

CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills that must be learnt in English. Among four skills in English (listening, speaking, reading and writing), writing may be difficult skill among them. Langan (2009:10) states many people find it difficult to do the intense, active thinking that clear writing demands. It is frightening to sit down before a blank sheet of paper or a computer screen and know that hour later, little on it may be worth keeping. It is frustrating to discover how much of a challenge it is to transfer thoughts and feelings from one's head into words. It is upsetting to find that an apparently simple writing subject often turns out to be complicated. But writing was not an automatic process; for almost everyone, competent writing comes from plain hard work from determination, sweat, and head-on battle. The good news is that the skill of writing can be mastered, and if you are ready to work, you will learn what you need to know.

Writing was a process communication between one the other through sentences. It means that the writer's sentences must be readable and understood by the reader, so to make the reader understand with the writer's sentences, the writer must follow the writing process that has divided before. According to Harmer (2004: 11) there are four stages of writing process, those are planning, drafting, editing, and

final draft. If the writer follows these stages, it can make sure will create the better one.

Writing was often supposed to be a bored and difficult subject to teach and to learn. The general view of a writing class was to sit and learn so many rules of writing and write again and again during the whole hour. Writing was one of the most difficult skills in English. Because in this skill, the students should master some components such as content, grammar, style, mechanic, and form. Content was the substance of the writing. Grammar relates to the correct use of syntactic patterns and structural words. Style was the choice of appropriate structures that give a particular tone to the writing and mechanic relates to the use of graphic convention of the language. Meanwhile, form was the organization of content of the writing.

The writing ability was needed in modern communication or high-technology. Then, the writing ability must be taught to and learned by students from now to face the competition with other people in this global era. Dealing with written language, the writing was the skill that used to explore the idea and other communication activities. Writing was categorized as a productive skill. Teaching materials and media are developed by teacher in teaching and learning activities. In this case, writing was influenced by the using of strategy. Therefore, the materials gave more power to motivate the students to learn English. Then, students got the interesting strategy and it helped them to learn English easily.

Strategy had a great influence in education system to explore students' ability. Teaching learning activities in the classroom had to use learning strategy to facilitate

the teacher and students' knowledge. In addition, learning strategy must be suitable with the lesson plan that used by teachers. Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support students learning activities, especially when teachers teach writing. A good writing was done with appropriate rules and principles that applicable by teacher to teach students in writing. Furthermore, the use of strategy and other learning kits helped students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents.

There were various ways to organize the sentences in a piece of writing, one of them was recount. Recount text was a kind of the text that told about experience in the past. Recount writing also consisted of generic structure and language features. The generic structures of recount text divided into: orientation, events and reorientation. Orientation was introduction story to understand the text included who, where, and when. Event was record event that happen in the text. Re-orientation was personal comments and evaluates remarks on the events. Then, the language features of recount text are: use present past, Use conjunctions and time connectives to sequence the event, and Use of adverb and adverbial phrases to indicate place and time

Based on preliminary study it was found that were a lot of problems that appear from the students in learning process, especially in writing. Usually, the students had difficulty at telling their experience. This was because writing was difficult for them. They also had some problems to find the idea in writing. Then,

students often made some mistakes in grammatical errors in their writing. It is very common when students write, because they were undeveloped in grammatical mastery. Some of students just copied like that had written by teacher on the board. They also had difficulties in different between verb one and verb two.

Based on the preliminary research in class VIII Junior High School 1 Painan, it was found that students' ability in writing was still low. It could be seen in table below:

Table 1.1
Students' Writing Score at Class VIII.2

Total students	Mean score of writing components					Total score
	Content	Organization	Vocabulary	Language use	Mechanics	
32	18.31	13.25	12.96	12.84	3.3	60.71
Ideal scores	30	20	20	25	5	100

Source: English writing scores of Junior High School 1 Painan

Based on the data in Junior High School 1 Painan, there were some problems related to the learning materials were provided by the teacher. As a problem solving, teacher had to find the other ways to solve students' ability in creating an acceptable writing, for instance, strategy in teaching process should be changed to more creative one. One of strategy that could be used by the teacher in teaching writing was guided writing. According to Ontario (2005: 5.3) stated that guided writing was 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. Anggara (2013) also proved that guided writing strategy gave significantly improve the students' writing ability in the English teaching and learning process at SMPN 2 Temon.

Guided writing was a strategy that chosen by researcher in seeing students' writing ability at junior high school 1 Painan. The focus of the research was that guided writing strategy gave the students new feeling in learning writing. The students felt interested and be more active when teachers taught writing, hopely.

Based on phenomenon above, the writer was interested to conduct the research under title of: "*The Effect of Guided Writing Strategy Toward Students' Writing Skill at Class VIII of Junior High School 1 Painan* "

B. Identification of the Problem

Based on the background above the researcher interest to identify the guided writing strategy in teaching writing (recount text), at VIII.2 class of Junior High School 1 Painan and to determine the students' responses on the use of guided writing in teaching writing of recount text.

C. Limitation of the Problem

Based on several problems, the researcher limited the problem of this research which focus on the using of guided writing strategy in teaching writing (recount text), at VIII.2 class of Junior High School 1 Painan.

D. Formulation of the Problem

Based on the background of the study, identification of the problem, and the limitation of the problem, the researcher formulate the problem as follows:

1. Does guided writing strategy give significant effect toward students' writing skill in recount text at Junior High School 1 Painan?.
2. What are students' responses to the use of guided writing strategy in teaching writing of recount text?

E. Purpose of the Research

The purposes of this study are:

1. To identify students' writing skill in recount text for the eighth grade students of Junior High School 1 Painan.
2. To determine the students' responses on the use of guided writing in teaching writing of recount text.

F. Significant of the Research

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For English teacher

The researcher hopes this research can improve the teacher's ability to help students in teaching writing in the class. Besides that, the English teacher is able to use the interesting strategy to improve the students' writing skill.

2. For the students

This research is expected to solve the students' problem in writing and they can be interested to study using strategy especially writing of a recount text.

3. For other researcher

This study can be used as the reference for other researchers who want to conduct a research in the same topic and purpose. It can be used to show that using strategy can improve students' writing skill.

G. Definition of Key Term

1. **Guided Writing** : 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. (Ontario (2005: 5.3).
2. **Writing Skill** : a combination of process and product of discovering the ideas, putting them on the paper and working with them until they are represent in manner that is polished and comprehensible to reader (Linse (2005:98).
3. **Recount Text** : Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events (Boardman (1998:29).