

CHAPTER I

INTRODUCTION

1.1 Background

There are four English language skills that must be taught to the students such as Listening, Speaking, Reading and Writing. In teaching writing teacher should give many teaching activities. It is because to be able to write something related to the topic, students need to have writing experience. In writing, students should not only write something based on the topic given, but also should consider certain rules, such as the use of correct punctuation and the use of correct sentence structure.

In teaching a certain kinds of writing texts, teacher should explain about the grammatical features that are commonly used in the text, the generic structures of the text and the ideas development related to the writing topic. Therefore, teaching writing should be done in some process before students can develop their own writing. Students need a lot of practices to apply their writing ability. Commonly the problem faced by students in writing is to develop ideas. They do not know how to arrange their ideas in a good structure. Hence the teacher must be able to apply teaching technique to solve the students' problem.

Like other skills, writing needs to be developed as well. In the process of teaching and learning, writing is important as there is an exchange of knowledge and information between teachers and students. Writing is a language skill that is used to communicate indirectly. For example students can communicate their

thoughts, feelings, idea, or giving - information through letters, written sentences, essays and text.

Referring to this, Wilkins (1983: 14) states that students' learning depends on the effectiveness of the teacher techniques. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

According to Hyland recount text is a kind of genre that has social function to retell event of the life. The purpose is informing or entertaining. The tense that used in recount text is past tense.

In Oxford Dictionary (Bull, 2007) technique is the way of doing something especially skills. For the example Know-What-Learn (K-W-L), Free Writing Technique and Story Map Technique. Recount text tells the reader what happened. It retells a past event (Hood, 2000).

Based on the background, the writer is interested in conducting a study under the title **“USING GUIDED QUESTIONS IN IMPROVING THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT OF THE TENTH GRADE STUDENTS OF SMAN 1 KUPANG IN ACADEMIC YEAR 2015/2016”**.

The writer chooses guided writing in the form of guiding questions as a technique to develop the students' ability in writing text.

1.2 Statement of The problem

The topic of the study is specified into some problem statements. They are formulated in questions that should be answered in the data analysis later on.

1. Is guided questions effective in improving the writing ability of the tenth grade students of SMAN 1 Kupang in academic year 2015/2016?
2. To what extent is the improvement of writing ability of the tenth grade Students in SMAN 1 Kupang in academic year 2015/2016 after being taught using guided questions technique?
3. What are the areas of difficulties faced by the students in writing recount text?

1.3 Objective of the Study

The objectives of this study are:

1. To know the effectiveness of guided question in improving the writing ability of the tenth grade students of SMAN 1 Kupang in Academic Year 2015/2016.
2. To find out the degree of writing ability of recount text of the tenth grade students in SMAN 1 Kupang in Academic Year 2015/2016 after being taught using guided questions technique.
3. To find out the area of difficulties faced by the students in writing recount text.

1.4 Significance of the study

The result of the study is expected to be useful for the following parties:

a. The English Teacher

The result of this study is expected to be able to widen the skill of teachers by using question technique in order to improve student's writing ability.

b. The Students

The result of this study might be taken as a reference by the students to increase their writing ability.

c. The Writer

The result of this study is partial fulfillment of the requirements for Sarjana Pendidikan Degree in English Language Education that must be done by writer. By doing this study the writer expects that she will apply the new technique can improve students' motivation to write. She will find what the weaknesses of the teaching and learning in classroom did by the teacher. Therefore by using a guided question to improve students' ability in writing recount text will be effective.

d. Other researchers

As a reference to other researchers who want to study guided questions technique more intensively in teaching writing.

1.5 Scope and Limitations

There are lots of techniques used in teaching writing such as: four-phase technique, story map and group discussion. However this study specifies on the teaching of writing focusing on using guided questions technique.

While the writing used in this study is recount text. Using the theory as proposed by Anderson's scale which is devised based on oral ability scale found in Harris (1968). The writer wants to analyze the improvement of the ability in writing recount text using guided questions technique.

1.6 Definition of Terms

1. Improving

Improving comes from English word "improve" and based on *Oxford Dictionary* (Bull 2007), *improve* is becoming or making something better. Therefore improving in this study is a kind of effort with the purpose to make something better by the tenth grade students of SMAN 1 Kupang.

2. Ability

Hornby (2007) defines that ability is capacity or power (to do something physical or mental). In this study ability means the capacity or power of the students of tenth grade in SMAN 1 Kupang to communicate English.

3. Writing

According to Bryne (1997: 1) writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked

together, they will form coherent whole. Therefore in these study students of tenth grade will write their personal recount text.

4. Recount text

Recount text retells a past event (Hood, 2000). Text is the main written or printed of a book or page, contrasted with notes, illustrations, etc (Hornby, 1995:123). In this study researcher focus the recount text that must written by the students of tenth grade in SMAN 1 Kupang.

5. Guided questions

Guided questions are the fundamental query that directs the search for understanding provide focus and coherence for units of study (Traver, R, 1998:70-73). In this study guided question means helping students of tenth grade in SMAN 1 Kupang to deliver their ideas before writing by guided they some questions.

6. SMAN 1 Kupang

SMAN 1 Kupang is a state senior high school. Located on Jalan Cak Doko, Oebobo, Kupang.