

CHAPTER I

INTRODUCTION

Language is a method for correspondence that has four abilities; listening, writing, reading, and speaking. Writing takes a significant job in learning languages. The individuals are expected to learn as their word-related or scholastic reason. In doing business, people are able to write business letters such as arranging letters, to apply for work, to make application letters; to complete occasions, to write propositions, and so on. While for understudies, we need to get used to writing for our thesis. In this way, we can say that writing is a vital requirement that individuals need for their motivations.

In writing, in order for readers to understand, not only does the grammar of the sentences need to be correct, but the points being stated also need to be written in certain sequence which allows readers to understand the text easily. This brings us to why a huge percentage of students find writing to be difficult.

Bryne (1998) stated that for students, writing is difficult because unlike speaking, it requires correct and clear sentence structure. Individuals ensure that the choice of sentence structure and its way to produce text and interpret on its own correctly.

There have been many observations on the cause of students' challenges in writing. One of them is a research done by Istianah Ramadani (2014) where she found out that students' writing in Indonesia is heavily influenced by their native language, Indonesia, even though English and Indonesian have different patterns of written discourse. She also found out that there is a poor organization in students' passages, this is caused by students' obliviousness that different styles and genres of texts have different ways of writing.

A research done by Nunung Sri Andayani and Made Adi Andayani (2013) revealed that students' achievement in writing, particularly in recount text is considered exceptionally low. According to them, 43% of the learners were incapable in writing a text properly. They explained that the biggest error that the students made was grammatical error, which was calculated to 36% and the lowest error made by the students is in the organization of the text which was 8%.

From Perguruan Dharma Bakti, it was found that students face difficulty to write and organizing their thoughts in texts, particularly in recount text. In Indonesia, recount text is a text that Junior High School's students in seventh (VII) grade are learning about. According to Knapp (2005:223), recounts have a fundamental structure of arranging sets of ideas. Writing a recount text means recording an event that happened in the past. The events are written chronologically according to the setting of time and place with the use of numerous conjunctions and sequence markers.

To master the students' achievement in recount text composition, there are many plenty strategies that teachers can use in the teaching process. Teachers are supported to discover new and better techniques to implement in the classroom for students to improve their achievement in writing skills.

A technique to help students' compose a text is the implementation of guided questions. Hariyanto (2018) explained that guided questions are a series of questions aimed to help the students in gathering ideas. The questions given are tools for students to find, generate, and develop ideas, details, and concepts related to the topic based on their answers. By implementing this technique in the classroom, students can firmly understand a topic beforehand, before beginning to write a passage.

Furthermore, there have been some researchers conducted about the effect and implementation of the technique of guided question. Indrasari and Julita (2018) found out students' writing skills improved after writing with the help of guided questions. The research showed that there is a compelling impact of guided questions towards learners' capability in composing and designing recount text.

Hence, this research aimed at the effect of guided questions technique on students' achievement in writing recount text.