

## CHAPTER I

### INTRODUCTION

#### **Basic consideration**

The teaching and learning activities in the classroom are always oriented to the mastery of the four language skill. The student is expected to have ability in using English as a means of communication, to interpret and express idea, feeling experiences through oral and written English. There are many efforts which have been done by the teacher, educators, and policy makers in making the student is able to communicate in the language. So many studies have been conducted in investigating problem that hinder the students' learning process as well as in offering some alternative solutions. According to competency based English curriculum for Junior High School, the program of teaching and learning English as a foreign language aim to developed students skill in listening, speaking, reading and writing. From the four languages skill that the student expected above writing skill is one of important to be mastery by the student. The students are expected to achieved competence in understanding oral and written text and to be able to express their though and idea weather in oral or written form effectively and creatively (Depdiknas, 2006, p.48).

Rass as cited in Tombokan (2001, p.6) said that writing is difficult skill for native speaker and nonnative speaker alike, because the writer must balance multiple issues such as contents, organization, purposes audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. It means that when someone starts to write something, they do the focus in order to achieve a good

writing English. Furthermore, Riyantoas cited in Syakir (2003, p.2) reports that the students' problems in writing are done by some factors, such as the lack of vocabulary, the lack of understanding on english grammar, and the lack of practice. Besides, the teacher's strategy or method in teaching writing is not varied so the result of the student achieves bored and low motivation.

By seeing the problem above, the researcher concludes that writing has needs creative tough from the English teacher because it is a basic language skill, then the teacher has to equip them with early and continually. According to Haris as cited in Syakir (1969, p.2 ) said that writing is highly sophisticated skill as it combines a number of elements, such as content, organization, grammar style and mechanic because, the complicated term of this element, many students still have difficult experiences in writing. The experiences of the researcherr in PPL II majority of the students dislike writing skill. Most of them will react when they ask to compose writing text; the researcher found the word like "oh this is very difficult, feel bored" and this one made me confused concerning the expression like this which hasoften as the students' said.

This problem has not appeared if the teacher have good way to guiding students when they start to composing writing text, like to ask the student to remember about their experiences, environment before going to compose writing text, because, from that source they more easy to write well. According to the writer in study English especially in composing writing text actually, the problem above can be solved if the student realizes more the step that they need for before they are going to compose a written text. While, a writing process starts defining thoughts, the defining thoughts would probably not be understood by the reader.

writing usually does not only deal with isolated sentences but requires a writer in paragraph as well.

Broadly the students' ability in English writing skill at junior high schools so far is very low for student at each grade (the first, the second and the third grade). They are supposed to achieve as prescribed in the curriculum the student has more problems in written English. This judgment based on the writer found when conducted the teaching practice program (PPL II) at SMPNEGERI 3 Gorontalo from November to February 2009-2010 meanwhile, other researcher (Sadtono, et. Al, 1996, Gugus action research, 2000; Riyanto,2001,Anas,2003,Tombokan,2010) also found that the students ability in English writing skill is still far from the target stated in the curriculum.

in developing English language curriculum SMP/MTS which has developing to the systematic framework because, language which correlate with the ability as creative and systematic (*First*) language competence model, literacy competence language, and the reality oral and written language. Education of English language SMP in Indonesia which has target in order students can achieve the functional language where, Students should be communication as oral and written English for finished daily problem. The aim of English language in SMP that is: (a) developing competency to communicate in oral and written English to reached functional literacy. (b) Having consciousness about the truth and important English Language to improve nation competency in Global. (c) Developing student's comprehension about linking between culture and language (Talib, Rasuna 2010, p 20).

In addition, based on Standar Kompetensi Kompetensi Dasar in the first semester students to convey the meaning of functional text and short simple essay in descriptive text and recount text for interacting with the environment.

Based on the explanation above, we can see clear that expectations based on the curriculum are not achieved. Because, of some numbers of factors. The causes, among others, are the students, low motivation, inappropriate strategies or technique which has applied by the teacher and learning process which is not contextualized. The student ability in mastering English language seem to be restricted to memorize word and sentences and they did not try to use the words or sentences that they practice in a meaningful way. The student writing activities look like book oriented, so that the writing text in the text book the students usually use less appropriate to their need and not challenging. Beside, the English teacher is less creative in selecting and preparing instruction material and media. Actually, the students writing should be develop if they give much more opportunity to write through many writing exercise. Many teachers of English just concern on teach writing theoretical, the student seldom apply by the teacher theory in the paper form and they do not get the exercise. Also the English teacher should creative and smart to find out appropriate technique in their teaching writing. Again based researcher experiences English just tough integrate manner but the focus in language skill that is reading skill. Most of the teacher eliminated the teaching of writing skill. They consider that this skill is complicated and needs a long process. Automatically, the opportunity of the student to get the teach writing is still low.

