

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study and (4) significance of the study.

1. 1. Background

Many people in the world learn English as a foreign or second language. In Indonesia, English has used as a foreign language that has been taught from junior high school to senior high school students even university. According to Nurhayati, Supriyanti & Astuti (2008) in some countries like Indonesia , Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as EFL (English as a foreign Language) context (p. 3). Futhermore, Lestari (2003) stated that in Indonesia, English is taught as foreign language. This subject is a compulsory subject in junior high school to college curriculum (p. 199). So, related to this, English is regarded as the foreign language in Indonesia.

In English, there are four basic skills to master namely listening, speaking, reading and writing. Zhang (2009) states that the four skills (reading, writing, listening and speaking) usually appear in every English class, even in EFL context. Among the four skills of English, Utami (2014) states that “writing as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class” (p. 16). Richardson and Morgan (2003) state that

“writing may be the most complex communication process within the communicative arts” (as cited in Marzulina & Saputra, 2015, p.3). Therefore, writing is a part of language skills and it becomes one of important skill in English.

In studying the four English language skill, writing should be learnt by everyone. According to Keling, Chapman, & Williams (2013), writing is important for helping the students to learn, and help the students to explore their own reasons for wanting to write (as cited in Purwanti 2017, p. 84). Pasand and Haghi (2013) “writing is one of the most important skill in learning a foreign language the nature of which has become clearer nowadays which involves the development of an idea, the capture a lot of knowledge, and of experience with subjects” (p. 75). It can be concluded, writing is important skill to help the students’ activity in explore and development of an idea, knowledge and experience for them.

Based on curriculum of senior high school which is recommended by the goverment, there are some texts which have to be mastered by the students. Being able to comprehend and to respond all of the texts is needed for students, but in this study I will focus on descriptive text. According to Kern & Mc Guire (2003), descriptive text is typically more difficult because students have fewer experience with them, therefore students explicit instruction in the ways text are organized and they need practice with all of the writing modes, which are termed genres in the school (as cited in Iskandar, 2017, p. 55). In addition, Oshima (2007), descriptive writing application to the senses, so it tells how something looks,

feels, smells, tastes, and/or sounds. A good description is a word picture; the readers can imagine the object, place, or person in his or her attention. While, Schacter (2007) descriptive writing define a person, place, or thing in a way that enables the reader to apprehend it. It can be concluded, descriptive writing afford an illustration of people, place, events, situations, through feelings. It distinct an experience that the reader can actively participate in by using inspiration.

However, in learning writing some students still have some difficulties to start writing. After doing preliminary study by interviewing the teacher of English of the tenth grade students of SMA Muhammadiyah 6 Palembang, it was found that some students' have problems in writing. It happened because the students have lack of understanding in grammar, difficulty in describing something for their writing and lack of vocabularies for composing the writing text.

To solve the students' problem encountering their writing achievement, guided writing strategy was suggested. In guided writing strategy, Lan, Hung, and Hsu (2011) explain the principle of the guided writing strategy is to afford instructional materials or relevant media to benefit students write. In addition, Komang, Nyoman and Made (2013) explain that guided writing is the teachers' appearance who apply this strategy are to guide a small group of students in their attacks to create individual written texts, give acknowledgment to students efforts and develop students' thinking throughout the process of writing.

Related to this study, there is previous study which found that guided writing strategy can improve writing achievement, entitled "improving writing skill through guided writing at the third year students of SMU Negeri 1 Karang

Anyar” written by Dyan (2010), the result of this research showed that guided writing could improve the students’ writing skill. Through guided writing, the students showed great interest to be actively involved and participated correctly. This strategy gives benefit for the students who were taught by this strategy. The improvement of the mean scores showed that there was an improvement on the students’ writing skill.

So based on the facts on students’ problems and previous related study in teaching writing achievement above, I would like to conduct a study entitled “Using Guided Writing Strategy in Teaching Descriptive Writing to the Tenth Grade Students of SMA Muhammadiyah 6 Palembang”.

1. 2. Problems of the Study

Based on the background on the study, the problems of the study are formulated into the following questions:

1. Is there any significant difference on the tenth grade students’ descriptive text writing by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang?
2. Are there any significant difference of the tenth grade students’ descriptive writing in poor, average, good and excellent categories by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang?

1. 3. Objectives of the Study

Based on the research problems of the study, the objective of the study are to find out:

1. whether or not there is significant difference on the tenth grade students' descriptive text writing by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang.
2. whether or not there are significant differences on the tenth grade students' descriptive text writing in excellent, good, average, and poor categories by using guided writing and those who are not at SMA Muhammadiyah 6 Palembang.

1. 4. Significance of the Study

The results of the study are hopefully useful and helpful for her, the teachers, the students and the next researcher. For me, this study will be useful as a prospective teacher of English in which can develop teaching and learning process especially in writing skill. For the teacher, it is hoped that they can use guided writing strategy as one of the teaching strategies in writing. Hopefully, this study can improve the students' writing ability especially in writing a descriptive text and they will have more motivation in learning English. For the next researchers, it will be a guidance as a reference similar study.