

CHAPTER I INTRODUCTION

A. The Background of the Study

The development of language skills has affected a person's productive ability. Several researchers have demonstrated personal success in disciplines is strongly related to a person's writing ability and depends on good writing skills. According to prior research, the improvement of students' writing ability could be enhanced using Rich Media Guided writing Strategy (RM-GWS) (Yu-Feng Lan, 2011). The research showed three factors influencing on students' writing attitudes; Motivation, Enjoyment and Anxiety.

There are four language skills that are included in the curriculum of teaching English as a foreign language such as Listening, Speaking, Reading, and Writing. Listening and reading skills are regarded as receptive skill while writing and speaking skills are considered to be productive skill. It should be mastered by the students while they are learning English. As an International language, English is very important and has many interrelationships with various aspects of life from human being. In Indonesia, English has been taught since kindergarden level up to the university level. But the fact is, many Indonesian people can not comprehend English well, especially in writing.

As one of productive skill, many people think writing is difficult to do. In writing we must have good quality both in grammar and vocabulary. In addition,

reading a lot will help us to be able to defeat the difficulties. Events, ideas and our experiences can be expressed through our writing.

Writing skill can be defined as a very basic and complex skill of language. Writing is also known as a process of expressing ideas, feelings, and thoughts of the authors in written symbol to communicate with people who read. Writing is also a tool that help people to save and remind events, experiences, and knowledge.

As Harmer states (2004:31) that, “Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them”. We can say that writing gives more time for students to prepare what they want to express on their paper. On the other hand, students often think that writing is more difficult to learn than other language skills in the process of teaching and learning English. Even though the students think that writing is more difficult to do, unconsciously they will enrich their vocabulary and more concern about the use of grammar at the same time.

According to Educational Unit – Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan KTSP), there are many kinds of text that should be learned by the students of senior high school such as recount, narrative, descriptive, and Procedure text. Based on the KTSP, descriptive text is kind of genre which has been taught in senior high school at tenth grade students. Descriptive text “describes living and non-living things”. It could describe a particular person, place

or thing. Descriptive text is a type of written text which has the specific function to give description about an object (human or non human) (Pardiyono,2007:93).

In fact, based on the writer observation in tenth grade of SMA N 1 Dolok Merawan, it was found that the data of writing descriptive text from the first semester in academic year 2015/2016 from the English teacher. The teacher said that many students could not pass the minimal completeness criterion (kriteria Ketuntasan Minimal) that applied in the school, which is 75 in English subject.

The data can be seen as follows:

Table 1.1 students score in writing descriptive text

Semester	Score	Students	Percentage
1 st Semesters 2015/2016	< 75	18	51.43
	≥ 75	17	48.57
2 nd Semesters 2015/2016	< 75	22	62.86
	≥ 75	13	37.14

From the data above, it can be concluded that the students' ability in writing in that class is still low. It can be seen from the data of the students' score that the mean is still under the Minimal Completeness Criteria.

In addition, based on the writer's experience during the internship program (PPL) in Vocational school, there are many students that had problems when they had to write and they could not write well. They felt anxious and they did not have any ideas when they were asked to write. From that case, the writer also found the strategy of teaching writing is very conventional and ineffective to be applied by the teacher which is the students tended to be passive learners while they were learning.

The writer also found that the students were not interested in taking part in classroom activities, especially in writing class. They felt bored and meaningless when the teacher asked them to write something. It happened because the method used by the teacher did not motivate students to be active in the learning process that is going in the class room. The teacher just used the old or conventional method, where the teacher only give example about the topic and then asked the students to create or make their own writing without any explanation about how to write something.

Writing is one of the important skill that should be mastered by students. Writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to other. But many students think and feel writing is very difficult and complicated study. Writing skill has always problems which put students into trouble in studying English. When writing, students frequently have more time to think than they do in oral activities.

It is true that teaching strategy can affect the succes or the failure of students in learning the subject, in English for instance. Therefore, the teacher must be able to create a strategy for a better, interesting, and helpful in teaching learning activity. The teacher has to be able to motivate the students and stimulate their curiosity particularly in writing activity. In order to solve this problem, the writer uses a good medium so that the students will have an interest in writing a descriptive text. The writer chooses to use a Rich Media Guided Writing strategy as the medium in teaching learning activity. According to Lan Yu-Feng there are three types of guided writing strategy. They are Rich Media Guided Writing

Strategy (RM-GWS), Lean Media Guided Writing Strategy (LM-GWS), and Pen and Paper Guided Writing Strategy (PP-GWS). Rich Media Guided writing strategy allows the students to create their own ideas in written form but with guidance of their teacher. Brown (2001) stated Guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions. Ontario (2005:66) stated that 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.

RM-GWS is a strategy that can improve the students' ability in writing by using media such as animation, images or sound, so the students can share their ideas freely but with the guidance of the teacher.

B. The Problem of the Study

Based on explanation above, the problem of this study was formulated as follows: "Does the application of RM-GWS significantly affect on students' writing in descriptive text?".

C. The Objective of the Study

In relation on the problem above, the objective of this study was to find out the significant effect of RM-GWS on the students' writing in descriptive text.

D. The Scope of the Study

The scope of this study was limited to the application of RM-GWS in public high school at tenth grade and its effect on the students' ability in writing descriptive text that focused on the generic structure and the use of words or vocabulary. Guided Writing assumed as an effective strategy to solve the problem rather than other strategy in teaching writing.

E. The Significance of the Study

The result of this study was expected to contribute either the theories or practices for :

1. Theoretically

- a. The resercher as reference to conduct the research related to Guided Writing Strategy theory
- b. The other researchers who want to conduct the same research in applying Guided Writing Straregy in teaching writing descriptive text or other genres.

2. Practically

- a. For further research as the source of learning improve the students' ability in writing descriptive text using Rich Media-Guided Writing Strategy.
- b. The students get increasing the quality of writing descriptive text and assist the students to improve their writing skills.