CHAPTER I

INTRODUCTION

1.1 Background of study

Learning English means learning two aspects. According to Heaton (1991:3), Learning English is learning two crucial aspects, skill and component. In Learning English there are four major skills (Listening, Reading, Speaking and Writing) meanwhile phonology, vocabulary and grammar are included as English components.

Writing is one of the indicator of language for each person. If the writing is good, the language is indirectly good. As Henry Rogers (2005) stated, "Writing is ordered in two ways: it has a relationship to language, and it has an internal organization of its own". Robert Lawrence Trask (1999) said "In a true writing system, any spoken of the language can be sufficint written down. If you cannot write down anything you say, then you do not have a true writing system".

Writing is a progressive and productive activity. Oshima and Hogue (1997:2) stated writing is a progressive activity which is opened with the result of thinking what writer is going to say. Students needs to think what they are going to say before writing. According to Tarigan (1987:7), writing is productive skill that is used for indirect communication. Through writing we know what other people think without using spoken language.

Therefore, to get a good writing, student need to practice as much as possible. Because practice makes perfects. Without practicing over and over, writing cannot be clasify as good writing. Jacob et al (1981:90) state that there are five aspects of writing. Namely, content, organization, vocabulary, language use and mechanic. Writing will be a good writing if all aspect of writing is written in a good arragement and have good idea.

In Junior High School, writing is getting serious attention because writing recount text is including on the syllabus and curriculum KTSP. Students must be able to write a paragraph, sentences and text, but in fact a lot of students still confused if the teacher asked them to write. According to Alan Meyers, (2005:2) writing is an action, there are some steps in writing process, they are process of recognizing and organizing the idea, writing on paper, reshaping and revising the writing. Usually students get problem in discovering and organizing the idea. They did not know what they will write because they are very seldom to write.

The problem which faced by students is that students difficult to get idea in writing. They cannot think what they want to write. They cannot arouse the idea to come. Because of that they will confuse with their writing.

To solve the student's problem, a strategy is needed. Teaching and learning activities need a strategy as the goal of the teacher. Writing is influenced by the use of strategy. Therefore, the strategy will give more power to motivate the students to learn English. Then, students get the interesting learning and it will help them to learn English easily. A good strategy will influence in the education system to explore the students' ability. Teaching, learning activities in the classroom have used strategy to facilitate the teacher and students' knowledge. Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support student learning activities, especially when teachers teach writing.

One of the strategy is that guided imagery. Michelle Kim, (2001) states guided imagery is a pre-writing technique that will allow the students to visualize in depth before they actually put a pen to paper. It means before the students want to write something, they need to visualize it first. It will help the students to remember the situation that happened in the past or imagine something that they want to describe. This strategy will

enable students to tap into their creative energy. It builds a foundation for other projects and will help the students individually to stretch their minds.This strategy helps students to think and imagine freely.

There are three kinds of guided imagery, those are guided cognitive imagery, guided affective imagery and guided transpersonal imagery. Cognitive imagery is how the students visualize their knowledge about things that they didn't know before. Means students try to imagine what they had heard, read, saw or did in the past. Guided affective imagery is students learn to become comfortable with introspection and self-disclosure, two essentials in the formation of healthy self-determined concepts. Guided transpersonal imagery is more personal to spiritual of students. There is a combination between guided cognitive imagery and guided affective imagery, it's called confluent imagery.

In writing paragraph, students need to imagine what they want to write. For example to develop recount text, students must imagine their past experience. So they can imagine what they did at the last holiday, where they was holiday, when they was holiday, what they did at Eid Mubarak, where they was going when Eid Mubrak comes, or the unforgettable moment of the students it can be fun, sad, scary, happy, boring, etc. Every students can imagine what did they do in the past.

Furthermore, the previous study about guided imagery was found. Lisa Sullivan (2006) from University of New Orelands the title is Guided Imagery's Effects on the Mathematics Teaching Efficacy of Elementary Preservice Teachers. In addition, another study concerning with guided imagery was done by Theberge (1999). It is about the effect of guided imagery exercises on the creative performance of fourth grade students.

Because of those previous studies, the resercher use guided imagery to investigate whether the theory is working in English subject especially in writing recount text or not.

Therefore, the researcher use confluent imagery because the researcher wants to combine between guided cognitive imagery and guided affective imagery. Confluent imagery is appropriate for students because in confluent imagery there are two aspects that will help students to learn, is that cognitive and affective. Hopefully it is useful if both of aspect are combined become a good strategy.

1.2 Research Question

Based on the background of the study and some problems which stated above, the research question is formulated as follows:

"Is there any positive effect of guided imagery strategy on students' writing recount text at the eight grade of SMP Negeri 2 Kebomas Gresik?"

1.3 Purpose of the study

Related to the statement of the problem above, the purpose of this study is:

To investigate the effect of guided imagery on students' writing recount text at the eight grade of SMP Negeri 2 Kebomas Gresik?

1.4 Significance of the study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language both theoretically and practically.

Theoretically, this study will give contribution in developing students writing skills in recount text using guided imagery in education, this study also give strategy, how to increase students writing recount text using guided imagery and this study will give a contribution theory of guided imagery which not only used in medicine and psychology but also in education.

Practically, this study will be an alternative way for English teacher to teach writing recount text through guided imagery. This strategy is more interesting because it can guide students to get their own ideas through guiding and also the teacher will feel interest because they more easily to teach writing recount text using guided imagery. This study also helps the students to write and develop a writing recount text besides that it will build student's interest and motivation. By using guided imagery students will fun and enjoy the activities in the classroom. Another thing is that this study can be useful as the reference for other researchers who want to conduct a research on the same topic and purpose. It can be used to show that there are some effects of using guided imagery as a strategy in teaching writing recount text.

1.5 The scope and limitation of the study

This study is focused on guided imagery strategies which include as guided cognitive imagery, guided affective imagery, guided transpersonal imagery and confluent imagery. The limitation topic is about writing recount text. The subject is students at the eight grade of SMP Negeri 2 Kebomas Gresik

1.6 Hypothesis

According to those explanations, the hypothesis of the studies is:

Ho: There is no significant influence effect of using Guided Imagery Strategy on Students' writing recount text at the eight grade of SMP N 2 Kebomas Gresik

H1: There is significant influence effect of using Guided Imagery Strategy on Students' writing recount text at the eight grade of SMP N 2 Kebomas Gresik

1.7 Definition of key terms

Writing Recount Text is an activities that the student have to tell about their past experience in a written form. It consists of orientation, event and reorientation. Orientation means tell about whe, what, who and where. Events means the activities that students do there and reorientation means the closure of their events.

Guided Imagery is strategy which focuses on how students get ideas to write. This strategy use classic music and close students' eyes while the researcher read a paragraph to guide the students get idea. After listening the researcher, the students open their eyes and start to write their own paragraph.