

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, significances of the research, rationale, hypothesis, and previous studies.

A. Background of The Research

The aim of this research is to develop students' writing skill, particularly in developing ideas for writing recount text. In order to develop their ideas, the students need to support their topics by some supporting sentences that are needed in the text and should structure their ideas well on the papers. Developing ideas is one of writing skills that must be learned. Moreover, writing skill, particularly on developing ideas should be mastered.

In Indonesia context, the purpose of the teaching writing is to enable EFL students to master functional and monologue texts in the form of genres such as descriptive, narrative, recount, procedure, and report (Depdiknas, 2006). Moreover, recount text should be required and mastered. Based on the syllabus of Educational Level Unit Curriculum (KTSP), recount text is the form of text that aims at retelling events for the purpose of informing or entertaining. In the recount text, the event that happened must be written chronologically, and the verb that is used must be past because it retells the past experience.

According to Alwasilah (2004), writing is the most difficult language skills to achieve by students and to teach by teachers. It should be a formal language, use

various vocabularies, consider the audience who does not directly see the writer, and avoid redundancy (Brown (1994) cited in Weigle (2003: 15). In addition, they should consider the aspects in the writing. According to Weigle (2002), there are five aspects of writing; those are content, organization, vocabulary, language use, and mechanics. Moreover, in order to produce a good writing, those aspects should be covered.

Based on the preliminary observation of teaching practice conducted in SMPN 01 Cariu, the difficulties were found in writing recount text. The students are hard in developing their ideas. It is caused that they do not have the related sentences that support the topic, for example the student's topic was a bad day. They do not support the topic by the related sentences that the events which happened in the bad day. As a result, they get confused when they are asked to write their ideas. In addition, lack of vocabularies and hard to structure their ideas also become their problems in writing. Moreover, they always do repetition words and do not know to arrange subject, verb, object in the sentence.

Regarding the difficulties above guided writing as the technique can be used to solve and to develop students' writing skill, particularly for developing ideas on writing recount text. The teacher guides the students through mind map. In creating mind map, they are guided by questions in order to create a central idea, branches, and keywords. They should make the sentences that made in their mind map. It can be the way for students to get and develop the idea through mind map. It is also supported by Patel & Jain (2008) that guided writing is the

guidance from teachers by way of asking questions, pictures, cues etc. Therefore, mind map is chosen in guided writing technique.

In addition, Brown (2007) states that guided writing is a teaching component designed to teach a specific skill or strategy to the whole group, a small group, or individuals, and to give students practice in writing. Therefore, to guide and stimulate students writing skill, the teacher needs to create small groups. The guidance is done by sharing their problematic writing in the discussion of a small group. The students asks the teacher to develop the idea that they get through their mind map that has been guided even to choose the words that fit with their thought or opinion. It is also stated by Parsons (2001) guided writing is the process where teachers develop and guide students' writing through discussion, join text construction and evaluation of their independent writing.

A previous research is carried out by Reyhan (2012) who finds the research the use of guided writing and sequences of pictures as teaching technique to enhance the ability of writing narrative of students in "different English course". In addition, the research that is found by Usman & Rizki (2016) using the guided writing technique to teach writing of analytical exposition text. Both of the researches showed that guided writing technique is effective in improving students' writing skills instead of different text like exposition text and narrative text. Besides, the research was done by Ningsih (2016) who finds about guided writing to improve the students' writing ability of junior high school students.

However, this research is somewhat different from previous research because mind map is the technique used in guided writing to develop students' ideas on

writing recount text. Questions are used to stimulate them in making mind map. This research focuses on developing students' writing skills on recount text through guided writing technique.

B. Research Problems

From the observation above, this study is intended to answer the following research questions:

1. What is students' writing skill before using guided writing technique?
2. What is students' writing skill after using guided writing technique?
3. How significant is the difference between students' writing skill before and after using guided writing technique?

C. Research Objectives

From the research questions above, this study is aimed at obtaining the following objectives:

1. To find out students' writing skill before using guided writing technique.
2. To find out students' writing skill after using guided writing technique.
3. To find out the significant difference between students' writing skill before and after using guided writing technique.

D. Research Limitation

This research is about "Developing Students' Writing Skill on Recount Text on Recount Text through Guided Writing Technique". This research is limited in developing ideas of writing skill. Students will be helped to develop their writing skill, especially on developing ideas in writing recount text by using guided

writing technique. There are many ways to guide the students in guided writing technique. Mind map is used in guided writing technique. In other words, this research focuses on the use of mind map of guided writing technique to develop students' writing skill in developing ideas.

E. Significances of The Research

The first, theoretically, the result of this research can be useful for English teacher as a reference to improve their technique in teaching students' writing skill. This research gives a wide knowledge to guide students' writing skill by mind map as the technique in guided writing. Hopefully, it could be beneficial as guidance in writing recount text for readers, especially, the teachers. In addition, it also could be the reference for future researchers to apply guided writing technique. The second, practically, it will be useful for students to improve their writing skill, particularly on writing recount text through mind map in guided writing technique.

