

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is acknowledged as necessary language to enable the Indonesian community to involve in global communication ; it is taught even from kindergarten. The students must be able to understand all skills in English. There are four skills in learning English, namely listening, speaking, reading and writing. According to Brown (2004: 218), writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions. As the basic of learning those skills, the role structure and vocabulary are very crucial.

Writing is important as teaching speaking, reading, and listening because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. Therefore, writing skill need to be taught to the student. According to the Zemach and Rumisek (2005 : 54), the teaching of writing is important because of the reasons : the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers.

In TESL (teaching English as second language) or TEFL (teaching English as foreign language), writing is one of the four English macro skills. Similar to reading skills, writing skills requires written texts in the process. The written texts have the role as the main component in reading and writing skills as they deal with the literacy, the ability to read and write. Literacy facilitates people to understand the written symbols and use them to communicate with each other such as to deliver message, to greet each other, and to give information as well. Moreover, as the world and the technology are growing up and up, the ability to read and write becomes crucial in order to live properly.

Writing, among the other English skills; listening, speaking, and reading; is regarded as the most valuable and important skill although it is difficult to possess. Learning English cannot be separated from learning writing since writing can help the English learners to acquire English. Writing provides opportunities for the learners to express their ideas, messages, and mind through letters, words, and sentence in English.

In modern English teaching, writing can be considered as both process and product. Those cannot be separated since they are related to each other. The writing process allows the writers to boost up their ideas, their feeling, putting them into draft and then the writer attempt to express those all things above in the final draft as a product.

The curriculum of senior high school expects the students to

be able to master the writing ability particularly writing the text types such as descriptive, narrative, report, recount, procedure, and short functional texts as well. Those texts are the texts that they can find in their life both inside and outside the class.

The researcher found some fact based on the Pre-test that had been conducted in Vocational high School 1 Padang, it can be identified: The teacher taught English to the students based on “K13”. The teacher usually used text book (LKS) and English book as the sources of learning. After the teacher explained the material, she asked students to carry out the exercise in LKS or textbook. In fact, the teacher taught reading and listening skill more of than speaking and writing skill. Therefore, the students got difficulties in writing. There are several students’ writing problem like: content, organization, vocabulary, language use, mechanics.

Table 1.1

Students’ Writing Score on Writing Test at Class X TKR B

NO	Class	Total	Mean Score of Component of Writing					Mean of Student’s Writing Score
			C	O	V	LU	M	
1	X	23	13,83	8,8	9,2	7,7	2,2	41,74

(Taken from : Pre-test score)

Based on the table above, the students produce written work related to the topic given. The topic was telling about their favorite person or their bestfriend. It means that the students’ content of

writing should talk about a person they like. It can be seen from students' writing, they had limited knowledge of subject and lacks detail. They are lack of vocabulary and they dont know how to explore their mind into paper. They did not have enough vocabulary to write the text. The teacher asked them to bring dictionary, but not almost of them bring dictionary. It caused they are lack of vocabulary and difficult to find out meaning of the word. (Example: *She loves to go to the bitch* the incorrect, correct *She loves to go to the beach*). The students' also had weakness in language use. They had mistakes in tense, pronoun, and grammar. It can be seen in students' writing (example: *He is born in December 20 years ago* incorrect sentence and correct sentence *He was born in December 20 years ago*). The students' also weakness in mechanics. Students' writing was found error in in speeling, punctuation and capitalization (Example: *He Is born in december 20 Years ago* incorrect, correct capitalization *He was born in December 20 years ago*).

The problem of the students in writing that they had never been directed to make outline. They were not trained to use good word order, while word order is one of point in language use as basic component of language to master in writing. The students could not know how to organize their idea and they were not aware of spelling and punctuation.

Based on the explanation above, it is clear that some of students at Vocational High School 1 Padang still face the difficulties

in writing. Basically, the students had different abilities in writing. Some of them were good, some were middle, and some were low. It should be solved by the teacher to improve students' skill in writing Descriptive text. The teacher may use an appropriate technique to give solution about the problems. Actually, the students of Vocational High School get difficulties to make good writing. They must choose suitable words, pay attention when they use right punctuations, arrange a paragraph, and get the idea to write, etc.

Based on the problems the researcher utilizes Guided writing as a solution of the problem, because Guided writing can help the students to work effectively with teacher and group. Guided Writing is a technique for getting ideas and work cooperatively. Guided writing is suitable for CAR (Classroom Action Research) because the students, teacher, and the researcher collaborate for achieving the goal. The researcher collaborates with teacher to guide the students making a Descriptive Text. Writing down the ideas helps the students remember what they want to write and organize their ideas they have before writing a paragraph.

Based on phenomenon above, the writer was interested to conduct the research under title of: ***“Improving Students’ Writing Skill Through Guided Writing at Vocational High School 1 Padang.”***

## **B. Identification of the Problem**

Most language learners realize the learning to write fluently and expressively are difficult. It is because writing needs simultaneous control of number variables. This argument is supported by Zemach and Islam (2004 : 12 ), that there are some aspects included in writing such as control of content, rules of syntax, format sentence, grammar, punctuation, vocabulary, and spelling.

