

# CHAPTER I

## INTRODUCTION

### A. Research Background

Language is a tool that use to communicate with other people.

Language writing is an activity that combine words to form meaningful messages that a writer wants to express meaningful text or sentence. Writing is one of the important courses in the English lesson especially for junior high school students. According to the curriculum (Depdiknas: 2006), the goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives.

In writing process, there are some factors that influence the students to improve their writing. The factors can be lack of students' understanding in grammar, lack of students' ideas, and students can not imagine something that could be used in their writing. Besides, students always feel hard to write something because they learn English as a foreign language so they often find the difficulties when they want to write. There are some aspects that the learners have to know in order to increase their writing ability. The aspects consist of language use (grammar) and mechanical skills (punctuation, spelling, and capitalization). Therefore, in

teaching learning activities, writing skill is one of the skills focuses on the learners in learning a language.

Presently, curriculum of English material is taught based on the type text. One of the type text that has to be learnt by the eighth students of Junior High School is recount text. Students have to be able to understand the essence of the text and create a recount text cohesively, meaningful and continuity base on the social function, grammatical and generic structure of the text. The purpose of this text is telling something happened in the past and this text also has the structure, namely orientation, events, and re-orientation.

By indicating the problem above, the researcher interested was find a way to increase student' understanding on writing recount texts. Based on the previous research by Adelina (2012), entitled *the effectiveness using guided writing in writing descriptive text*, the research shows that the treatment successful in helping students in writing descriptive text. Moreover on research journal by Khatri (2014), entitled *effectiveness of guided writing in teaching composition* from khelnechour secondary school, Surkhet. The research state that using guided writing technique was an effective to improve students' writing skill. In addition Anggara (2013), entitled *the effectiveness of guided writing in improving students ability* also the investigation has proven effectiveness in teaching writing recount text.

In this research the researcher used Guided Writing technique to develop the students' ability in writing recount text. Through this technique,

the researcher was given the opportunity for the students to develop and demonstrate their own idea freely by compose their writing into collaboration in their group.

Based on the descriptions above it can be concluded that Guided Writing can help the students to develop and arrange their ideas each other coherently in recount text. Thus, the researcher was focused on the students' recount text writing ability. This research was conducted by pre experimental design. That was in which the researcher gave pretest first. After the pretest was already given to the students, the researcher gave the treatment of teaching writing using guided Writing. After the treatment was given, the researcher gave the posttest. The purpose of posttest was to find out the effectiveness of guided Writing technique in improving students' ability in writing recount text. Through this research, the researcher hopes that the result of this research will be useful in teaching recount text writing by using guided writing to the eighth grade students In SMP BP Haruniyah Pontianak Timur in academic year 2015/2016.

## **B. Research Problems**

Based on the background of the study, the problem of this study as follows:

1. Is the use of guided writing technique effective in teaching writing recount text at the eighth grade students of SMP BP Haruniyah Pontianak timur at the year 2015/2016 ?

2. How effective is the use of guided writing technique in teaching writing recount text at the eighth grade students of SMP BP Haruniyah Pontianak timur at the year 2015/2016 ?

### **C. Research Purposes**

Based on the research problem, the study is intended to:

1. To find out whether the use of guided writing technique is effective in teaching writing recount text at the eighth grade students of SMP BP Haruniyah Pontianak timur at the year 2015/2016
2. To find out the effectiveness of the use of guided writing technique in teaching writing recount text at the eighth grade students of SMP BP Haruniyah Pontianak timur at the year 2015/2016.

### **D. Research Hypothesis**

Hypothesis is attempts to explain, predict, and explore the phenomenon of interest. In many types of studies, this means that hypothesis attempts to explain, predict, and explore the relationship between two or more variables (Kazdin, 1992 in Marczyk, Matteo, and Festinger 2005:37). The hypotheses in this research were formulated as follow:

### 1. The Null Hypothesis (Ho)

The null hypothesis here is “the use of guided writing technique in teaching recount text writing to the eighth grade students of SMP BP Haruniyah Pontianak timur at the year 2015/2016 is not effective”.

### 2. The Alternative Hypothesis (Ha)

The Alternative hypothesis here is “the use of guided writing technique in teaching recount text writing to the eighth grade students of SMP BP Haruniyah Pontianak timur at the year 2015/2016 is effective”.

## E. Scope Of Research

In order to avoid misinterpretation, the researcher states the scope of research into two, namely:

### 1. Research Variables

Variable is one aspect in research that could be as the subject or as the object from the research which is required to be observed, discussed and answered. Marczyk, et al (2005:42) state that variable is anything that can take on different values. Meanwhile, Arikunto (2006:118) says, “Variabel adalah objek penelitian, atau apa yang menjadi titik perhatian suatu penelitian.” (Variable is the object of the research, or anything which is the center attention of a research). The variables of this research are:

#### a. Independent Variable

Independent variable is a condition that can be controlled by researcher to corellation about something. Marczyk et al (2005:42) state that

independent variable is the factor that is manipulated or controlled by the researcher. It is called “independent” because it is independent of the outcome being measured. More specifically, the independent variable is what causes or influences the outcome. The independent variable of this research is the use of Guided Writing as the technique in teaching.

#### **b. Dependent Variable**

Dependent variable is called “dependent” because it is influenced by the independent variable. Dependent variable is measure of the effect (if any) of the independent variable marczyk et al (2005: 44). It is called “dependent” because it is influenced by the independent variable. The dependent variable of this research is the students’ achievement of writing recount text.

## **2. Terminology**

In order to clarify the terms and to avoid misunderstanding and misinterpretation, the researcher provides the following explanations:

- a. Guided writing is technique of writing with a small group of students which the teacher gives instruction to writing .
- b. Recount text is a teks that telling what happend in the past through sequence events. Recount text has a generic structure those are orientation, events, and re orientation. This text tells about experience or activity of someone.

- c. Writing recount text is activity of write story about telling happend in the past especially tells about experience or activity of someone.

## **F. Research Significance**

By conducting this study, the researcher hopes that the result of this research will be useful for the reader, especially:

### **1. Teacher**

Giving a reference to development of teaching learning process especially in writing can make the students' writing will be better. Then, to know the student's ability in writing then it will give a chance to the teacher to choose the better technique of teaching writing.

### **2. Students**

Giving a contribution to the students how to improve their skill in writing using guided writing. Hopefully, this research helps the students in getting the target language, improving their writing skill and motivating them to get the best result.

### **3. School**

The finding is hopefully useful for the school board as informative data in making use guided writing available in schools in the teaching and learning process of writing.

#### **4. Headmaster**

The result of this study will add new experience in teaching and learning English. Then, the headmaster can improve the system of education and add this technique as good reference for their English teacher.

#### **5. Future Researcher**

Giving a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