F. Rationale

Nunan (1999) claims that learning to write fluently and expressively is the most difficult of four language skills for all students whether it is for first, second or foreign language students. Therefore, English, particularly writing, is the foreign language for students of SMPN 01 Cariu. They must write everything in their thought into written form. In addition, they have to organize their ideas in a paragraph. Also, they have to consider the aspects of their writing. It is supported by Weigle (2002), there are five aspects of writing; those are content, organization, vocabulary, language use, and mechanics.

To solve students' problem in writing, particularly in developing students' ideas, guided writing can be the solution. The opportunity is given to the small groups. They are asked to write their independent writing. It is supported by Badger & White (2000) who states that guided writing technique is a technique that gives them the opportunity to review a recently taught writing skill in a group or in a whole class setting and to apply new skills through independent writing. The students write independently by using their own words. The teacher gives the guidance on developing the ideas by mind map. It is used to practice their writing through the teacher's guidance in the small groups. It is supported by Oczkus (2007), the guided writing technique is an essential component of a balanced writing curriculum, providing an additional supporting step towards independent writing.

According to Robinson (1967), one of the possibilities for guided writing is by giving the students some questions by using the „wh“-questions, so that by answering these questions each student can get ideas which they can follow up and express in writing. Moreover, the questions that relate to the topic are used to stimulate them on developing the idea through mind map.

In teaching writing recount text, guided writing is used as the teacher's technique to develop their writing skill. Small groups are created in order to solve their problematic writing. In the small groups, the teacher stimulates them by mind map as the technique. Moreover, questions are used to create a central idea, branches, and keywords in their mind map. Then, mind map helped them to develop their ideas in writing recount text. In line with those statements, one

class is used in this pre-experimental research. For the detail, here is the following schema from rationale.

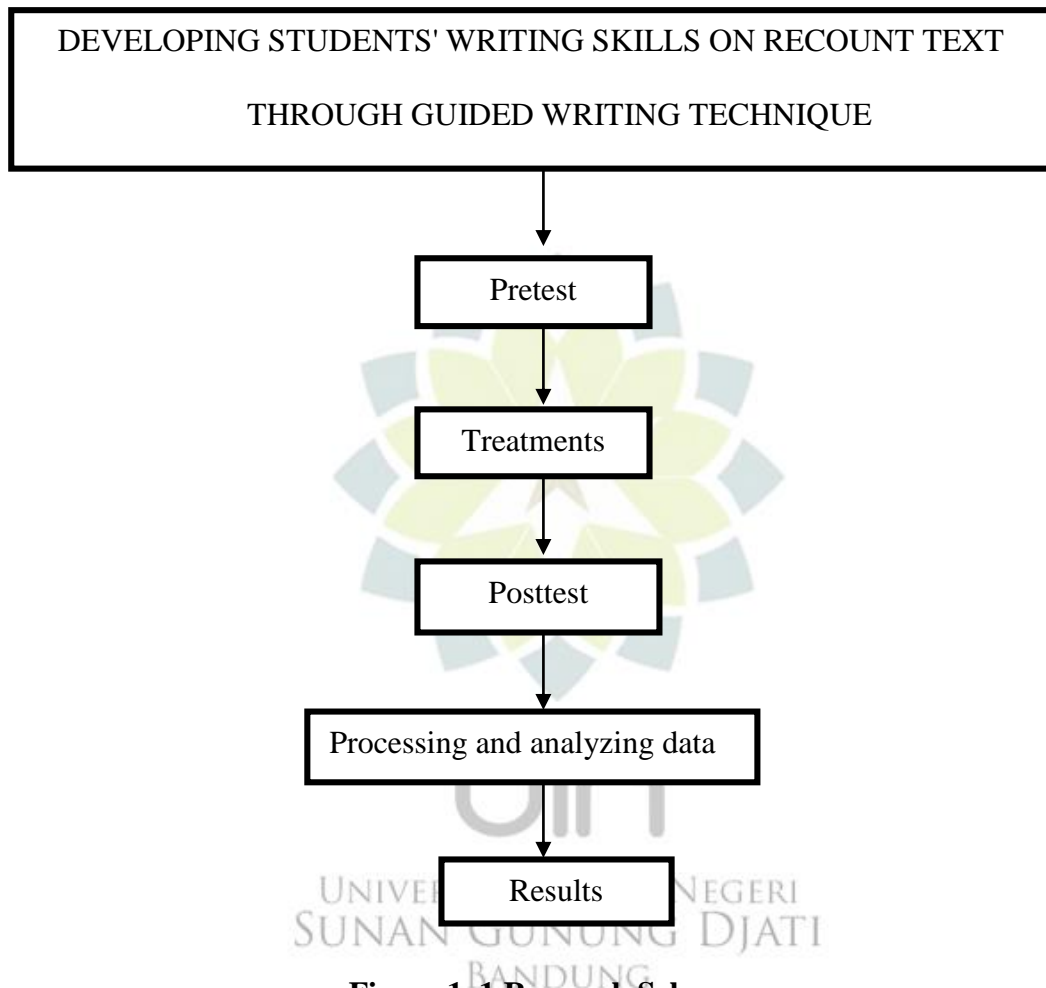


Figure 1. 1 Research Schema

First, the students are administered a pretest before obtaining the treatments. Second, students are given the treatments using guided writing technique in teaching English. Last, the result of this research is obtained by comparing the students' pretest score and the students' posttest score.

