

CHAPTER I INTRODUCTION

A. The Background of Study

As one of the basic skills of learning English, writing is important in language learning process. Writing is considered a highly productive skill and arguably the most difficult of the four language skills. It 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, events and social identities. It also can train them to think critically and creatively. Writing helps us to remember, observe, think and communicate (Barras, 1995:9)

Harmer (2004:86) states “writing is a process that what we write is often heavily influenced by constraints of genre, and then these elements have to present in learning activity. It is continuous process of thinking and organizing, rethinking and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using written word.

According to syllabus of Junior High School (SMP) for grade eight (VIII), the goal of teaching writing is to enable the students to write simple descriptive 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 being taught, they are expected to be able to tell about the real life writtenly.

The descriptive text is one genre that must be mastered by students in learning English. And theoretically Descriptive Text is a kind of text with a purpose to give information. The context of this kind of the text is the description of particular thing, place, person, or others, for instance: a place or a persons we know well.

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

Based on the observation in SMP Tri Sakti Lubuk Pakam, it was found that student had some problems when they asked to write a descriptive paragraph. It was proven by the students score which are under the students minimum criteria (KKM). First, students were not provided with the brainstorming at the beginning of the learning, so that students did not know as far as their insights. Second, when they asked to write a descriptive paragraph, they just make a simple paragraph that they known and collected without making a draft before. So the results would not be good, especially if they work individually. Some of students in the class were not interested to do the assignment. Third, students who have no interested certainly would not asked their friend and teacher. At the last, writing

skills of student is unevenly, because when the students made in the group, most of the group members do not work.

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.

Guided writing strategy can overcome the problems that occur in students SMP Tri Sakti Lubuk Pakam. Because it can make students and teacher more close and then the students more comfortable in the class to make a good writing descriptive text. Because the student can explore their mind and they were more confidence. So that it can improve students' ability to write descriptive paragraph.

First, students work in group, the members of group are three or four members. After that teacher give them the general of writing descriptive text. The students brainstorm to generate ideas for writing. The students make a prewriting first before making the good writing, like a picture, chart, graphic organizer to

help develop their idea in writing. Second, student make rough draft. In this step each member in the group put their idea on the paper without think about grammar, capitalization, and structure. Third, the member of group share their draft in their group, make suggestion to each other, and they demanded to help each other understand the story by asking who, what, where, when, why, and how question. And then teacher and students do reivising. Fourth, teacher and students do editing together, it means the students work with teacher correct all mistakes in grammar and spelling. And the last, students do final draft, it means the students produces a copy of their writing with all correction with the teacher. And teacher offers the last suggestion for improvement at this step.

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 is 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

There are many types of writing, such as narrative, descriptive, procedure, argumentative, spoof, and others. 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:

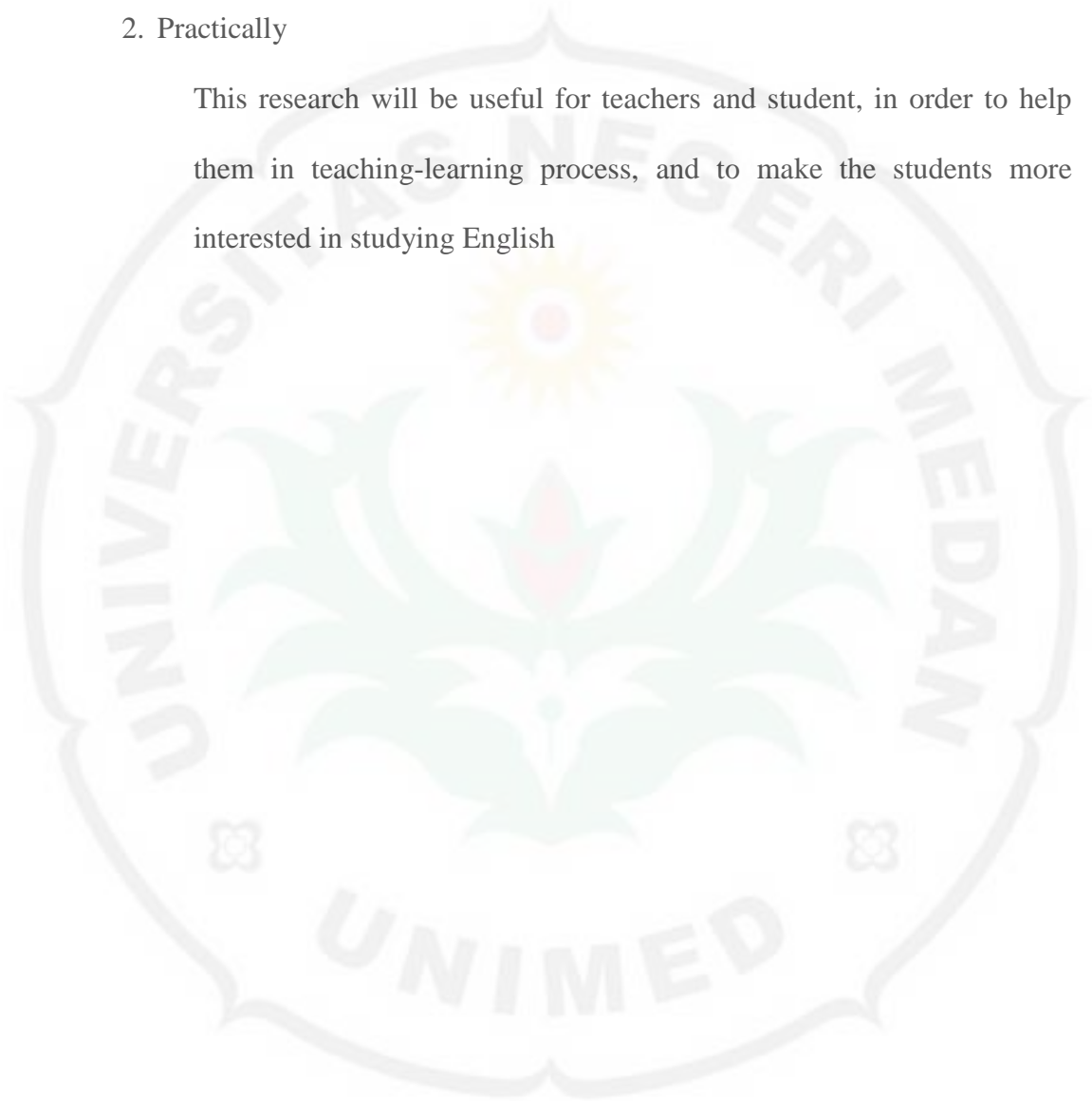
1. Theoretically

For teachers:

- a. The result of the study can be used as input in English teaching learning process, especially in teaching writing descriptive text.
- b. The result of the research can be used as the reference for researcher to conduct a research in English teaching-learning process.

2. Practically

This research will be useful for teachers and student, in order to help them in teaching-learning process, and to make the students more interested in studying English



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