

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, formulation of the problem, objective of the study, scope and limitation of the study, significance of the study, and definition of key terms.

A. Background of Study

Writing is one of the language skills that must be learned by foreign language students and students throughout the world. This is an activity to express ideas, thoughts, or even experience in paragraph form. Maharani (2007) states that writing is the expression of someone about their ideas, opinions, thinking, or feeling use language writing. Another statement explains the definition of writing skills, which are used to communicate indirectly, without having to meet with other people, (Faisal, 2013). We can say that writing is one of the language skills that students must be master. They use it to communicate with others or convey ideas, and emotions through writing.

In writing, students face many difficulties such as grammar, rejecting vocabulary, confusion about content, mechanics, and organization. Negari (2011) states that learning to write is difficult for those who write in seconds and in foreign in academic contexts. These difficulties are related to aspects of writing. Like the difference in time and situation one must also use different tenses, which means different types of verbs. The change of words that usually makes students confused when going to write.

But, in writing, we do not only need the correct grammar, punctuation, but also having good idea is also needed in writing. Based on several definition about writing above, it can be conclude that writing is not simple because writing requires some aspect not only grammar, rhetorical devices, vocabulary, but also other elements such as content, grammatical function, and the mechanics like punctuation, capitalization and spelling.

Another difficulties find when students need to have knowledge about the topic to be written and the context in which their writing will be read. If the knowledge of the topic is felt to be lacking, they will be very difficult to write something that teacher asked. Putri (2017) said that the students also got difficulties in emerging their ideas. In addition, students were lazy to bring dictionary. The students usually confused when they were going to start writing, and the students always have trouble in finding ideas that will be write in the forms of narrative text. Most students are usually confused about the structure of narrative texts because the teacher's explanation is sometimes monotonous it makes the students get difficulties to focus and master the narrative text material.

In learning narrative texts, students may have lots of problems. In fact, most students almost never follow the correct writing stages in their writing. They often copy texts from students who are good at English lessons. Sometimes they just rearrange cluttered or messy sentences given by the teacher or taken from the topic which are given by the teacher. They are confused about what they want to write, even though they understand the topic which is given by the teacher. But most students are confused about how to start writing narrative texts.

Because of that problem we know that on the revised K13 (Education Curriculum in Indonesia) there are five genres of texts that must be taught to the students in schools such as: descriptive, narrative, procedure, and report, recount. Each text has different social functions, schematic structures, and language features. Students must able to expose and be able to write different kind of texts. In this

research, the researcher will focus on narrative text that will give to the students. According to Rebecca (2010) a narrative text is text which tells a series of rational, and chronologically connected events that are caused or experienced by factors. By narrative text the students of senior high school are expected to be able to write a narrative text and get the moral value inside the story of narrative text.

In order to facilitate the students to get understanding in the material and to get the good score, the teacher should try technique or model for teaching writing in the class to help the students' problem in writing activity. The students need more teacher's creativity when teaching writing which will motivate them to do the writing activity in the classroom. That way, students will enjoy the learning process and mastering the material. Due to this situation, the researcher want to know the guided question technique that used by the teacher. The researcher are interested in this technique because it is easy to understand and can help students to discuss their ideas in learning writing skills especially narrative text. Guided questions is a technique that will use in this research. In teaching writing especially narrative text by using some questions or guided questions will help students' writing is concept of this research. According to Traver, guided questions can directs the students' idea when writing is processing (Traver, 2018).

Park (2002:2) stated that guided question are questions beginning with where, what, when, who, and why. It means that the guided question technique is used to help students gather ideas or guide students by giving a number of guided questions. In teaching narrative texts using guided questions, researchers must provide guided questions to help or guide students in gathering ideas more easily in learning them. In learning writing by using guided questions, students will write by answering the first question and so on. By answering guided questions that have been given can help students in compiling narrative text in accordance with the structure and will not experience difficulties or confusion in starting to write narrative text. The outline of

guided question helps the students to guide the students through presumably logical development of ideas that have been given some forethought.

Some previous studies have proved that teaching narrative text through guided questions technique at second grade. Julita (2018) conducted the research and the result showed that there was significant influence of guided question towards students' writing descriptive text. Hidayah (2015) conducted the research and the result shows that teaching descriptive text by using guided question is effective to improve the students' score writing. Imanisa (2017) the result of the data showed that there was a statistically significant difference of the students' ability in writing descriptive text after being taught through guided question technique. Wardani et al (2014) conducted the research and showed that guided question technique can be used to improve the students' ability in writing descriptive text. The last was conducted by Hariyanto (2018) the result showed that guided question toward students' procedure text writing ability had significant influence.

Based on the explanation above, the researcher is triggered to explore and explain how the teachers implement the guided questions, the teacher's perspectives towards the students' response and the challenges

B. Formulation of the Problem

Based on the background of the research above, the formulation of the problem in this study is

1. How did the teacher implement guided questions technique in teaching narrative text?
2. What are the teacher challenges in implementing guided questions technique in teaching narrative text?

C. Objective of the Study

In relation to the formulation of the problem, the objective of the research are:

1. To describe how is the implement guided questions technique in teaching narrative text
2. To know that are the challenges in implementing guided questions technique in teaching narrative text

D. Scope and limitations of the study

Based on the background that explained, the researcher only focus in the problem. The researcher want to know the implementation and challenges that using guided questions technique. Therefore, the researcher limits is narrative text.

E. Significance of the Study

The result of this study is expected to be used theoretically and practically

1. For the teachers.

This study is expected to be able to enrich the teachers' knowledge in term of teaching narrative text by using guided question.

2. For the students

This study is expected to make learning process more interesting, enjoyable, and easy to understand that will make students increase their writing skill especially in writing descriptive text.

3. For the further researcher

The result of this study is hoped as a basic consideration, information or reference for doing a further research. And expected to be able to bring positive impact in teaching-learning process

4. For the readers

By conducting this research, the researcher gives more information about guided questions technique. Hopefully the readers could improve the techniques to teach writing narrative text.

F. Definition of key terms

In order to avoid ambiguity and misperception, some terms in this study need to be defined as the terms below :

1. Writing

Writing is expressing someone about their ideas, opinions, thinking, or feeling use language writing. It mean that writing needs hard thinking to produce idea, words, sentences, paragraph, and composition

2. Narrative Text is text based on the plot, with the plot consisting of events, person, and conflict. Events tell about what happens in the story; person tells about the character that is involved in the story; and conflict tells about problem that needs to be resolved

3. Guided question

Guided question is a technique for teaching in which the teacher gives some question to the students applied to a topic in teaching and help the students in exploring ideas when they are going to write.