

I. INTRODUCTION

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

A. Background of the Problem

English has been the compulsory subject that is taught and learnt from elementary school until university. Students are expected to achieve four skills: listening, speaking, reading and writing. Those four skills are closely related and cannot be separated from each other. Writing as one of language skills plays an important role in the formal communication. Sometimes written word is the only acceptable way in communication, for example in formal letter like application letter.

According to School Based Curriculum 2006 /Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching English at Senior High School is that the students must be able to develop communicative competence in written as well as in spoken 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 through various kinds of text. One of the texts that has to be learnt by the

first year students of senior high school is recount text. The students have to be able to understand and create recount text cohesively based on the generic structure and the function of the text.

In fact, this objective is hard to achieve. From the experience as a senior high school teacher in teaching training program (PPL), the researcher found that the first year students get confused about expressing their ideas in written form, particularly, in recount text writing. When the teacher asked the students to write a recount text they got difficulties in linking several sentences into one coherent idea to create a text.

Yuniarsih (2008: 65) 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. It can be said that although they have written several lines, they mostly find difficulties on how to continue their writing. As the result, they tend to stop writing.

Idrus (2003:3) states that although English has been learnt for many years, we still find that senior high school graduates cannot understand and use English well both in spoken and written form. Many students complain that they have the ideas what they are going to write but they do not know how to put them into a paragraph coherently. They cannot link several sentences into one coherent idea.

From these facts the researcher believes that for the most of the students, writing is difficult skill of language. This also admitted by Byrne (1988:4) who says that writing is difficult for most people both in mother tongue and in foreign language. Therefore, the researcher was encouraged to look it closer by doing a research on this matter, particularly in recount text writing. The researcher assumed that the students need guidance in writing recount text to make them easier in expressing their ideas. He believed that by guiding the students through Guided Questions in the recount text writing process, they would have something to write and their writing would be well organized. This is because Guided Questions requires students to write the text based on the set of questions that is given by the teacher.

Rivers (1978:245) says that to be able to write in foreign language, the students must be trained systematically through five steps of development: copying, reproduction, recommendation, guiding the students' writing and composition. From the statement, we can say that guiding the students in their writing process is needed to help them express their ideas in good composition. So, Guided Questions can be considered as one of the alternative techniques that can be used in teaching writing recount text. In the activities of teaching writing using this technique students were given some questions as a guidance to lead them write recount text. They were not just given the actual text that they would write, but they were given a series of questions which the answers could help them to form the text.

The implementation of Guided Questions in teaching writing recount text was assumed to be able to improve the ability of first year students of SMA N 1 Seputih Agung Lampung Tengah in writing recount text. Hence, this study was to implement Guided Questions to improve students' ability in writing recount text.

B. Research Problem

In reference to the background of the problem stated above, the researcher formulates the research problem as follows:

Is there any significant improvement of the first year SMA students' ability in writing recount text through Guided Questions?

C. Objective of the Research

In relation to the formulation of the problem, the objective of the research is:

To find out whether there is significant improvement of the students' ability in writing recount text after being taught using Guided Questions.

D. Uses of the Research

It is expected that this study can have following uses:

1. Theoretically, it can support theory that Guided Questions can be applied to improve students' recount text writing ability.
2. Practically, it can inform English teachers about teaching writing recount text using Guided Questions and as one of alternatives techniques in teaching recount text writing.

E. Scope of the Research

This research was conducted at SMA N 1 Seputih Agung, Lampung Tengah, in the first semester of the 2010/2011 period. Based on School Based Curriculum (KTSP), recount text is one of the texts that should be mastered by the first year of SMA students. This research was focused on improving students' recount text writing ability through guided writing in form of Guided Questions. The samples of this research were two classes. Each class consisted of 38-40 students. In this research, the students were asked to write recount text based on some questions given to lead them in the writing process. The students' achievement in writing was evaluated based on its content, organization, vocabulary, grammar and mechanic. The material was adopted from the English Curriculum of SMA.

F. Definition of Terms

- Writing is the ability to arrange the graphic system such as letters, words, and sentences in the language being used in order that the reader can understand the message and information intended.
- Text is a unit of language use. A text is grammatical unit that is larger than sentences but it is related to sentences in the same way that a sentence related to clause, clause to group words and group words to letters.
- Recount text is the text that shares a story of what happened in the past. With this text, a writer wants to tell the readers what (s) he or someone else experienced. The text structure of a recount is orientation (tells the readers the main idea and setting of the story), series of events (story

develops based on the sequence of the events) and re-orientation

(summarizes the story and tells the writer impression)

- Guided Questions is some questions that is given to lead the students in the writing process. By giving the students some questions as guidance, they will answer the questions that help them to write well.