Generally, teaching writing is not just enough to write a sentence based on grammatical (Pardiyono, 2007, p.61). So that is why, many teachers more correction to the using to the students' grammatical, do not in the information (meaning realization). In this case written text just consider as the tract of sentences must be suitable with the grammatical form. Furthermore, the students' difficulties in writing text are because the students do not find suitable technique or a strategy which is appropriate with the text. Technique or strategies is one of thing to help the student in composing writing text as a receiver to get information for achieving instruction outcomes. Therefore, it is one important parts supporting variation in teaching English, especially, to develop students' ability in writing text. When the students ask the teacher to write about sentences with technique or strategy, they were not felt difficult to express their ideas, thoughts, and feelings. From the four language skill that the students mastery writing skill is one activity that students are doing in daily activities context. (Depdiknas, 2008, p. 78). This means that, by doing written activities students are direct to move idea and feeling in their mind to the written language. In learning writing at SMP aim the students can produced some short functional text. Some of text such as narrative, procedure, and writing skill can be divided into some kinds of text that should be mastered by the students. They are narrative text; recount, procedure, description and the last are report text. But, in this research the writer should be concern to identify students' difficulties in recount text in applying wh-question technique by the English teacher. Titin and Ana Maulia (2008, p.27) confirm that, recount text is kinds of text based on the real experiences of someone like article, police report, biography, letter, journey, report of happen. In the other word, recount text

is not imagination of someone but, it is really fact that happens in the actor life. Furthermore, Ana Mulia (2008, p.7) adds that, the aim of this text to report about one event which has been done or tell about the past event. Talking about past event, in communication context sometimes, we ask to the someone about some activities past event like, holiday, weekend activities, and etc. more detail, Pardiono(2007, p. 62) said that, in written english context that information can be formulated in one of recount text. Simply, recount text has definition as a kind of text that had been made with the porpoise to give information about the activities in the past time.

In teaching English writing recount text many students found the problem while, they start to compose recount text. I have found this problem in SMPN 3 Negeri Gorontalo, most of the student are still confused to the start what they want to do in the paper. From the writer observed as long as follow PPL II students seemed like confused and did not know the right ways to start in composing recount text. Actually they have an idea but they cannot express and explore more about their idea. Because, students have not used appropriate ways to guide them to express and open their main so that is why, they have found the problem in composing this text. Certainly, this fact shows us that, writing skill has become a difficult condition to be mastered of the student in junior high school even they have been taught in teaching English, talked about writing, recount text also become one of text in English writing which has considered really difficult for the student. Furthermore, there is no other ways beside; the teacher should be taking some alternative solution that uses strategies or technique to solve this problem.

Here is the example of the writing recounts text;

Joko busy last week friend. He wrote some letters for his parents and friends on Monday. On Tuesday he visited Ratupraditya's school. He played tennis for two hours there. Ratu was his friend.

□ In the evening he went to the sport shop. His bought a new tennis racket. Then he played tennis again the whole they on Wednesday.

He stayed home in evening. He was very tired. Then he spoke to his parents on the phone.

On Thursday he watched the football match in television. On the weekend he visited his brother's badminton club at JalanAngsana 28.

From the text above, show clearly that, recount text tells about the activities which has done by someone in the past. In composing the text, student must familiar with the rhetorical structure that use in this text. That is (orientation) contain about information topic to the reader and follow by (record of events) and the last is (re-orientation), but according to writer as long as teaching English in PPL, most of the student is really poor in this skill. At this time the aim of teaching english in the school in junior high school especially, eight class or second year student teach the student in order to mastering to written recount text. But, it often consider this skill is difficult to teach by the teacher and difficult learn by the student. The major problem the student faces was how to get idea to devolve it. To overcome the problem an alternative technique was suggested to apply in teaching writing recount text namely wh-question technique. The technique is chosen because; it is good to generate ideas and developed them. The main objective of the studies is to improve the ability of the student to generating ideas for writing recount using wh-question technique.

Moreover Cruickshank ( 2006, p. : 342 ) stated that there are several important teaching skill which help students in learning i.e. establishes set ; using variety, optimizing instructional time, using question, providing clear instruction, monitoring students' progress and providing feedback and reinforcement, in this case wh-question technique is one of skill. Wh-question or guiding question is basic is skill in teaching and learning process which needs to developed students' thinking ability Borg ( as cited in Nunan 1999,p. 192) point out that by guiding question is used to encourage students to reflect on their knowledge, attitudes and beliefs so this means that questioning activities is used as tool to improved the student's curiosity about the material, encourage to know something , to get information, asses students in critical thinking and training to the students to thinking critical.

Greenbaum (1992, p.102) confirm that wh-question begin with an interrogative word and phrase. They are called wh-question, because most of the interrogative begins with wh- question as a question word. Guiding of wh-question hope that the student can easy to open their main and express their ideas, before they starting to compose the writing recount text. Azzar (1989, p. 8) add, wh-question is kind of question asking about information by using question word like, what, when, where, who, and how.

By viewing previous statement the researcher propose the title "*the use of wh-question technique in teaching recount text*"

### **Problem Identification**

According to basic consideration the researcher identified some problem as follows:



- a. Recount text was difficult items in English subject, especially, for the first grade junior high school.
- b. Students found the problem in composing recount text, because it was difficult for them to express their ideas.

### **Problem statement**

Based on problem identification I formulated the main problem in this research “how is WH-question technique applied by theTeacher in teaching recount text?”

### **Reason for choosing the topic**

The researcher chooses the topic because of

- a. Most of the students get the problem in writing recount text. Therefore by doing this research, the researcher hope WH-question technique to help student writing recount text.
- b. As alternative solution for the student as a strategy to guide them in order to compose recount text more easily.

### **Scope and delimitation**

In this research the researcher purpose is to find outand prove how the use of WH-questions composing writing recount text is,and the researcher limits the study to the form of recount text.

### **The objective of research**

The objective of research is to find out the use of Wh-question by applying the teacher in teaching recount text.

### **The Significance of research**

Through this research the researcher give contribution to the English teacher especially the teacher of junior high school. Such, contribution is sharing information about the use of WH-question in composing writing recount text and also for student it can motivate for them to express their idea. Also become alternative solution in teaching English recount text.