The students' skills in writing were still far from what was being expected. This condition was found in Vocational High School 1 Padang, where many students still hardly write a paragraph in English. They could not write grammatical sentences, spelling, punctuation, and limited vocabulary. It makes the students fell bored and they did not interest in joining the lesson. In fact, based on the Table 1, many students fail to reach the standard score (minimal completeness criterion score) for the daily tests. The mean score of the students' pre-test is 41,74. These scores are lower than the minimal completeness criterion score. Since the minimal completeness criterion score for English as stated by the school for tenth grade is 75. In other words, the students can pass just because they join the remedial phases.

These problems were caused by some factors, such as; first, the implementation of teacher central learning. Students had a little chance to express their opinion because the teacher only spoke all the time. They got knowledge just from the teacher's explanation. The

students focused all attention upon the teacher and discourage communication among students. All that they had to do is just listen their teacher and make notes for useful information.

The students only received the knowledge from their teacher: they did not explore the knowledge themselves. Second, students still lack of vocabularies which make them difficult to compose any writing text. The lack of the vocabularies can be seen when the teachers asked them in English and they did not even understand. Third, the students had lack interest in English. Therefore, many students consider it as the hardest subject to learn.

One technique of writing that can resolve the problem is guided writing. This technique gives enough opportunity for the student to be good writer. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing (Lory D. Oczkus 2013:1).

### **C. Limitation of the problem**

In this case, the researcher limited the research on implementing guided writing to improve writing skill of the 10<sup>th</sup> grade students at Vocational High School 1 Padang in academic year 2017/2018. In this investigation the researcher needed to limit the kind of writing that would be improved, that is, descriptive text . The purpose of this text is to describe a particular person, things or place.

#### **D. Formulation of the Problem**

From the explanation above, the researcher formulated the problem as “does students writing get improving through Guided Writing technique at Vocational High School 1 Padang?”

#### **E. Purpose of the Study**

As an addition, the present study used CAR (Classroom Action Research). CAR has 2 cycles, Cycle 1 and Cycle 2. For the first the researcher conducted the first cycle to the students. The students had to understand about the Indicator of writing which was content, organization, vocabulary, language use, mechanics. Cycle 1 improved students writing ability in Content, Organization, and Language use. For the other writing indicators was improved in the cycle 2.

#### **F. Significance of the Research**

This research was mainly concerned for guided writing to improve writing skill. The result of the study definitely expected to gain importance both theoretically and practically to the tenth grade students of Vocational High School 1 Padang in academic year 2017/2018.

Theoretically, the result of this research is beneficial as verification of applying of theory pursuant to problems faced namely improving writing skill and using guided writing to the tenth grade students of Vocational High School 1 Padang in academic year 2017/2018.



Practically, the findings of presents study were meant to provide educational beneficial to English teacher, the tenth grade students and school.

For the English teacher, the findings of the presents study were meant to provide educational feedback. This study also expected to give information on teaching and learning process especially to the teacher in teaching descriptive paragraph to encourage the students to make and perform their ability in English writing. This present study was fully expected to give the English teachers of Vocational High School 1 Padang cleared insight about teaching guided writing that can improve student's mastery in writing skill.

For the tenth grade students, the results of the present study could be used as basic to increase and develop their knowledge about writing by applying guided writing as one of efective way. This study was expected that the students was more motivated to increase their motivation, desire, and interesting learning writing and improve their English writing skill in mastering descriptive paragraph. Thus, the students enjoyed learning language and developed a positive attitude to learning writing resulting in the improvement of writing mastery.

For the school, this research will be benefit in renewal of credibility to school in developing of accreditation.

## G. Definition of key terms

The terms in scientific research sounds complicated to the readers because they are not familiar with all of the terms, especially for the uncommon ones. In order to avoid misunderstanding and confusion about the study, it is important to define all terms that exist on the title briefly and clearly. So, there are some key terms such, writing skill, guided writing, and Vocational High School 1 Padang.

### 1. Writing Skill

Writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. In this study, writing is a series of activities in expressing ideas and thought which presented through written language understandable to the reader. Operationally, writing skill is defined as the ability of the students in expressing their ideas and thought in the form of descriptive paragraph

### 2. Guided Writing

This technique of writing is provided for early stages of students learning how to write a composition. The students' work by grouping. The students' writing is guided or controlled by various means, such as provision of questions be answered, sentences to complete word or picture to follow and any others ways in which the copying of single word as clue and students' writing is improved from guessing through context based on their

understanding of linguistic competence such as grammar and vocabulary.

### 3. Descriptive Text

Descriptive Text is a text which say what a person or a thing is like. Its purpose is to describe and real a particular person, place, or thing.

### 4. Vocational High School 1 Padang

Vocational High School 1 Padang is located at Jl. Mahmud Yunus Kp Kelawi Kel Lb Lintah Kec Kuranji, Padang City, Sumatera Barat Province where the research was conducted.



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