill in expressing ideas through the written words of the target language, which is called composition. However, writing is a complex skill to be learned. In writing, students have to face many difficulties such as lack of grammar understanding, lack of vocabulary, confused about the content, mechanic, and organization. Those difficulties are related to the aspects of writing.

The difficulty in terms of grammar is usually related to tenses. In constructing English sentences, time plays an important role. Different time of situation needs
different tense which also means different type of verb. In constructing a present sentence, for example the right sentence might be like this, “The children play badminton in the yard” but there is a possibility that the students have to write it in past tense and they should change the sentence into “The children played badminton in the yard.” This change might confuse the students since in Bahasa there is no rule of tense.

Lack of vocabulary is also a common cause of students’ difficulty in writing. The students sometimes do not know the right word which they need to complete their writing. This case is found in the research conducted by Jamil (2005) where the students were assigned to write a descriptive text about their dream house. One of the students wrote “guest room” instead of “living room”, “eat room” instead of “dining room”, and “teras” instead of “balcony”. This finding can be considered as students’ difficulty in terms of vocabulary.

One of the difficulties which is also commonly found is related to the content or ideas about what to write. Since one of the criteria of good paragraphs proposed by Smalley and Ruetten (1986) is about the unity, the students have to think about every idea that might help them to support the main topic. In fact, although they have been given a topic to be developed, it has been difficult for them to gather the ideas of what to write and also what to put and what not to put into the paper.

A research done by Kuswoyo (2011:38) showed that in the preliminary test, many students could not express their ideas smoothly in written form, although they had been given the topic to write and 90 minutes to develop the topic into narrative paragraph. The topic is students’ experience.
The difficulties do not stop there, it also happens that when students have thought about what they want to write, they still do not know how to start it. Then, when they finally had written, it is often found that they can not link the ideas they have got into a coherent paragraph. In other words the students do not know what to write first and what to write last. They still have a problem with the organization of the ideas.

Therefore, after considering the fact in the field, the researcher used guiding questions technique to guide the students in their writing. According to Traver (1998:70), a guiding question is the fundamental query that directs the search for understanding. This technique provides a list of questions that can make the students think about the topic. This technique is expected to give guidance about what should be included in students’ writing.

By using guiding questions technique, the students were not confused of what to write first and next because they have guidance in its process. The researcher specified the type of writing in the form of narrative text because according to 2013 curriculum, students of senior high school, especially second graders, are expected to be able to present information in form of a narrative text. Another reason is that because some previous researches with the same technique were mostly implemented on recount text, so that the researcher was motivated to implement the technique on narrative writing.

Based on the problems above, the researcher would like to conduct a research entitled Teaching Narrative Writing through Guiding Questions Technique at the Second Grade of SMA Negeri 1 Belitang.
1.2. Questions

Based on the background above, the researcher formulated some research questions as follow:

1) Can guiding questions technique be used to increase senior high school students’ writing skill?
2) Which aspect of writing increased the most after learning writing through guiding questions technique?
3) What problems do the students face when they are learning writing using guiding questions technique in terms of aspects of writing?

1.3. Objectives

In line with the research questions, the objectives of this research were:

1) To find out if guiding questions technique can be used to increase senior high school students’ writing skill or not.
2) To find out which aspect of writing increased the most after learning writing through guiding questions technique.
3) To find out the problems the students face when they are learning writing using guiding questions technique in terms of aspects of writing.

1.4. Uses

The results of this research were expected to give several contributions both theoretically and practically.
1) **Theoretical Uses**

The results can be used as information to confirm the previous theory about writing and reference for those who want to conduct the research of the same field.

2) **Practical Uses**

The finding of the research was useful as information for teachers as an alternative technique in teaching narrative writing and also information about the difficulties faced by them in narrative writing.

**1.5. Scope**

The researcher analyzed the students’ performance in narrative paragraph writing and their problems after being taught by using guiding questions technique. The researcher focused on the aspects of writing i.e. content, organization, vocabulary, language use, and mechanics. The technique implemented basic question words 5W+1H (what, why, where, who, when, and how) to help the students develop the topic into good paragraphs. The type of paragraph which was emphasized in this research was narrative paragraph. The research was conducted in SMA Negeri 1 Belitang. The subject was the second graders according to 2013 Curriculum.

**1.6. Definition of Terms**

In this research, definitions of key terms are provided to guide the readers in reading and get better understanding as follows.

**Writing**

Writing is how ideas are presented or expressed effectively into a paper which requires a number of skills and conventions like organization in the development
of ideas and information; a high degree of accuracy in choosing the right words, and also the right use of complex grammatical devices to focus and emphasize ideas.

**Narration**

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

**Guiding Questions Technique**

Guiding Questions technique is an activity in which the students are given some questions related to the topic so that they can develop the topic to be a good paragraph based on their answers.

**Increase**

Increase is the different result of pre test and post test scores in which the difference means that the result of post test is higher than the result of pre test.

This is the end of chapter one that explains about background, questions, objectives, uses, scope, and the definition of terms.