

CHAPTER I

INTRODUCTION

A. Background of the Study

Based on the writing syllabus, the second grade students of Junior High School must acquire several competences in writing skill. One of competences in writing skill is to express the ideas in the form of a short functional text of descriptive, recount, and narrative text in daily life. In order to fulfill the competences there are several requirements that they must get. The first requirement is they are able to use grammar, vocabulary, spelling, and mechanics. The second requirement is they are able to organize and elaborate their main ideas. The third requirement is making draft, revising, editing, and finally they are able to produce a short functional text.

In the real condition, writing skill of students SMPN 1 Karanganyar was low. Most of them were unable to fulfill those requirements. Based on the pre research data, the researcher found that the students had some difficulties in writing. The first problem was related to their language skills as follows:

1. Students got difficulties to use the correct and appropriate grammar.
2. Students got difficulties to construct their idea to the cohesive and coherent paragraph.
3. Students often did mechanical mistakes (related to mistyped, spelling, punctuation, capital letter, etc).
4. Students' vocabulary mastery was low.
5. Students got difficulties to organize their own idea of writing.

The statements above are also supported by an informal interview with the teacher "... anak-anak itu pasti kendalanya disstructure, coherence antar kalimat, dan juga vocabulary. Mereka memang agak bermasalah dalam mengingat kosa-kata dalam bahasa inggris karena pengucapan dan penulisannya berbeda. Kadang-kadang mereka juga bingung dalam menuliskan kata-kata dalam bahasa inggris"(appendices:77). From those evidences, the researcher found some

reasons why those problems arise. Those reasons included in the students' problem which was related to students' motivation. They were:

1. Students did their own business in the class, like using mobile phone, chatting with their friends, etc.
2. Students were not brave enough to express their idea since they were making mistakes.
3. Only few students were active during writing class.
4. Students were not giving attention for their writing.
5. Students preferred to have the writing assignment as homework.

The statements above were also supported by an informal interview with some of students. One of students said that "... kalau diminta maju kedepan buat nulis, saya kurang percaya diri mbak. Satu, karena saya takut salah. Kedua karena kesulitan dalam writing mbak" (appendices: 85).

Moreover, some problems related to the method of learning process which was delivered by the teacher. Based on the observation, the teacher used conventional techniques to teach students. The teacher gave the exercises from the book, and then the students were asked to do those exercises. This statement is supported by the interview with the student. He said "biasanya itu dari buku mbak, misal membaca text yang ada di buku terus mengerjakan latihan-latihan yang ada di buku juga" (appendices: 83). The teacher also tended to give the students task of making writing composition as homework to measure the students ability since writing activity spends much time in the class. The teacher spent little time in teaching the students how to write. Therefore, the teaching learning process became monotonous and boring. It also occurred because of the learning resources which were delivered by the teacher were not varied; the teacher only used the material from the book. In addition, there was less interaction between the teacher and students or between students. The teacher gave the students little time to speak in the classroom. The teacher also tended to speak too much in the classroom, so that the classroom was dominated by the teacher and students were not thoroughly involved in teaching learning process.

From the questionnaire, it is concluded that actually some of students were interested enough in English writing. Fifty percents students said that they were interested in English writing. This statement was also supported with the interview data from several students. They said that writing in English was an interesting activity but they did not have more time to do the activity. On the other hand, the researcher also found out the problems of students dealing with writing skill. The problems which were faced belong to; spelling, vocabulary, grammar, and how to generate the idea.

The result of Pre-test also showed that the students writing of class VIII F are low. The mean score of Pre-test was 63.80. It was below the passing grade for English in SMP N 1 Karanganyar which was 80.00. The highest score of students' achievement was 81.50 and the lowest score was 49.00.

To solve the problems stated above, teacher should use a technique to help their problems. One of the techniques that can be used in teaching writing is guided writing. Guided writing is needed to use as the method in teaching writing. The reasons of choosing guided writing as method are as follows:

1. Guided writing increases their habit in reading. The first step of guided writing is done through reading. The students must understand the language feature of the text itself.
2. Guided writing increases their vocabulary. After the first step finished, the students will have some new vocabularies. In this case, teacher asks to students to collect related vocabulary to the text.
3. Guided writing increases their grammatical competence. During the modeling step, the teacher helps the students to analyze the text how grammatical rules are applied in the text. In the group work discussion, the students were able to see in which sentence they have difficulty.
4. Guided writing helps them in expressing their ideas. Guided writing has several steps that reflect the way of thinking in making a short functional text. These steps help the students to focus on their ideas. Started from first sentence given by teacher, collected vocabulary, and the outline.

Guided writing has some advantages both for the teacher and the students. For the teacher, the first; guided writing allows the teacher to give clear instruction and guidelines in teaching learning process, the second; teacher can monitor and control the students' writing activity. The advantages for the students are this method encourages them to be active participants in discussions about writing and builds students' confidence.

Moreover, according to Reid (1993:25) guided writing is free writing limited to structuring sentences, often in direct answer to questions, the result of which looked like a short piece of discourse, usually a paragraph. Then, the exercise were language based, they usually concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in piece of writing. Based on the definition above, guided writing can be defined as a writing process guided by the teacher limited to structuring sentences, direct answer to questions and language-based exercises which focused on vocabulary building, reading comprehension, grammar and even oral skills that culminates in a piece of writing to build students' writing skill.

Based on the consideration above, the researcher carries out the research using guided writing to improve students' writing skill in the second grade students of SMP Negeri 1 Karanganyar.

B. Problem Statements

Regarding to the title of the research and explanation on the background above, the researcher formulate two of questions as follows:

1. Can the guided writing technique improve the students' writing skill?
2. What is the students' motivation of learning English especially writing skill which is related to guided writing in teaching learning process?

C. The Objectives of the Research

The objectives of this study are to identify:

1. Whether guided writing technique can improve the students' writing skill or not, and
2. The students' motivation of learning English especially writing skill which is related to guided writing in teaching learning process.

D. The Benefit of the Research

The results of this research are expected to give significant contributions to students, English teacher, and further researcher:

1. The students
 - a. It makes the students to have high motivation learning English especially in writing skill.
 - b. It is easier for students to organize their ideas by using guided writing, so that they are trained to make a well-organized text.
 - c. It makes students to be able to compose their written text with guidance, so students will realize that writing is not difficult because they can do it independently.
2. The English teacher
 - a. The teacher can monitor and control the students' writing activity.
 - b. The teacher can develop their creativity to improve teaching learning process.
 - c. The teacher can give clear instruction and guidelines in teaching writing skill to students.
3. Further researcher

This study is expected to give the contribution and valuable experience for further researcher which is used this technique for doing a better action in the future.