

CHAPTER I INTRODUCTION

A. Background of the Problem

Language has been used as a means of communication. It has a very important role in our life, because without any language everyone will have trouble in discussing or conveying message to each other. By using language, we can communicate with other people from one country to other countries.

Many countries use English as the first and second language. They use English as daily communication. But in Indonesia, there are still many students who cannot write a topic in English well, because of their lack knowledge of English writing. English is very important to be learnt by students from elementary school up to senior high school even at the university. Many schools in Indonesia have tried to introduce English since the first year of elementary school. In this case, it is expected that the students are able to apply their English for communication.

According to Guideline of School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (Depdiknas: 2006), which is applied by government for all schools in Indonesia, leads the students to have real-life skills. Referring to the goal of teaching English stated in School Based Curriculum/KTSP for English subject, there are four skills to be mastered, they are: listening, speaking, reading, and writing.

According to the curriculum, the goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken languages 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 life. In this curriculum, English material is taught based on the text. One of the texts that should be learnt by the eighth year students of Junior High School is recount text. The students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text.

In fact, this objective is very hard to achieve. 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.

Based on the experience of the writer when conducting a recount text writing test at the eighth grade of SMPN 5 Pringsewu, the writer found that there were still many students could not express their ideas in written form. They still could not understand or create a recount text, although the teacher had explained it. The students know and have ideas of what they are going to write or to express, but they do not know how to do it. When their teacher asks them to make a composition, they will get confused about expressing themselves in written form or this may also be caused by their lack of vocabulary; their vocabularies is very poor or knowledge of structure for example they do not know how to use tenses

correctly. That is why the results of their writing are far from satisfactory. Although they had been given a topic to write, they could not automatically begin to do their writing tasks. Even they write several lines, they mostly find difficulties on how to continue their writing. As the result, they tend to stop their writing.

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. Therefore, 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. 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 through *guided questions*. 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 in the form of guiding questions technique*.

This study applied *guided writing in form of guiding questions technique* to increase the students' writing ability. Assumably, the technique can motivate the students in expressing their ideas or thoughts into written form effectively.

In reference to this script, *the guided writing in the form of guiding questions* as a technique to teach a recount text. Therefore, the classroom action research was entitled “Increasing Students’ Recount Text Writing Ability through *Guided Writing in the Form of Guiding Questions Technique* by using recounts materials at the Eighth Grade of SMPN 5 Pringsewu.”

B. Formulation of the Problem

Based on the background of the problem, the writer formulated the problem as follows:

1. How can *Guided Writing in the Form of Guiding Questions Technique* be used to increase students’ writing achievement?
2. How can *Guided Writing in the Form Guiding Questions Technique* be used to improve the teacher’s performance in the teaching learning process at SMPN 5 Pringsewu?
3. How can *Guided Writing in the Form of Guiding Questions Technique* be used to improve students’ participation at SMPN 5 Pringsewu?

C. Objectives of the Research

The result of the research is expected to give information as follows:

1. To know whether *Guided Writing in the Form of Guiding Question Technique* can be used to increase the achievement of students’ writing ability.
2. To investigate whether *Guided Writing in the Form of Guiding Question Technique* can be used to improve the teacher’s performance.

3. To know whether *Guided Writing in the Form of Guiding Questions Technique* can be used to improve students' activities at SMPN 5 Pringsewu.

D. Uses of Research

Basically, the uses of this classroom action research are as follows:

1. Practically.

- a. Teacher : To solve the problem of teaching writing at the Eighth Grade of SMP Negeri 5 Pringsewu.
- b. Students : Teaching of teaching writing through *guided writing in the form of guiding questions technique* can be used to increase students' ability in writing.
- c. School : The result of the research can be used as the Consideration policy related to the development of teaching writing.

2. Theoretically.

The result of this classroom action research can be beneficial as information for other researcher who is interested in conducting research in this field.

E. Scope of the Research

To give the limitation in this research, the researcher made the scope of the research as follows:

1. This research was conducted at SMP Negeri 5 Pringsewu and the subject was the Eighth Grade students of SMP Negeri 5 Pringsewu.
2. This research was focused on the students' learning achievement of a recount text writing through guiding questions technique.
3. The researcher explained the process of teaching students how to make a recount text writing through guiding questions technique and the problems that may arise during the teaching process. The teaching process is; pre-writing activity, writing activity, and re-writing activity.
4. The researcher focused the research on recount text writing in order to make this research more specific and the researcher takes the students material in accordance to 2006 curriculum of SMP. The materials of the teaching writing are taken from Smart Steps, an English textbook for the first semester of the eighth grade of Junior High School. The topic is discussed by the students in writing recount text is unforgettable trip.
5. The students' achievement is evaluated through the recount text writing's aspects: content, organization, vocabulary, language use, mechanic, and recount text structures (orientation, series of events, and re-orientation).

F. Definition of Terms

These terms are used below to provide clear ideas which make of the topic which will be discussed.

1. Writing as a skill in which we express ideas, feeling, and thought which arranged in words, sentences, and paragraph effectively by using eyes, brain, and hand.
2. Teaching Writing is the teaching process to help the students to express and develop students' idea into a paragraph or text and write the main idea then develop it with good coherence.
3. Recount text is one of the texts that recalls and reconstructs events, experiences, and achievements from the past in a logical sequence.
4. Orientation is one of the elements of recount text that provides the setting and introduces participants.
5. Series of events is the element of recount text which tells the events chronologically. It begins from the first event, the second event, and the past event.

6. Re-orientation is the element of recount text that concludes the events by summarizing outcomes or results. Not all recount text closed by re-orientation. It is optional.

7. Guiding questions 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 by the teacher.

8. Teacher's performance is the in which a teacher behaves in the process of teaching.