CHAPTER I

INTRODUCTION

Background

Writing is one of language skills that are very important mastered by students in the schools. Through writing skill, students are claimed could be able to communicate with other indirectly. Referring to O'Malley and Chammot (1990, p. 137-138), the role of writing refers to give information, directions, or ideas. It is mean that this skill is a part of productive and expressive skill that is used for giving information and persuading people to the writing. Meanwhile, according to Meyers (2005, p. 2), writing is much like speaking which communicate your ideas with other. He states that it does not happen all at once like speaking. Thus, this reason strengthens my statement that writing becomes a part of difficult skill that is taught in English.

Based on the statements above, it could be concluded that writing skill is productive language skill that is considered as one of difficult skill in which it communicates your ideas indirectly. In this case, the writing skill is a skill that is needed for being written in a paper. It is a part of productive and expressive skill for giving information and persuading people to the writing.

The other thing that makes it hard is the kinds of writing are not only focused on one type, but it is divided into several genres. Those are procedural, descriptive, narrative, recount, anecdotal, expositional, discussional, and news item texts.

Recount text becomes the main writing type in this research. It is one of the English materials that should be taught in Junior High School.

According to Aguestin et al (2004, p.1), recount is a writing form that writes about proper experiences, and it is a kind of text by chronological order to tell a story. It is to retell about our own real story or experience in writing form. In recount text, the author should pay attention the generic structures, namely: orientation, series of events, and re-orientation. It should be written based on the sequences of events. Therefore, the main aspect that should be paid attention in learning recount is sequence of events of the story.

However, in the pre observation at the ninth grade students in MTs N Gorontalo, the students still have faced difficulties to create words in a paragraph. Strengthening this statement, the English teacher of MTs N Gorontalo has explained about the students' difficulties in learning English skills. According to the result of interview (15th July 2015, 13:00 p.m), the English teacher said that English is not easy like we imagine. From all language skills, He said that writing is dominatively as hard skill to be learnt. In this case, the students should connect all ideas so producing the effective paragraph.

In fact, in compose the recount text; the researcher should pay attention the generic structure of the story, so it could not make readers confusing to interpret the composition. Therefore, it is not wrong that to write a thing on a paper is

necessary for any ways to be done. It is the one of strong reasons why teaching writing is very difficult.

To facilitate students to understand the writing skill, the teacher tries to create any strategies for students, but they are often trapped in their traditional way. Therefore, guide note taking could be the one of teaching strategy that could be taught in the class. It is to help students to form ideas to be effective paragraph, and it becomes the first step in its application. As we know, the first way before producing a paragraph, the author needs planning for making coherent paragraph. Guide notes are teacher prepared hands out or template that identify the concept of the content being taught. Sharon (2009,p.111) stated that guided note are teacher prepare handout or templates that identify the key concept of the content being taught. A key difference is that guide note contain blank or gaps into which the students must write a key word or phrase.

The steps of applying of guide note taking method suggested by Sharon (2009, p.112) suggest the step of applying guide note taking as follows:

a. Select the major concept from the unit that will be evaluated
b. Follow the order of the main concept in the unit and create a handout that outlines the main point
   - Use visual clues to highlight the information
   - Leave blank space for key concept

c. Explain about the function of handout before lecture begin

d. Use wait time to make sure all the students are following the lectures

e. Let's the students compare their notes with those of one or more other students

f. Use the notes for reviewing the test

By seeing the some steps given by the experts above, it can be said that, guide taking method is a method that focused on how the teacher made a handout of learning material to the students, make a blank point in the paragraph, giving explanation of material of learning, students make the notification and the last of material the teacher ask the students to read their note and the teacher give the clarification.

Based on the description above, the researcher would like to formulate this research entitled: "A Descriptive Study on Students' Writing Ability in Recount Text by Using Guide Note Taking Method".

Problem Statement

Based on the background above, the problem of this research is formulated as "How is guide note taking used in recount text?"

Objective of Study

The objective of this research is to find out the using of guide note taking method can be implementation in students writing ability in recount text.

Scope and Delimitation of Study

This research is focused on guide note taking method in writing and using recount text for students understanding about guide note taking method.

Significance of Study

This research can give great contribution for all aspects. Those are giving contribution for English teachers, students, and further researcher. First, this research can give contribution for English teacher to teach writing text by using note taking method. Second, note taking can be very useful for students to understand the writing text. Third, this research could be hopefully used by the next researcher as the reference of research.