

## **I. INTRODUCTION**

This chapter tells about the problem of this research. It consists of the background, research problem, objective, uses, scope, and definition of terms that are used in this research

### **1.1 Background**

As it is stated in basic competence of school based curriculum, writing is one of the language skills that has to be mastered in studying English besides listening, speaking and reading. Writing skill is the most complex language skill to master because writing skill involved knowledge of sentence structure, diction, organization of ideas and mechanics (Haris, 1979).

Based on School Based Curriculum (Depdiknas, 2006) the students must be able to communicate in oral and written text, mainly in the narrative, recount, explanation, discussion, commentary, and review by stressing on the interpersonal complex meaning and variety of textual meaning. Raimes (1983:76) says that writing is a skill in which we express the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand. But in fact, based on the researcher's experience when she conducted teaching practice at SMA N 1

Pagelaran in Pringsewu on July 2011 in three classes –X5, X6 and X7–, the researcher found that the first year students have many problems in writing a text especially in writing recount text. The average score for each class is 60, 65 and 63. It is still under the standard score of the school because the standard score for English is 70. Based on the researcher's observation and by seeing the students' score, the students often get difficulties during the learning process, especially to express their ideas into words or sentences. Almost all of the students are still confused how to develop their ideas and how to write it. For example, the students are lack of ideas when they are asked to write a recount text. Beside that, during the process of writing, many students ask about how to spell the words that they want to use.

Wiliyanti (2006) conducted a recount text writing test to one of the classes of the second year of SMPN 1 Terbanggi Besar Central Lampung. The result showed that many students could not express their ideas in written form although they might know what should be written. They still could not understand or create a recount text although the teacher had explained it. Wiliyanti (2006: 40) reported that there were still some grammar mistakes or inappropriate vocabulary use. Most of the students were also not able to construct sentences in past tense and arrange the sentences coherently.

In line to this, Yuniarsih (2008: 65), in her research at SMPN 1 Ambarawa found that many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start

their writing assignment. In other words, although they had written several lines, they mostly found difficulties on how to continue their writing. These make the students frustrated and as the result, they tend to stop their writing. This is because they do not know specific technique that can guide them in developing their ideas and put them in written form.

Furthermore, Juwitasari (2005: 2) adds that nowadays, many English teachers still concern on teaching writing theoretically. The students are not encouraged to apply the theories given by the teacher on the paper. They almost never get writing exercises. It makes the students always confused when they are asked to write. Moreover, writing is very difficult to do because there are many aspects should be considered in doing writing, consequently, the students would easily get bored in writing class. The fact proves that writing is still difficult for the students besides other skills.

Based on School Based Curriculum (Depdiknas, 2006) recount text is one of the texts that must be able to achieve by the students besides narrative, explanation, discussion, commentary, and review. In this case, the researcher uses recount text in order to make students interested in writing class because recount text is a text that retells past event or something which happened in the past. Everyone likes to write past experiences, especially their unforgettable experience which are impressed them very much. They usually write these in a diary which will later can develop into a short story or novel if they are encouraged and motivated. The

problem about the past form of the verbs can be overcome by giving the students rigorous training of the past form/ tense.

According to Derewianka (2004:14), a recount is the unfolding of a sequence of events or time. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Meanwhile, Anderson states that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events (Anderson et. al., 1997).

Considering the importance of recount text for the students to master, it is very important for the teacher to apply the suitable way to teach recount text in order to achieve the objectives stated in the curriculum. Referring to this, Wilkins (1983: 14) states that students' learning depends on the effectiveness of the teacher's techniques. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

Considering the problems arise above, in this research the researcher proposes guiding question technique to be one of the techniques that can be used to increase the first year students' recount text writing ability. The researcher chose guided writing in the form of guiding questions technique to develop the students' ability in writing recount text because it gives the opportunity for the students to develop

their own idea freely by answering the questions given by the teacher. The researcher believes that by giving them some questions as a guide to be followed by them while they are writing, they will express their idea in form of writing easier and their piece of writing will be better organized. The assumption above supports Raimes (1983: 101) who states that the guiding questions are used to allow students a little more freedom in structuring sentences. Carefully constructed questions will produce a coherent text. This idea is supported by Byrne (1988: 25) who says that "...the fundamental principle of guiding students in various ways toward a mastery of writing skill, and sometimes controlling what they write, is not one we can lightly dismiss..."

