

CHAPTER I

INTRODUCTION

A. The Background of the Study

Human being use language as a tool of communication. Expression of our ideas, emotions, thoughts and feeling, can be done by using either in spoken or written. English as one of many languages in active use in the world. One example of the importance of English can be seen in education field. English has become crucial at the university level. In Indonesia, English is seen as a foreign language which means that English is not used as the main language of communication. In order to compete and to communicate in global community, the government of Indonesia have made the subject of English taught from preliminary school to university.

In the English language, there are four skills that should be mastered by students, namely reading, listening, writing and speaking. Both reading and listening are said as receptive performance, which means a process of comprehending the materials given. On the other side. Writing and speaking are called productive performance, which deals more with the production (Brown, 2000:337). In this study, the writer will focus on writing skill .

One of the basic skills of learning English is writing. According to Harmer (2004:86) Writing is a process that what we write is often heavily influenced by constraints of genre, and them these elements have to present in learning activity.

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. The ideas are put together through the logical sequences, which is later said as the logic of hierarchy (Knapp, 2005:15) Through writing people can express their experiences, events and social identities. It also can train them to think critically and creatively. 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 aspects which should be mastered by students in writing skills, namely; vocabulary, structure, the ability to arrange the coherence and cohesive ideas.

As stated above, writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. According to the research conducted by Lee and Tajino (2008), some students consider academic writing is difficult due to their perceptions of low English ability. The students difficult in expressing ideas, writing coherent paragraphs, and linking sentences smoothly.

Based on the observation in SMA Sinar Husni Medan. The student's ability of such skill was quite low, especially in writing narrative text; they have some difficulties in writing narrative text and do not know how to start writing well. It happened because of some factors, such as; they could not write narrative 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 left that this activity wasted of the time. Based on observation and interview almost fifty percent of the students got low marks in writing.

The writer found the data about the writing score test in two semesters. The data can be seen as follows:

Table 1.1
The Grade X students' Scores of Writing Test

Semester	Score	Students	Percentage
1st semester	≥ 70	16 students	53 %
2014/2015	<70	14 students	47%
2nd semester	≥ 70	17 Students	57 %
2014/2015	<70	13 Students	43%

Source: data from Curriculum Development Board SMA Sinar Husni, Year : 2015 - 2016

Almost 50 % students got the score under the minimum criteria mastery (KKM). The KKM that applied for the subject in that school is 70. Most of them got under the minimum score.

Concerning with explanation above, the writer offers guided writing strategy in classroom. The writer will guide the students to write narrative text. According to Ontario (2005:5.3) guided writing is a strategy that gives students the opportunity to review and to apply the recently taught writing skill in small group setting through independent writing with the teacher support, and group comes together for purpose of learning and practicing this writing skill. So, the

writer hopes the students are able to write writing task systematically and meaningfully and will get interested in studying English .

According to Lestari et all (2013) in teaching writing a description text by using guided writing strategy . They have found that guided writing strategy helps the students to develop their writing skill by giving them wide range of vocabularies and grammar. The result also show that there is significant difference of pretest and post test.

B. The Problem of the Study

Based on the background above, the problem of study was formulated as follows, “ Is there any significant effect of guided writing strategy on the students’ achievement in narrative text?”

C. The Objective of the Study

In relation to the problem of study, the objective of the study was to find out the effect of guided writing strategy on students’ achievement in writing narrative 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 was limited on the effect of guided writing strategy on students’ achievement in writing narrative text.

E. The Significance of the Study

Findings of this study were expected to be useful for :

1. Theoretically, the findings will add up more horizon in theories of teaching english especially in writing.
2. Practically, the findings can be useful for teachers in improving method of teaching. The findings also can be useful for students in improving their writing skills.

