

CHAPTER I

INTRODUCTION

This chapter presents an introduction that consists of the background of the study, the statement of the problem, objective of the study, the significance of the study, hypothesis, scope and limitation of the study, and definition of the key terms.

A. The Background of the Study

Writing is actually an action to compose ideas. Writing is also one of the English skills besides speaking, listening and reading. Each of these skills have the important role for the teaching and learning process. Writing and speaking are productive skills. That means they involve producing language rather than receiving it.¹ It is known that writing almost has the same characteristic as speaking, that is to communicate. What makes them different, in speaking, the purpose of communicating and showing the ideas is directly done by ignoring the grammatical mistakes in the spoken language. However, the purpose of writing that is to communicate the ideas by looking at the grammatical mistakes so that the readers can understand the message which will be extended by the writer effectively.

Writing belongs to the productive skill that should be mastered in order to communicate their ideas and feelings with other form. In line with this statement, Rames states “ Writing is skill in which we express the idea feelings and thoughts arranged in word sentences, and paragraphs using eyes, brain, and

¹Mary Spratt, et. al., *The TKT Teaching Knowledge Test Course*, (Cambridge : Cambridge University Press, 2005), p. 26.

hand.”² “ In addition, Tarigan states “Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to other though written form such as letter message, or invitation for communication.”³ From these statements, it can be concluded that writing refers to a process in which its activities are not prodused immediately. The writers must think first about the topic, try to know the topic and find some informations about the topic.

Guided writing technique focuses on creating paragraph though writing process. By using it students will not be left alone in creating but instead they will be guided and monitored from the first until the last step. It fulfill students' need in achieving their writing goal and thaugh teaching sequence it will enhance their writing and independence. In guided writing, as in guided reading the students progressively take control of the writing process. The teacher usually works in a group on a focused task. The teachers know what the students have already learned, what their needs and interest are and what their next learning steps will be. These steps are generally identified as the learning goals for a writing task that follows on a model provided during shared writing. The students construct their texts individually, working with the ideas about writing already developed with the teacher. The teacher supports them in working out how best to convey their message to the intended audience.

² A. Raimes. *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 76

³ Taringan G. *Menulis Sebagai Suatu Ketrampilan Berbahasa*, (Bandung : Angkasa, 1987) p.7

There are lots of English text that have to be learnt by students in Senior High School leve such as recount, narrative, procedure, spoof, descriptive etc. The importance of teaching these texts have been written in Depdiknas (2007):

Salah satu rumusan standar kompetensi dan kompetensi dasar untuk mata pelajaran bahasa Inggris di SMA adalah kompetensi yang harus dimiliki oleh peserta didik sebagai sebagai hasil dari mempelajari bahasa Inggris adalah menulis (mengungkapkan makna dalam teks fungsional pendek dan esei sederhana berbentuk : *recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, dan review* dalam konteks kehidupan sehari-hari.

Based on observation, recount paragraph also was difficult for students in writing. Writing recount paragraph is unfamiliar for students and it was not similar writing the others text, they have difference in generic structure and language feature among them. Students do not have background knowledge about recount paragraph. It made them confused to finish recount paragraph. Students still found difficulties to use the correct grammar and tense. The researcher also found difficulties to find the media in technique to teach recount paragraph. In order to make student not bored and become interested in writing, one alternative that could be used to overcome this problem was guided-writing technique.

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.⁴ The purpose of a recount is to give the readers listeners what occurred in a series of event and where or when it happened. The tense that used in recount

⁴ Hyland, *Genre and Second Language Writing*, (London: The University Of Michigan Press, 2004), p. 29.

paragraph is past tense. Based on explanation before, the researcher concludes recount text is a text that tells the reader about what had happened in series of events in sequences.

Writing is not easy because we should know and understand about the function and the generic structure of the text. Writing skill is not only talks about grammar and vocabularies but also the conceptual and judgment elements.⁵ Because of the difficulties, some efforts have been done to solve the problems. The purpose is to make writing become easier and more interesting to be learnt by students.

Realizing that teaching English especially in writing skill is very important to be learnt by students, teacher has to formulate the method and choose to use the good media to help them in teaching writing. The researcher considers that Guided Question hopefully can help teacher in teaching writing process. Hamalik as quoted by Arsyad states that using a variety of media in the learning process will motivate and increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop.⁶ Psychologically it gives positive effect for students in improving their skill.

Besides using a variety of media, teacher also thinks the teaching methods. According to Mackey, cited by Setyadi, there are some factors that affect the choice of method in the teaching learning process. Those factors are age, aptitude, second language level, interest, and the time he can devote to

⁵J. B. Heaton, *Writing English Language*, (London: Longman, 1975), p: 138.

⁶Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT RajaGrafindo Persada, 2008), p. 15

language learning. The other factors that affect the choice of method are the size of group and the culture of group.⁷ For the successfulness of teaching writing skill to senior high school students, the teacher must develop curriculum; select the appropriate teaching materials, teaching methods, and learning assessments. Furthermore, one way to help the teacher in teaching writing recount text is by using media.

Due to the reason above, the researcher tries to investigate “**THE EFFECTIVENESS OF USING GUIDED QUESTION TO INCREASE STUDENTS’ WRITING SKILL IN RECOUNT TEXT**”.

B. The Statement of the problem

Based on the background of the study above, the researcher intends to answer the research problem: Do the students who are taught by using Guided Question have better writing skill than the students who are not taught by using Guided Question?

C. The Objective of the Study

Based on the problem above, the writer can conclude that the objective of the study is to know whether Guided Question is effective or not to increase students’ writing skill at the eleventh grade of MA Hasan Muchyi in the academic year 2014/2015.

⁷ Bambang Setyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 177.

D. Hypothesis of the Study

The hypothesis of this research is:

“ The students who are taught by using Guided Question have better writing skill than the students who are not taught by using Guided Question.

E. The Significance of the Study

Theoretically, the result of this research will open the readers' mind and give them new knowledge about the effectiveness of teaching writing recount text by using Guided Question. They will find a new knowledge about how to teach and to increase the students skill in writing.

Practically, it is expected to be useful for :

- a. For English teachers, this research is expected to give contribution for in teaching writing, especially in teaching recount text.
- b. For students, this research is expected to give information and knowledge in teaching writing in recount by Guided Question.
- c. For future research, this research is hoped that teaching writing recount text by Guided Question can be applied in the class. In the future, the researcher hope that there are many people will create the teaching writing with many media, so it can be easier for the students in understanding and mastering the writing skill.

F. The Limitation of the Study

This research is focused on the students' writing skill achievement this study is focused in the empirical evidence that the students who are taught by

using Guided Question have better writing achievement than those who are not taught by Guided Question to the second semester 2015/2016 academic year. This research is focused on the teaching of recount text by using Guided Question as the instructional method.

G. The Definition of the Key Terms

For the purpose of avoiding misunderstanding the following three terms. We need to be operationally defined.

1. Writing

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. Recount Text

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence.

3. Guided Question

Guiding Questions is a method or media that is used by the researcher by creating some questions. It 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. The purpose is 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.