

## CHAPTER 1

### INTRODUCTION

#### A. Background

Writing is a way for people to express their ideas or assumptions in the sentences or paragraphs. Writing is one of the standard competencies that should be mastered by students. As cited in Ningrum (2015) one of four standard competencies that have to be learned by students is writing. In writing, students are hoped to be able to express many written meanings that have purposes in communicative, text structure based on Competence 2013. To create good writing is quite hard for people especially for students. Most of the students were also not able to construct sentences in past tense and arrange the sentences coherently (Wiliyanti, 2006). Pertiwi (2013) said in other words, although they have written several lines, they mostly find difficulties on how to continue their writing. In line with Wiliyanti and Pertiwi, Huy (2015) stated that writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. It is known that writing is a complex skill to be learned. The writing skill is more complicated than that of other language skills.

Basically, the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998) cited in (Javed et al., 2013). Expressing thought in writing is a complex subject, which involves the organization of thought, sound usage of English, and imagination

(Langan,1987 p.137). Writing is also very important to fulfil the education requirements, but nowadays students have less interest in writing (Muslim, 2014). Moreover, teachers have to drill students' skill in writing which is based on English standard competence (2006), one of the materials that have to be learned by students of the Junior high school, especially the second grade is about recount text.

According to Knapp (2005), recount text is basically written out to make a report about an experience of a series from the related event. Recount text is a text about something ever happens or about student's experiences in the past. Its purpose is to inform the readers. Recount text has a generic structure and social function that should be understood and applied by students in the way of writing a recount text. In fact, it is so hard for students to master writing skills, especially in writing recount text. Most Students are confused to write their ideas. They can not automatically start to write also they mostly find difficulties on how to continue their writing. Students know or have ideas about what they are going to write but they do not know how to put them into words (Diharyono, 1991). From that problems, it is important for the teachers to select an appropriate technique to build student's writing skills, especially in teaching recount text. One of the techniques that can be chosen in teaching recount text is "guiding question technique".

A guiding question technique is a basic question that direct the students for understanding (Traver, 1998). The guiding question also can be interpreted as

questions that mentally influence and lead students' ideas to find the whole thing that is being questioned by the teacher (Wilhelm, 2007). Guiding questions are used to give a chance for students in structuring their sentences (Raimes, 1983). In other words, the guiding question can help students to develop their idea in writing by answering the question that given by the teacher.

There are a lot of studies which has the same topic related to this research. The first is Pertiwi (2013) found that the guided questions technique is helping students in JHS of 3 Tuban to compose text since they just needed to answer the question. The guiding questions technique also helped students to generate their ideas in the writing process. In different line with Pertiwi, Kurniati (2015) looking for another technique that suitable for teaching recount text. Then she tried using the picture to drilled students' skill in writing recount text. Then, the result is using picture technique is effective to teach recount text.

Based on the explanation above, the researcher wants to know the effectiveness of guiding question technique to improve students' skills in writing recount text of second grade students at SMP BAKTI NUSANTARA 666, Cileunyi-Bandung. Different case with the previous researches, here the researcher implementing guiding questions in writing recount text for junior high school. So, the researcher is going to take a research under the title **“The Use of Guiding Question Technique to Improve Student’s Skills in Writing Recount Text”**

## **B. Research Questions**

The problem of this research is formulated in the following questions:

1. What is the students' skills in writing recount text before using guiding question technique?
2. What is the students' skills in writing recount text after using guiding question technique?
3. How significance is the guiding question technique in improving student's skills in writing recount text?

## **C. Research Objectives**

From the research questions above, this study is intended to acquire three following objectives:

1. To find out the students' skills in writing recount text before using guiding question technique
2. To find out the improvement of students' skills in writing recount text after using guiding question technique
3. To find out the significance of the students' skills in writing recount text using guiding question technique.

## **D. Significance of The Research**

It is known that writing is an essential skill that has to be learned by students. Therefore, having a good skill in writing is useful for the students in academic requirements. This research is expected to help students and give them positive influence to drill themselves in writing skill especially writing recount text. Practically, this research can help the teachers to teach writing in a various

way. Professionally, this research is expected to help the teachers to improve students' skill in writing recount text using guiding question technique.

