

CHAPTER I INTRODUCTION

A. The Background of the Study

Human being use language as a medium of communication. Human communication works by transferring ideas from one mind to another via language. We can express our ideas, emotions, thoughts, and feeling by using either in spoken or written form. English as one of many languages in active use in the world can be learnt by mastering the four skills such as, speaking, reading, listening, and writing. Four languages skills include in the curriculum of teaching English as Foreign Language. According to Harmer (2004) writing is significantly different from speaking. The final product of writing is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear as the final product. Therefore, in writing, the writers have to arrange the unity of the ideas clear from beginning, in the middle, and at the end. Meanwhile writing is written productive language which produce written message as a media of communication for one to another. It's used to transfer the information in their mind, so they can express their knowledge, message, and feeling by using written language.

Writing is a skill that is very difficult to be mastered. Byrne (1979:4) says that writing is commonly a difficult activity based on psychological, linguistic and cognitive. Therefore, in order to achieve the goal of teaching writing, the teacher

have to know about the students difficult to write so that they could help the students to solve their problems. There are some aspect which should be mastered by students in writing skills, namely; vocabulary, structure, the ability to arrange the coherence and cohesive ideas. But some students get difficulties in mastering them because they don't have knowledge about that.

Based on the writer observation in SMA SWASTA HARAPAN BANGSA KUALA. The students' ability of such skill was quite low, especially in writing procedure text; they have some difficulties in writing procedure text and do not know how to start writing well. It happened because of some factors, such as; they could not write procedure text based on the genre even after being taught, could not gather all the sentences and make the sentences become a complete text, they do not have enough vocabulary and their diction in writing is not satisfied. Finally writing was not interested to some students and they felt that this activity wasted of the time. Based on observation and interview almost fifty percent of the students got low marks in writing, because while teaching the teacher did not use a specific method to motivate students how to write a procedure text with some explanation.

Concerning with explanation above, the writer offers guided writing strategy in the classroom. The writer will guide the students to write procedure text. According to Ontario (2005:5.3) guide writing strategy is a strategy that gives students the opportunity to review a taught writing skill in small group setting and to

apply the skill through independent writing with the teacher support, and group comes together for purpose of learning and practicing this writing skill.

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, it is to support students in psychologically and cognitively difficult activity. 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. Therefore students and teacher join to compose a text well to develop their writing ability in accordance with writing process development.

Guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the instructor should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding (Oczkus, 2007).

Based on explanation above the writer comes to the conclusion that 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 in independent learning. It makes the students get the chance to share their opinion in their mind for their other students.

Therefore the writer offers a teaching strategy called Guide Writing Strategy to be applied in the classroom. This strategy is use to increase the students' ability in writing procedure text. So, the writer hopes the students are able to write their writing task systematically and meaningfully and will get interested in studying English

B. The problem of the Study

Based on the background above, it is necessary to formulate the problem of this study as the following. "Is there any significant effect of applying guided writing strategy on the students' ability in procedure writing?"

C. The objective of the Study

The objective of the study is to investigate the effect of guided writing strategy on students' achievement in procedure writing.

D. The scope of the Study

This study is limited on finding the effect of guided writing strategy on the students' ability on writing procedure text.

E. The significance of Study

Findings of this study are expected to be useful for

1. Teachers of English, as the information in teaching procedure texts through applying guided writing strategy and teachers in English can motivate their students in teaching procedure texts,
2. The students can improve their knowledge in procedure texts by applying procedure texts, and
3. Those who are interested in doing research related to this study.



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