Kartiningsih (1997) conducted research to explore how guided writing in the form of guiding questions can develop the students' ability in writing. She focused on the Vocational High School (SMK) students' ability in writing letter, and she found that guided writing can develop the students' ability in writing letter. She used ten students as the sample of the population. Based on her research, the researcher assumes that students can develop their writing in the form of recount text if the teacher gives them guidance. Thus, the researcher wants to give the guidance in the form of guiding questions. The questions which are given by the researcher are expected to increase their ability in recount text writing.

Based on the descriptions above, the researcher uses guided writing in the form of guiding questions to develop the students' ability in writing recount text. She assumes that guided writing in the form of guiding questions would help the students arrange their ideas coherently. By this means, the problems faced by the

students when they do not know what they are going to write, would be solved since the questions made before writing flow coherently from the beginning to the end of the writing process.

Considering the background above the researcher focuses on the students' recount text writing ability taught by using guiding questions technique in order to see the increase of their writing achievement in recount text. This research is conducted at the first year of SMA Negeri 1 Terbanggi Besar, since after the researcher did pre observation in SMA N 1 Terbanggi Besar through interviewing both the teachers and the students, she found that the first year of SMA N 1 Terbanggi Besar still could not write well. They still have many difficulties in writing particularly in writing recount text. The researcher expects that guiding questions technique can help the students to write, thus it can increase students' recount text writing ability.

## **1.2 Research Problem**

Based on the explanation above, the problem is formulated as follow:

Is there any increase of recount text writing ability of the first year students of SMAN 1, Terbanggi Besar, after being taught by using guiding questions technique?

## **1.3 Objective**

The objective of the research is to find out whether there is increase of recount text writing ability of the first year students of SMAN 1, Terbanggi Besar, after being taught by using guiding questions technique.

#### **1.4 Uses**

The uses of this research are:

1. Theoretically, it may support the theories that guiding questions technique can be a solution for teaching writing in order to increase students' ability in writing, especially in writing recount text.
2. Practically, as information for English teachers whether guiding questions technique can help the students to develop their idea to write recount text.

#### **1.5 Scope**

This research was a quantitative one in which the writer focused on the first year students' recount text writing ability through guiding questions technique. This research was conducted at SMA Negeri 1 Terbanggi Besar in even semester of 2011/2012 school year. There were nine classes of the first year students. The researcher used purposive sampling to choose one class. The class was XH. The researcher gave pre-test and post-test to see the increase. The researcher conducted one treatment which is conducted in three meetings. Each meeting had different activities. In this research, the guiding questions were not only made by the teacher but also by the students. In the first meeting, the guiding questions were made by the teacher and in the second meeting, the questions were made by the students then in the third meeting, the students and the teacher tried to make the students' writing to be more effective. The result of the test was scored by two raters. Then the data was analyzed by using Paired Sample T-Test.

## 1.6 Definition of Term

In this research there are some terms clarified to avoid misunderstanding.

1. Writing is a skill in which we express the ideas, feelings and thoughts arranged in words, sentences, and paragraph using eyes, brain and hand (Raimes, 1983 76).
2. Text is any meaningful stretch of language either oral or written in the form of word, clause, sentences and paragraph (Derewianka: 17).
3. Recount text is a text that reconstructs events, experiences and achievements from the past in a logical sequence. It is as the unfolding sequence of events over time (Derewianka, 1990: 14).
4. Guiding questions technique is an activity in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given.
5. Students' writing ability refers to the students' competence in applying the components of writing are content, organization, vocabulary, language use (grammar) and mechanics (Jacobs, 1981: 60).