### **E. Theoretical Framework**

Writing is a kind of communication. It is similar to speaking, writing also has a meaning for its readers. However, the difference is writing has more challenging from speaking. Writing is an activity that is in the process requires several stages. Speaking different from that, on activities is spontaneous (Broughton, 1980 p.118). He also said that structure a writing through three main stages. These will be: (i) controlled writing, (ii) guided writing, and (iii) free writing.

The first is controlled writing, it is interpreted as the beginning of the students' writing activity. Students in the control by the teacher in directing the writing, and they got an explanation of the purpose he/she wrote. The second is guided writing, it is interpreted as the activity of teachers in giving directions to the students in determining what they would write. Some terms of writing that must be followed by students. The last is a free writing, in this stage students freely to write their ideas on their mind without neglecting the terms. (Broughton, 1980 p.118).

In writing for junior high school, there are some genres of text that have to be learned by students. One of that genre is writing recount text. According to Knapp (2005), Recount Text basically is written out to make a report about an experience of a series of related event. Recount text is a text

about something ever happens or about student's experiences in the past. Its purpose is to inform the readers. The purpose of recount text is to retell an event with a purpose to inform or entertain the readers (Siahaan&Shinoda, 2008). recount text tells the information of what happened and when it happened. The story recount has expressions of attitude and feeling, usually made by the writer about the events (Saragih et al, 2014).

writing built by some steps. According to Boardman (2008) cited in (Saragih *et al*, 2014), those are stated that the steps for constructing of written recount text are: (a) The First paragraph that gives background information about who, what, where and when. It is called on orientation. (b) A record of events usually recounted in chronological order, named; event 1, event 2, event 3. (c) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation. (d) A reorientation which "rounds off" the sequences of events or retell about what happened in the end.

The language features usually found in a recount: (a) Use of nouns and pronouns to identify people, animals or things involved. (b) Use of past action verbs to refer to the events. (c) Use of past tense to located events in relation to speaker's or researcher's time. (d) Use conjunctions and time connectives to sequence the event. (e) Use of adverb and adverbial phrases to indicate place and time. (f) Use of adjectives to describe nouns. (Boardman, 2008) cited in (Saragih et al, 2014).

To improve students' skill in writing especially writing recount text with less interest from students certainly needs appropriate technique. One of the technique is the guiding question technique. A guiding question is a basic question that direct the search for understanding ( Traver, 1998). The guiding question also can be interpreted as questions that mentally influence and lead students' ideas to find the whole thing that is questioning by the teacher (Wilhelm, 2007). Guiding questions are used to give a chance for students freely in structuring sentences (Raimes, 1983). Here is the example of using guiding questions technique in writing recount text :

*Table 1. 1 The placement of guiding questions and recount text*

Part of Recount Text and list of guiding questions	Recount Text
5W+1H Questions  (Here is the teacher give some questions of Guiding Questions Technique considered with the topic chosen)	The Text of Recount  (Here are the students compose their idea in writing recount text by answering the questions that given by the teachers)

## F. Hypothesis

Hypotheses are predictions the researcher makes about the expected relationships among variables (Creswell, 2012). The formulation of the hypothesis of this research is presented below:

1.  $H_a$  accepted  $H_0$  rejected if  $t_{\text{account}} < t_{\text{table}}$ : it means that there is a significant influence of guiding questions technique on the students' skills in writing recount text.
2.  $H_a$  rejected and  $H_0$  accepted if  $t_{\text{account}} > t_{\text{table}}$ : it means that there is no significant influence of guiding questions technique on the students' skills in writing recount text.

## G. The Previous Research

The previous researchers conducted research which has the same topic related to this research. The first is Pertiwi (2013) was to conduct the research about the implementation of guiding question technique in JHS. The research design for this study was descriptive qualitative. The subjects of this study were the English teacher and the eighth graders of SMP N 3 Tuban. The researcher chose this subject since the teacher of this school had applied guiding question technique to teach writing recount text for the eighth graders. For the eighth graders, the researcher took their composition as a result of the implementation guiding question technique. There were 2 instruments that used to collect the data, the first is field note and the students' task. The observation was done on March 6th and 13th 2013 which guiding questions were implemented as a



technique to teach writing recount text. From the observation, the used of guiding question made the students easier to compose the text since they just needed to answer the question. It helped the students to generate their ideas in the writing process.

