

CHAPTER I

INTRODUCTION

A. Background of the Study

Relating to KTSP (Kurikulum Tingkat Satuan pendidikan) 2006, teaching and learning process of English language, writing is one of the most important skills which has been realized that it must be mastered by the students. Bowker (2007:2) states that writing is a skill that is required in many contexts throughout life. It is considered that writing is also as the indicator toward the students' success in learning English and their future professional careers.

The aim of writing is conveying the ideas, thoughts, and feelings to writing form. Writing is process of putting ideas into words, then arranges the words into sentences, and then combines them into paragraph. A good writing is discovered by combination of words which allow people integrity to dominate their subject with a pattern both fresh and original (Hyland:2002). Writing required the mastery of vocabulary, spelling, grammar, punctuation, appropriate content, and coherence.

In fact, teaching writing is not easy as it looks. Among the four language skills (listening, speaking, reading and writing), writing is the most difficult to be mastered by the students. This is supported by Heaton (1990:135) who states that writing skills are complex and difficult to teach, not only requiring mastery of grammatical and rhetorical devices, but also of conceptual and judgmental elements. It means that in teaching writing, the teacher is expected to help

students to write their ideas by using correct grammar, appropriate vocabulary and punctuation which are some indicators showing the success of writing.

In line with writing the School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, which more focus in genre of writing, students in Junior High School are expected to be able to write many genres, such as descriptive, narrative, recount, report, expository, procedure, reports, news item, and anecdote. In syllabus, the researcher found that recount text is chosen as one of the genre that the students must learn, which is stated in Standard Competence of Eighth Grade of Junior High School curriculum of English subject. Recount text is a text which retells the past events chronologically (Dirgeyasa, 2012: 17). In a recount text, the writers can tell about their experience and also their feeling when they had that experience.

In fact, most of the students are not able to write recount text. The students find some difficulties in building and developing their ideas, choosing the right words, using the grammar and organizing the text. Based on the unstructured interview with the English teacher of MTs. Al-Azhar Medan Sunggal which conducted on 16th of March 2015, there were some problems faced by the students. First, most of students had difficulties if they were going to write or express their ideas while writing recount text, they confused about what they would write and how to write it and they were difficult to connect between one sequences of event with others. The researcher assumed that those problems came because the students can not generate their ideas; therefore they did not know which one to write first. The other problem was that the students had difficulties

in making simple past tense with regular and irregular verb selection. Consequently, they could not make a good recount text.

The researcher also got the data from the English teacher of MTs. Al-Azhar Medan Sunggal. From the data, when the students did a test in writing recount text. Most of their score was low. To support this statement, the researcher provided the students' score achievement in the table 1.1 below:

Table 1.1 the Eighth Grade Students' Score of Recount Text Writing in the First Semester at MTs. Al-Azhar Medan Sunggal in Academic Year 2014/2015

| Semester | Score | Students | Percentage |
|------------------------------------|-------|----------|------------|
| 1 st Semester 2014/2015 | < 70 | 25 | 75 % |
| | ≥ 70 | 13 | 25 % |

Source: The English teacher's evaluation of MTs. Al-Azhar Medan Sunggal (Syukur:2014)

Those cases are quite problematical and it should be solved because students will find bigger difficulties in the next writing lesson if their low degree of writing is not improved soon. As the effect, they will be continuous to have difficulties in writing any other text.

Dirgayasa (2014) states that there are five indicators such as; the learning materials, teaching technique, assessments, students profiles, and teachers' profiles as well to make teaching and learning process successful, especially in teaching recount writing. The use of creative teaching techniques is necessary for motivating students to learn English, especially writing a recount text 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, especially recount text.

The technique which can be used in teaching recount text writing is through guiding questions. The teacher 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, put their ideas into words or organize their ideas in the form of written languages effectively. The assumption above is supported by Raimes (1983:101) states that the guiding questions are used to allow students a little more freedom in structuring sentences. Carefully constructed questions will produce coherent context.

In line with the background above, the researcher conducted a study with title: The effect of guiding questions technique on students' achievement in writing recount text. The researcher expected to find the effect of guiding questions technique on students' achievement in writing recount text.

B. The Problem of the Study

Based on the background of the study above, problem of the study on this research can be formulated as:

“Is there any significant effect of guiding questions technique on students' achievement in writing recount text?”

C. Objective of the Study

In relation to the problem above, the objective of the study is to find out the effect of guiding questions technique on students' achievement in writing recount text.

D. The Scope of the Study

There are many types of writing texts namely narrative, descriptive, recount, procedure, explanation, discussion, exposition, news item, report, anecdote, spoof and review. This study focused on the applying of guiding questions technique on students' achievement in writing recount text, especially personal recount. In this case, the object of the study was limited on the Junior High School students grade VIII at MTs. Al-azhar Medan Sunggal.

E. The Significant of the Study

The findings of the study were expected to have both theoretical and practiced importance to write as a process and product, especially the framework of writing. Theoretically, the findings of the research can be used as a reference for those who want to conduct a research in English teaching-learning process especially in teaching writing recount text.

Practically, the findings of the study were important and useful for:

1. The English teachers are suggested to apply guiding questions technique, because this technique can increase the teachers' professionalism in teaching writing especially recount text.

2. The Students can increase their ability in writing recount text by using Guiding Questions technique, because by using this technique the students are able to express their ideas, put their ideas into words and organize them in the form of written language effectively.
3. Other researchers are expected to conduct this study so that they have a good understanding to support their study especially in writing recount text.

