

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

English is one of the international languages. In learning English there are four skills which are very important, they are: Listening, Speaking, Reading, and Writing. Writing is one of important skills that should be mastered by the students to be able to use English for communication in their daily life. Through writing, students are able to express their thoughts and communicate ideas and views to the others. People can also transfer information and knowledge to others.

Writing is a process of putting ideas or thoughts into words which is combined into the form of paragraphs. In writing, ideas are arranged in series of sentences that are related to each other so the information can be comprehended. Through writing people can express their experiences, event and social identifies. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Writing is a great collector of ideas, a clarifier of thinking, and a major aspect of learning itself (Winch, et. al 2006).

According to Harmer (2004:31), writing as one of the four language skills has always formed part of the syllabus in the teaching of English. In syllabus of English subject, students in senior high school are expected to master some genres of writing, such as narrative, report, recount, procedure, analytical exposition, hortatory exposition and others. Every genre has different purposes, different generic structures, different ways of organizing or linking ideas and different

language features. These facts make students are confused and have so many problems when writing the text.

According to the syllabus of Junior High School (SMP) for grade eight (VIII) one of the goals of teaching writing is to make students able to write simple recount text by using accurate vocabulary, appropriate grammar and impresses on the discourse level. It means that the teaching process does not only focus on the text but also focuses on how to construct a new text well. After the teaching-learning process they are expected to be able to tell about the real life in written forms.

The recount text is one genre that should be achieved by students in learning English. Formally, recounts are sequential text that do little more than sequence or a series of events. Every story, no matter how simple, needs an orientation. In other words, Recount is an activity of retelling story about experiences in the past in sequence whose purpose is to inform or entertain the reader.

When the writer began teaching, he didn't want to inflict the boring writing environment. The writer had experienced as a child on my students. The writer couldn't wait to make writing instruction meaningful and fun. The writer goal has always been to motivate students to write well and to feel like writers. The writers wrote in front of students on projected transparencies and on chart paper. The writer followed my modeling with shared writing, in which we wrote a piece together (Lori 2007:10)

Based on the data collected from interviews with an English teacher at SMP Negeri 2 Nainggolan Enny Nuriati, S.Pd. states that there are many students cannot achieve 76 points of the minimum completeness (KKM), especially in writing recount text. Then, in number of 80% or 28 students cannot achieve 76 points of the minimum completeness criterion (KKM). Surprisingly, only 20% or 6 students can achieve the minimum completeness criterion.

In addition, based on the writer's experience in Integrated Teaching Practice Program (PPL) IN 2014 in SMP Negeri 1 Sei Bamban, the writer found that students were struggling in writing recount text. Although, the theory of recount text was explained in several times, some of them were really difficult to understand the content and they showed uninteresting feeling and teaching and learning process. When the writer observed the eighth grade of Junior High School, He found that were about 70% students got problems in writing skill.

The writer concludes that there are several factors that make students have many problems in writing skill. The students are lack of vocabulary, structure, technique, literature, and ideas, even some of them have some ideas on their mind but they did not know how to express them in writing. Then students seldom practice to write, even in their native language. And then the students are still confusing to start writing, how to write systematically and how to organize their ideas. Moreover, the method the teacher used to teach writing is not motivate and encourage them and most of the teacher taught the writing theory focus on grammar participating by using lecturing.

Responding to these problems and by considering the importance of writing skill for students at Junior High School, it is necessary to find the

approach or method that will be the solution of this situation. When the writer read some theories about teaching method which is able to overcome the difficulty of students' writing achievement, it is named Guided Writing Strategy.

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 strategy is appropriate to be implemented in the classroom since it could give the students a chance to create a meaningful activity since the students are assigned to write by themselves.

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 is not individual but also group activity where the learners organize their ideas and write the text. The teachers role in group 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 teachers join to compose a text well to develop their writing ability in accordance with writing process development.

In previous studies, there have been some researchers in the use of Guided Writing Strategy. Handayani (2013) in her study found that implementation of guided writing strategy was more effective than lecturing method strategy to make students have better competency in writing of simple written essay in forms of descriptive, narrative and news item in English class of the tenth grade students of SMAN 1 Sukasada in the academic year 2012/2013. It indicates that the lecturing method strategy that is still applied by the teacher needs to be minimized

and rearranged. So Guided writing strategy gave better contribution to the students' writing than lecturing method strategy

The other study by Timayi (2015) who found that in use guided writing strategy is a result oriented strategy for the teaching of writing at the JSS level which improves students writing competence. It facilitates the development of writing skills in students as well improves their test scores. This study revealed that the strategy is gender friendly.

In addition, Lan. (2001) who found that in use Guided Writing Strategy on Media Richness had a more positive influence on enhancing writing attitudes than the other proposed strategies. In other words, a web-based learning environment with multimedia learning materials could provide various interactions and presentation of media types (such as picture, animation and audio) as a guided writing strategy to enhance students' motivation and enjoyment and further reduce their writing anxiety. Guided writing strategy plays a very important role in writing process and is beneficial for improving writing performance, especially in elementary writing activities. It implies that providing a web-based learning environment with high richness media can guide students to write and achieve more positive writing attitudes in terms of motivation, enjoyment and anxiety. Instruction who intended to enhance students' writing attitudes can use the findings as a guide to help them in writing activity.

Based on the explanation above, this strategy is the best way to overcome in teaching writing for all of us 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 was aimed to apply ‘‘Guided Writing Strategy on Students Achievement in writing recount text.

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

Related to the background of the study, the research problem was formulated as the following:

‘‘Is the students’ achievement taught by applying Guided Writing Strategy higher than that taught with Lecturing Method writing a recount text?’’

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

This study purposes to find out the effect of applying Guided Writing Strategy on students’ achievement in writing Comprehension, especially in writing recount text in SMP Negeri 2 Nainggolan.

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

The objective of this study was to investigate whether there is an effect of applying Guided Writing Strategy on the students’ achievement in writing recount text in SMP Negeri 2 Nainggolan.

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

The findings of the study were expected to be useful for:

1. The English teachers; to improve their ability to conduct a better and an interesting technique in teaching writing, especially in teaching recount text.
2. The students; to improve their ability in writing recount text.
3. Other researchers; as a useful reference to do further research in improving students’ academic achievement, especially in learning English.