Ningrum (2015) also conducted the research using guiding questions technique to the students writing ability on recount text. It is applied to first-grade students of SMAN 4 Kediri in the academic year 2014-2015. In conducting research, the writer employed the pre-experimental research and one group pre-test post-test design. The population of this research includes 6 classes of the first year students of SMAN 4 Kediri in academic year 2014/2015 divided into 3 classes of Science, 3 classes of Social. By using cluster sampling, the writer decided to choose the Language class consisted of 24 students. The instrument of essay test recount was used to know the students' ability in writing recount, while to know the students' attitudes toward writing, the questionnaire consisted of 20 questions based on the three components of attitudes (affective, behavior, cognitive) were distributed. The statistical data in the research result data showed that the mean score of pre-test was 60 and post-test was 80. The students taught by Guided Questioning technique have better ability in writing recount text than those taught by Guided questioning technique in the term of content, organization, grammar, vocabulary, and mechanics. It can be concluded that Guided questioning technique gave very significant effect to teach writing

recount text because it developed significantly the students' ability in writing recount text; also it affected positively their affective and cognitive attitudes.

In line with Pertiwi and Ningrum, Iwan (2010) also conducted the research about developing students' writing skills through guiding questions technique. This research was conducted based on the experimental method. It applied the control group pre-test – post-test design modified from the idea suggested by Setiyadi (2006). The experimental method deals with two groups; experimental class 1 and experimental class 2. The samples of the research are the second year students of SMPN 1 Terbanggi Besar Central Lampung in the year 2009/2010. In determining the experimental class 1 and the experimental class 2, the researcher uses Simple Probability Sampling, using a coin. Since the data is in the form of students' ability in writing recount text, the data was collected by using two writing tests; pre-test and post-test.

The result of the test shows that there was a significant difference from pretest to post test after being taught by using Guiding Questions in the experimental class 1. The increase is from 53.9 up to 69.96. The application of the technique also increases all aspects of writing; content 15.53 up to 19.63, organization 12.9 up to 15.96, vocabulary 11.53 up to 15.06, the language used 10.9 up to 15.73, and mechanic 2.65 up to 3.53. The result of the computation shows that the value of two-tailed significance was 0.000. It means that H1 was accepted and H0 was rejected since  $0.00 < 0.05$ . It proves that the treatments given by the researcher had a better effect of the students' achievement.

The last research is taken from Amalia (2017), The study aimed to find out the effectiveness of guided question technique on students' writing skill of recount text from the eighth-grade students of MTs. Negeri 13 Jakarta. The method used in this research was a quantitative research and the design was a quasi-experiment. The sample of this research was two classes which were divided into experimental class and controlled class. VIII-B as the experimental class consisted of 35 students and VIII-A as the controlled class consisted of 36 students. In collecting data, the researcher conducted a writing test which was divided into pre-test and post-test. The data collected were analyzed by using SPSS v.22 and t-test.

the result of this research showed that there was a significant difference between students score in writing recount text by using guided question technique and without the guided question technique. According to the result of statistical calculation, it could be seen that  $t_o$  was 6.69 and  $t_t$  was 1.667. It means that  $t_o$  was higher than  $t_t$  ( $t_o > t_t$ ). Thus, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In conclusion, using guided question technique is effective on students' writing skill of recount text.

From those cases can be concluded that the guiding questions technique is one of alternative technique in teaching writing. The different point with Pertiwi(2013) that used qualitative in her research, here the researcher use quantitative research with pre-experimental design. Dealing with Amalia (2017), the aim of this research is to know the effectiveness of guiding question

technique to improve students' skill in writing recount text. The last is Mousa (2015) who conducted research in zayed university found that there was a significant improvement in terms of reflective writing detail and quality, and this implies that at least some student's reflective writing will be positively impacted when reflection guiding questions are presented. Then, the researcher is curious to take and apply the research to the second-grade students at SMP BAKTI NUSANTARA 666, Cileunyi-Bandung.

So, the researcher is going to take a research under the title **“The Use of Guiding Question Technique to Improve Students' Skill in Writing Recount Text (Pre Experimental Study at the 2nd Grade of Junior High School of Bakti Nusantara 666) “**

