

CHAPTER I

INTRODUCTION

A. Background of The study

Language is a paramount tool for communication. It is used to learn, socialize, think and express ideas or opinion between the speakers and the listeners or the reseachers and the readers.

Language is a system or way used to express feeling, ideas, suggestion. In such a way that language called as a means of communication or means of interaction that only human have it. As Douglas say that language is a system of arbitrary, conventionalized vocal, written, or gestural symbol that enable members of given community to communicate intelligibly with one another.¹

There are four main skills in language, namely reading, listening, writing and speaking which help them to develop themselves in science and technology. So that, they can interact and communicate with other people easily, they can convey the information without any problem although with foreign language. Listening and speaking are

¹H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed., (San Francisco: Addison Wesley,2000), p.5.

regarded as basic language skill, while reading and writing are referred to as developmental one. So, writing is the most important skill, because by writing people can interact each other easily and writing also makes the communication between people can occurs as good as possible.

According to Harmer, writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form.²

As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

Based on reseacher observation, first grade students of SMKN 12 Pandeglang cannot create text well, especially in descriptive text. It is because they have less vocabularies, they have less main ideas to write or they have some ideas but did not know how to deliver in English, and also get difficulties in applying English grammar. When starting to write, the students always got stuck. The students did not

² Jeremy Harmer, *How To Teach Writing*, (London: Longman, 2006), p. 79-80.

have many concept to write something. Besides, when doing some writing exercise, the students needed a long time to think the idea to write something put into a descriptive paragraph. The condition was the result of teaching method that is used by the teacher. The teacher rarely used various techniques in teaching. Hence. The teaching process become monotonous. Automatically, it influenced the atmosphere of the class. The students felt bored, and they got little understanding about material.

In the case, researcher have to find out some effective way to help them in writing teaching learning process. One of them is Guided Writing strategy. Guided writing is instructional approach, the teacher scaffolds a small group of students with a similar identified need by targeting and supporting writing strategies and behaviours.³ Guided writing involves guiding and supporting students though the process of writing, providing explicit instruction and feedback through planned mini lessons and conferences. Guiding writing strategy is used to develop the writing fluently and exercise the language before write them.

³Western Ausralian Minister for Education(2013) , *Resource book Writing*, Pearson Canada Inc, p.17

Based on the description above, the researcher interests to conducts the research with the title “**using guided writing strategy on students’ writing descriptive text**”(An Experimental Research at **The First Grade Of SMK Negeri 12 Pandeglang**)

B. The Identification of Problem

Based on the description above, there are some problems that can be identified as follow:

1. Students have less motivation in learning English.
2. Students are lack in their vocabulary in writing.
3. Students find difficulties on writing descriptive text.
4. Uninterest teaching makes students bored in learning English.
5. Students find dufficultes in gathering and organizing their ideas unity.

C. Statement of The Problem

According to the statement above, that reseacher gets the problems as follow:

- How is the effectiveness of Guided writing strategy on students’ writing descriptive text?

D. The Objectives of the Research

According to the statement, the researcher get the aim of this study as follow:

- To investigate the effectiveness of Guided Writing Strategy on students' writing descriptive text

E. Hypothesis of the Research

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis of study could be stated as followed:

- a. The experimental hypothesis (H_a): there is significant effect of Guided writing strategy on students' writing descriptive text
- b. The null hypothesis (H_o): there is no significant effect of using Guided writing strategy on students' writing descriptive text

F. The Previous Study

The research finds previous studies of researcher about writing using guided writing strategy research as follows:

Luh Sri Dani (2014) Thesis's, the title of the research is “**Improving Writing Skill through Guided Writing of the Eighth Grade Students of SMPN 2 Selat in Academic Year 2013/2014.**”

The researcher limits the research on implementing guided writing to improve writing skill of the eighth grade students at SMP N 2 Selat in academic year 2013/2014. The study was designed in the form of a classroom action research. It was conducted into two cycles and each cycle consisted of two sessions and involved four steps namely planning, action, observation and reflection. There were three instruments used to collect the data in this study: pretest, post-test, and questionnaire. The subject of the present study was the eighth grade students of SMPN 2 Selat in academic year 2013/2014. The total of students in this class were 27; consisted of 16 males and 11 females. After analyzing the students' answer in pre-test, it was found that the score of students' writing skill was very low. The present classroom action research was then carried out using guided writing in cycle one and cycle two. The result of the post test in each cycle showed that there was significant improvement concerning the subject's ability in writing, especially in writing descriptive paragraph. This research furthermore showed that there was changing learning behavior as the result of the positive responses

concerning the technique applied in improving the subject's writing skill. The present classroom action study proved that guided writing could improve writing skill of the eighth grade students of SMPN 2 Selat in academic year 2013/2014. The subjects also motivated in learning writing.⁴

Bustami Usman Zahratur Rizki Journal's ,Using The Guided Writing Technique To Teach Writing Of Analytical Exposition Texts.

The objective of this study was to find out whether there was a difference in results from students who were taught analytical exposition text writing through the Guided Writing Technique (GWT) and other students who were taught using a standard way of teaching writing. The English writing skills of the second grade students in a high school in Banda Aceh were unsatisfactory; therefore, it was suggested that a specific treatment or learning process was needed. The study focused on assessment of students being taught to write analytical exposition texts. To achieve the goal of the study, a true experimental design with an experimental group (EG) with 29 students, and a control group (CG) with 28 students

⁴ Luh Sri Dani, *Improving Writing Skill through Guided Writing* (Under graduated of English Education Study Program Faculty of teacher Training Education Mahasaraswati Denpasar University Denpasar) 2014

was used. The instrument of this study was tests. The data was analyzed through statistics. From the findings of the study, the writing ability of both groups after the treatments was different according to the results from a t-test. These result showed that the t-test was 11.26, whilst the result from the t-table at a level of significance 5% ($\alpha=0.05$) was 2.0211. So, t-test was higher than t-table ($11.26 > 2.0211$). In conclusion, the results from this study showed that there was a significant improvement in skills for writing analytical exposition texts from the EG students taught using the GWT whilst the CG taught by a standard teaching technique for writing did not show such improvement.⁵

The different in this research is she conducted at Junior High school, and the methodology that used by her is classroom action research, and use analytical Expotion. Meanwhile in this research the researcher chooses Senior High school student and uses descriptive text aquasi experiment method.

⁵Bustami Usman, Zahratur Rizki (2016) *Using The Guided Writing Technique To Teach Writing Of Analytical Exposition Texts*, English Education Journal (EEJ), 7(1), 29-45.

G. The Organization of Writing

The paper in consisting of five chapters as follows:

The first chapter discusses about the introduction that concludes about the background of study, the statement of problems, the objectives of study and the organization of writing.

The second chapter explains three large of explanations. First, it contains the definition of writing, the stage of writing process, kinds of writing, assessing writing. Second, it contains the definition of descriptive text, the generic structure of descriptive text, Third, it contains the definition of guided writing strategy, and procedure of guided writing.

The third chapter discusses about methodology of research that consist the research method, place and time, technique of data collecting and technique of data analyzing.

The fourth chapter is research finding, it includes description of research and interpretation.

The fifth chapter contains conclusions and suggestions.