G. Hypothesis

According to Creswell (2012), Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. A clear prediction should be had that there is the significant difference between before and after using guided writing technique on students' writing skills. Moreover, this research has two variables; the first variable is guided writing technique as the "X" independent variable that influences the dependent variable, and the second is students' writing skill as the "Y" dependent variable. The research hypothesis is proposed as follows: "Developing Students' Writing Skill on Recount Text through Guided Writing Technique".

SPSS Windows version 16 by using paired sample T-Test with a significant level (α) of 5% (0.05). Here is the formulation in determining hypothesis (Rahayu, 2016).

H_0 : $\mu_1 = \mu_2$ (there is no significant difference on students' writing skill before and after taught using guided writing technique.

H_a : $\mu_1 \neq \mu_2$ (there is significant difference on students' writing skill before and after taught using guided writing technique.

In determining hypothesis by using Paired Sample T-Test, if t_{count} is higher than t_{table} , it could be interpreted that the null hypothesis is rejected. It means that there is a significant difference on students' writing skill before and after using guided writing technique. On the other words, if t_{count} is lower than t_{table} , it could be interpreted that the null hypothesis is accepted. It means that

there is no significant difference on students' writing skill before and after taught using guided writing technique.

H. Previous Studies

Several studies are conducted by three researchers about applying guided writing in teaching writing. The researchers have successfully stated that guided writing is effective in improving students' writing skills instead of in the different genre of the text, different style, and different technique in guided writing.

The first study is carried out by Abraham Reyhan (2012) who investigated the use of guided writing and sequences of pictures as teaching technique to enhance the ability of writing narrative of students in "different English course". The action research was used in the study. Moreover, three cycles of action research were implemented in the study. Pre-test and post-tests were conducted to monitor the students' writing improvement. In those cycles, the improvement of the students' writing ability included students enhanced their writing ability in organization and language use, and based on their views to the techniques and they chose sequences of pictures as the technique which mostly gave contributions to their narrative writing. As a result, guided writing and sequences of pictures can improve students' writing ability. It can be seen from their writing ability in organization, language use and the sequence of pictures as the technique.

The second study is researched by Bustami Usman & Zahratur Rizki (2016) who finds the research using the guided writing technique to teach writing of analytical exposition text. The study focused on students' assessments that were being taught to write analytical exposition texts. The study is implemented a true

experimental design which has two groups that are experimental group and control group. The findings of this study have been proven that the writing ability of both groups after the treatments was different according to the results from a t-test. The pre-test was done at the start of the first meeting to get a baseline for the writing abilities of all the students in the sample. This research conducted the experimental teaching over six meetings, while the first and the last meetings which were used for the pre-tests and the post-tests were not included as treatments. The findings of this research can be seen from the dozens of examples of student work, reproducible worksheets, student-friendly activities, teacher-friendly guidance and creative ways for students to share their writings. The students could start to write with confidence and competence. The guidance that is given in this research made them focus on conventions such as spelling, punctuation, standard usage, handwriting content, grammar, and mechanics. Guided writing technique is effective in this research. As the result, the study shows that there was a significant improvement of students' writing skill in analytical exposition texts.

The last study was done by Suma Ningsih (2016) who investigated guided writing to improve the students' writing ability of junior high school students. The design of the study is classroom action research (CAR). The instruments of the study are observation and writing test. The observation sheet was used while the teacher implemented guided writing in the teaching of writing. The writing test was applied in the end of the cycle. There were two cycles in this study. Each cycle consisted of three meetings for the implementation of guided writing and

one meeting for conducting test. The result of the study shows that guided writing can solve the problems in the teaching of writing found at MTs Almuna Samarinda. It can be seen from the improvement of the adjustments that are made in implementing guided writing in cycle 2, they were: simplify the topic about past even from child into teenagers, connect topic of writing talking about the things that the students love, like hobbies, and give more examples write English sentence or paragraph. Moreover, guided writing technique can improve students' writing skill in this research.

The studies mentioned above show that guided writing technique can take a role in developing students' writing skill. The guidance given is from the questions and the sequence of pictures. In addition, the guidance could be given in the small groups in order to help students in writing recount text. The guidance could be considered on the students' need and ability. It helps a lot for students to know their ability in order to produce a good writing.

However, this research is somewhat different from previous researches because mind map is used in guided writing technique to develop students' writing skill, particularly developing ideas on writing recount text. In guided writing technique, the teacher needs to create small groups. In the small groups, the teacher guides them to make a mind map. Therefore, questions are used to create a central idea, branches, and keywords in their mind map. Then, mind map helped them to develop their ideas in writing recount text. In addition, the genre used in the previous researches and this research are different. The genre of recount text is used in this research while the previous researches used narrative text and

analytical exposition text. The difference can also be seen from the method used. Pre-experimental method is used in this research while in the previous research used classroom action research and quasi experimental. Therefore, this research is somewhat different from previous research.

