

## CHAPTER I INTRODUCTION

### A. The Background of the Study

English as a global language has been widely used in everyday communication among people around the world, either in oral or written form. To be able to communicate in English, one is expected to master the four language skills namely: listening, reading, speaking and writing. People need to learn writing English, for occupational or academic purposes. Writing is a transforming thought and ideas into written form. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003:88).

In line with writing, Harmer (2004:8) states that writing is significantly different from speaking. The final product is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product.

Moreover, Byrne (1979:3-4) says that writing is commonly a difficult activity for most people, both in the mother tongue and in a foreign language. The problems which are caused by writing under three headings – psychological, linguistic and cognitive problems.

In addition, Byrne (1979:6-7) adds that writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it. Writing serves a variety of pedagogical purposes, they are:

the introduction and practice of some form of writing enables us to provide for different learning styles and needs, written work serves to provide the learners with some tangible evidence that they are making progress in the language, exposure to the foreign language through more than one medium is likely to be more effective than relying on a single medium alone, and then writing is often needed for formal and informal testing.

Meanwhile, in <http://e-medias.blogspot.com/> there are several factors that can affect the teaching learning process. First is the material, it will determine the process and learning result. Second is the environment, which are grouped into two; namely the physical environment (temperature and the conditions of learning) and social environment (human beings with all their interactions). The third is physiological conditions (malnutrition and conditions of the five senses) and psychological condition (intelligence, perception, memory, and motivation). And the last is instrumental, which consists of hardware (school supplies and teaching aids) and software (curriculum, teachers and methods). Method is an important element in the learning environment or in the failures and success of the learner.

Nunan (2003:106) says that helping students understand the process of writing by guiding them through the steps of invention, drafting, review, revision, and evaluation will help demystify writing and make it an important part of their learning of English.

Based on the observation, the students got many difficulties in writing descriptive text, especially in grammar and word choice. They frequently are being confused of what to write and how to start. Students did not know to write properly because most of students are not interested in learning writing. They also do not pay attention and enthusiasm to do writing tasks. They perhaps have ideas in their mind but they don't know how to organize or express their point of views in writing. The writer found that the students cannot write it individually. They need to have a group or pairs discussion to share information each others.

The failure of students in writing is likely to happen because of the method which is used by the teacher during teaching-learning process. The teacher just focuses and explains the material based on the text in the book. Then, asked the students to do exercises in textbook without guidance and give them games so that they interested with the topic.

Guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing (Ontario, 2005:5.3).

Guided Writing involves a teacher working with a group of students on a writing task are based on what they have previously been learning about the writing process. Guided Writing strategy focuses on the process of writing. The teachers' role in Guided Writing is one of facilitator to help the students discover what they want to say and how to say it meaningfully with clarity. The students are guided by giving them the main idea of what they are going to write. The most

important thing to consider is the idea presented in the writing is clear to the readers. Therefore students and teachers join to compose a text well to develop their writing ability in accordance with writing process development.

Based on the explanation above, this strategy is the best way to apply in teaching writing for students. It is learning in small group activity based on teacher support in teaching learning process but the result of the task is independent learning. It makes the students get the chance to share their opinion in their mind for other students.

By considering the explanation above, this study is aimed to apply guided writing strategy on students' achievement in writing descriptive text.

### **B. The Problem of the Study**

Based on the background of the study, the problem of the study is formulated as follows:

“Is there any significant effect of applying guided writing strategy on students' achievement in writing descriptive text?”

### **C. The Objective of the Study**

In the relation to the problem of study, the objective of the study is to find out the effect of guided writing strategy on students' achievement in writing descriptive text.

#### **D. The Scope of the Study**

This study basically limits to students writing skill on students' achievement in writing descriptive text, specifically describing place by applying guided writing strategy.

#### **E. The Significance of The Study**

The results of the study both theoretically and practically are:

##### 1. Theoretical

- a. The result of the study can be used as input in English teaching-learning process, especially in teaching writing descriptive text.

##### 2. Practical

- b. This research will be useful for teachers and students, in order to help them in teaching-learning process, and to make the students more interested in studying English.
- c. The result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.