

CHAPTER I

INTRODUCTION

The chapter presents the background of the study, formulation of the problems, scope of the research, objectives of the research, significance of the research and definitions of key terms.

A. Background of the study

Writing is very complex component of language to achieve, particularly for those who will continue their study at university level. Bell and Burnaby quoted by Nunan point out that is writing is a complex activity where writer is required to demonstrate the control of content, organization, grammar, vocabulary, and mechanic.

This also means Senior High School students need to always practice their writing ability in order to be able to apply knowledge of English composition as required in the Senior High School English curriculum. Because, according to the educations rule of our country (KTSP) for English subject, there are four skills to be mastered, they are listening, reading, speaking and writing.¹

According to the curriculum, the goal of teaching at Senior high school in Indonesia that the student must be able to develop and master in communicative competence is writing as well as they can. In our curriculum, the English material is taught based on text. One of the texts that the Senior High School students have

¹ Departemen pendidikan Nasional. *Peraturan Materi Pendidikan Nasional No.22*. Jakarta: Direktorat Pendidikan Dasar dan Menengah. 2006

to learn is recount text. But doing writing in order to express the ideas is not that easy to them. Sometimes they have an idea on their mind but they confused and could not put it into paragraph. Diharyono says that student know or have the ideas as what they are going to write but they do not know how to them into words, they cannot build a good sentence.

The 2006 Standard of Content indicate that writing competence includes the competence in writing short functional texts, monolog texts or essays in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

Recount text is a kind of genre which must be learnt in the first grade of senior high school. Recount text is used to retell events for the purpose of informing or entertaining. Through recount text, the student can talk about their experience which is not unforgettable. As long as the time of teaching learning of recount text writing in the first year student of Islamic Senior High School (MA Islamiyah) is low. When I asked to the teacher about the assignment of students about their recount writing, the teacher said that the student could not put their experience into a paragraph. Actually they have many experiences in their mind, but they fill confused to make it into hand writing. Concerning the problems that the students faced when they tried to express their ideas into written form, a teacher should choose an appropriate technique in teaching recount text writing. One of the techniques which can be applied in teaching recount text writing is Guided Writing in the form of Guiding Questions. The researcher chose guided

writing in the form of guiding questions as a 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 believed that by giving them such questions as a guide, then, the students follow the questions while they are writing, they will express the idea in form of writing easily and their piece of writing will be better organized.

And in this research the researcher is going to apply the guiding questions technique in the classroom, especially in first year Senior High School. The reason why the researcher chose recount text, since based on the School Based Curriculum, one of the objectives of teaching is that 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. Another reason is that recount text is assumed to be appropriate with guided writing in the form of guiding questions. Based on the descriptions above, the writer used guided writing in the form of guiding questions to develop the students' ability in writing recount text. I assumed that guided writing in the form of guiding questions would help the students arrange their ideas coherently, and it is also gives the opportunity for the students to develop their own idea freely by answering the questions given by the teacher. And 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.

In other words, the writer believe that guided writing in the form of guiding questions as a method in developing the students' ability in writing

recount text. Therefore, the research is entitled "Developing Recount Text Writing Ability of first grader of MA Islamiyah Plemahan Kediri through Guiding Questions Technique"

B. The Statement of Problem

Based on the situation above, we know that there is a problem which happens in the classroom. That is:

1. How can Guiding Questions Technique develop the writing recount text ability of the first grader of MA Islamiyah Plemahan through Guiding Questions?

C. Objective of Research

Adjusted to formulation of the problem, the objective of this research was to know how is the implementation of Guiding Questions Technique and how can Guiding Questions Technique to develop the recount text writing ability of the first grader of MA Islamiyah Plemahan through Guiding Question Technique.

D. Uses of Research

Hopefully, the research could have the following uses:

1. Theoretically, it may support theories that guiding questions can be applied to develop the students' ability in writing recount text.
2. Practically, it may inform English teachers on how to teach recount text by using guiding questions.

E. Scope of Research

The research was conducted to the first grader students of MA Islamiah Plemahan Kediri. Based on the School Based Curriculum (KTSP) 2006 English Curriculum, in the first semester they should have already been taught about recount text. They also had already studied grammar and vocabulary. And one of the texts that had been learned by the students is recount text.² So, the researcher used guided writing in the form of guiding questions in teaching recount text writing. The students' achievement was evaluated through the recount text writing's aspects; content, organization, vocabulary, language use, and recount text structures (orientation, series of events, and re-orientation). The materials of teaching were taken from *Look Ahead*, an English textbook for first semester of the first year students of junior high school adapted from the English curriculum. The topics which were discussed by the students in writing recount text were an unforgettable experience and an unforgettable trip.

E. Definition of Key Terms

1. Writing is an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words.

² Departemen pendidikan Nasional. *Peraturan Materi Pendidikan Nasional No.22*. Jakarta: Direktorat Pendidikan Dasar dan Menengah. 2006

2. Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence.
3. Orientation is one of the elements of recount text that provides the setting and introduces participants.
4. Series of event is the element of recount text which tells the events chronologically. It begins from the first event, followed by the second event to the last event.
5. Re-orientation is the element of recount text that concludes the events by summarizing outcomes or results. Not all recount text closed by reorientation. It is optional.
6. 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.