

## CHAPTER I

### INTRODUCTION

This chapter discusses about the introduction of the study. It gives the general overview of the study. It presents the background of the study, the research problem, the objective of the study, significance of the study, and definition of the key terms.

#### **A. The Background of the Study**

Writing is an activity in which a person expresses ideas, thought, expressions and feeling in the form of written word. In addition, Tarigan argues that writing is a language skill that is used for indirect communication.<sup>1</sup> It is necessary as like speaking. It is also the one of important course in English lesson. In writing process, there are some factors that influenced the student to improve their writing. In Senior High School, the students always feel hard to write something into foreign language as like English. The factors of the problem could be lack of students' understanding in grammar, vocabulary and sometime they cannot imagine something that could be used in their writing.

Writing course in Senior High School were classified into writing recount text, procedure text, narrative text and descriptive text. Most of students' skills are far away from their learning target. In other words, although the students have written several sentences, they mostly find

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<sup>1</sup> Tarigan, G. 1987. *Menulis sebagai suatu Keterampilan Berbahasa*. Bandung: Angkasa. p. 7

difficulties on how to continue their writing. These frustrate the student and as the result, they tend to stop their writing. The teachers are supposed to have brilliant methods or techniques to help the student in stimulating the ideas in order to pass the writing courses.

Guided question is one of the alternative technique to improve student writing skill. This technique allows the teacher to guide the student to generate their own ideas in writing. Lewin states that the function of guiding question technique can direct the students' ideas when writing in processing that need flexibility and recursive directions.<sup>2</sup> The term of guiding question refers to the question work in which the student are guided in writing.<sup>3</sup> The teacher use question words to ask certain types of questions, then the student do their writing task based on the teacher guidance.

There have been some previous studies researching the use of guiding question techniques in teaching English. The previous study focus on the use guiding question in teaching writing. Among the studies are the one conducted by Inaty (2015), Imelda et al (2014), and Pertiwi (2013).

The first previous study was conducted by Inaty (2015). This study focus on the use of guiding questions in reflective writing.<sup>4</sup> The differences between the research and the previous study above are the object of the study and text analysis. This study presented sought to explore possible differences in reflective writing once guidelines were presented to a group of interns in

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<sup>2</sup> Lewin, Larry. 2003. *Paving the Way in Reading and Writing: Strategy and Activities to Support Struggling Students in Grade 6-12*. San Francisco: United of America. p. 120

<sup>3</sup> Bramer, G R., & Sedley, D.1981. *Writing for Readers*. Ohio. Charles E. Merrill Publishing. p. 48

<sup>4</sup> Jase M, Inaty. 2015. Reflecting Writing through the Use of Guiding Questions. *International Journal of Teaching and Learning in Higher Education*. 27 (1). p. 104-113

the College of Education. There was also a significant improvement in the quality of written reflections after reflection guiding questions were presented and used. This study contributes to the knowledge base of reflective writing of Emirati students and emphasizes the importance to support the form of guiding questions.

A similar study was conducted by Wardani et al (2014). This study focused on improving the writing ability in descriptive text through guided-questions technique in MAN 2 Model Palu.<sup>5</sup> The differences between the research and the previous study are the research design and the kind of the text. This study was conducted to find out whether the use of guided-questions technique can improve the students' ability in writing descriptive text by using pre-experimental design. The result of the data analysis showed that t-counted (11,97) was greater than the result of t-table (1,729) by applying 0,05 level of significance and degree of freedom. The study gave evidence that guided-questions technique could significantly improve the ability in writing recount text.

Pertiwi (2013) conducted the study that focused on the implementation of guiding question technique in writing recount text for the eighth graders.<sup>6</sup> The differences between the research and the previous study above are the object of the study, the students' level and the research methodology. This study used recount qualitative design to obtain the result.

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<sup>5</sup> Imelda, W., et al. (2014). *Improving the Writing Ability in Writing Descriptive Text through Guided-Questions Technique*.

<sup>6</sup> Nurcahyaning, S. P. (2013). *The Implementation of Guided Question Technique to Teach Writing Recount Text for the Eighth Graders of Junior High School*.

The result showed the improvement of the students' comprehension in writing recount text. It can be seen for student's writing tasks at the first and second meeting.

With the background elaborated above, the researcher is interested in conducting a research entitled "Using Guiding Questions to Improve the Students' Writing Ability in Recount Text of the Tenth Grade Students of MA Raudhatut Thalabah Ngadiluwih Kediri".

### **B. The Research of Problem**

Based on the background above, the problems of this study is "how can guiding questions improve the students' writing ability in recount text of the tenth grade students of MA Raudlatut Thalabah Ngadiluwih Kediri?"

### **C. Objective of the study**

Based on the research problem above, objectives of the study is to improve the students' writing ability in recount text of the tenth grade of MA Raudlatut Thalabah Ngadiluwih Kediri.

### **D. Significant of the Study**

The result of this study is expected to be useful for the next researcher and the teachers in general.

#### **1. For the Teacher**

This study is supposed to be a motivation to expand the students' quality of writing ability. Especially the teacher can be more creative to teach with variations technique as like using the guiding questions.

## 2. For the Students

This study will help the students in order to write recount text easily. Then the students' writing ability in recount text will be improved.

## 3. For the Next Researcher

The result of this research would give information about the usage of guiding question to improve students' writing ability. For the member of society can continue and participate actively in improving the national education. It also can be reference for further researchers.

### **E. Scope and Limitation**

This research was conducted at MA Raudlatut Thalabah. The subject were the tenth grade students of MA Raudlatut Thalabah in academic year 2016/2017. This study focused on improving the writing ability which was being specified to collect ideas in writing recount text.

### **F. Definition of the Key Terms**

Before preceding the further discussion, the definition of key terms is intended to avoid confusion and misunderstanding, which are as follows:

#### 1. Writing

Writing is the way of thinking which becomes part of language and also it means a communication. In this research, it is define as a process of writing recount text by answering the guiding question.

## 2. Teaching Writing

Teaching is the work that a teacher does in helping students to learn. In this research, it is define as a process of teaching writing recount text by using guiding question as the technique.

## 3. Recount text

Recount is a text which retells events or experiences in the past. In this research, it is define as text that write by answering the technique.

## 4. Guiding Questions

Guiding question is defined as the basic of question that directs the search for understanding. In this research, it is defined as the questions that lead the students' idea to find the whole things that are questioning by the teacher.