

CHAPTER I

INTRODUCTION

This chapter presents background of study, statement of the problems, purposes of the study, importance of the study, scope and limitation, and definition of key terms.

1.1 Background of Study

Language is a way to communicate ideas comprehensibly from one person to another in such a way that other will be able to act exactly accordingly. By using language, someone could make statement, convey fact and knowledge, explain or report something, and keep social relations among the language users. These indicate that by means of language, people can express their ideas, feeling, information, etc through communication.

English is very important to learn because it is international language. Some of students had difficulty in applying the English language because they use mother tongue or regional language in communication. That is why students should learn English from an early age in the kindergarten up to college so they have the provision to communicate when there is an international relationship. By studying English, the students have many advantages. For example; the students will know about English after studying it, the students will get many skills (listening, speaking, reading, and writing) to increase their ability on communication.

Writing skill is specific ability which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. It is most important thing in a communication system. According to siahaan (2008: 2) writing is the skill of a writer to communicate information to a reader or group of readers.

Teaching writing is focus on helping students express themselves through the text. The students' ability is to guided writing and understanding, so that students feel easier in making text writing.

The process to a good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If teacher can understand the message or even part of it, students have succeeded in communicating on paper and should be praised for that.

But nowadays, some of the students have difficulties in learning writing, especially in making the sentence or paragraph. Based on pre-observation in MTs Muhammadiyah 2 Jenangan Ponorogo the researcher finds some problems in learning process of writing skill. In fact, in learning writing process make the students bored, so just a few of students pay attention. The others just listen what the teacher said but they do not understand the command from their teacher. The students are afraid of making a mistake when they write the sentence to developing paragraphs because they are sometimes have no ideas to explain what they will say. Sometimes students get grammatical error, mistake of structure or form and vocabulary. Grammatical error can be in the form of spelling and punctuation. Vocabulary mistake may affect the meaning. So, the students'

writing ability is less because the teachers do not make the environment of class condition interesting. The real fact at MTs Muhammadiyah 2 Jenangan Ponorogo in the eighth grade in academic year 2014/2015, the average score of the students is 60, whereas the minimum mastery criteria of study (KKM) is 75. It means that most student still get low grades in writing.

To solve the student's problem in MTs Muhammadiyah 2 Jenangan Ponorogo, the researcher should use interesting technique, strategy and method to produce learners who have ability in writing skill. The method is designed to provide students with guided writing.

Guided writing is an important element of the teaching sequence as exemplified in the primary framework writing. It is during the guided writing session that students are supported to improve their writing and to work with increasing independence. This method effective in making a difference in students writing, it offers helpful tools, and support to students when writing on their own. Guided Writing provides opportunities to assist students with any step in the writing process, to focus instruction on specific concepts and strategies, and to enhance student learning by teaching craft lessons to those who need new skills and challenges. It is one of the some alternatives to improving writing skill of students in MTs Muhammadiyah 2 Jenangan Ponorogo to avoid some of students feel boring, lazy to think or just copy and paste from internet.

Based on the problems above, the researcher wants to conduct a classroom action research entitled "Improving Students' Writing Skill Through Guided

Writing at Eighth Grade of MTs Muhammadiyah 2 Jenangan Ponorogo in the Academic Year of 2015/2016”.

1.2 Statement of The Problems

Based on the explanation in the background of study, the problems that the writer wants to know in this study are:

- 1) Does guided writing improve students' writing skill at eighth grade students of MTs Muhammadiyah 2 Jenangan Ponorogo in the academic year of 2015/2016?
- 2) How does guided writing improve students' writing skill at eighth grade students of MTs Muhammadiyah 2 Jenangan Ponorogo in the academic year of 2015/2016?

1.3 The Purposes of The Study

According the problems stated above, the research's purposes are:

- 1) To know whether guided writing improve students' writing skill at eighth grade students of MTs Muhammadiyah 2 Jenangan Ponorogo in the academic year of 2015/2016.
- 2) To know how guided writing improve students' writing skill at eighth grade students of MTs Muhammadiyah 2 Jenangan Ponorogo in the academic year of 2015/2016.

1.4 Importance of Study

The writer hopes this researcher will give a contribution to:

1) The researcher

Researcher is able to prove if guided writing method can improve students' writing skill.

2) The teachers

Teachers are able to use guided writing method in English class as one of the ways to improve students' writing skill.

3) The students

The result of the research can be used as an encouragement of students' motivation improving their ability in writing skills, grammar content, and vocabulary skill so that they can produce and create qualified English writing in coherence and in a composition.

4) General education

It can be a contribution to the national education in term of method to teach English writing.

1.5 Scope and Limitation

To explain and clarify the object of research, the researcher limits the scope is study as follow:

1) Scope

The scope of this study is teaching writing by using guided writing method.

2) Limitation

The writer limits this study only about teaching writing by using guided writing method and focused at eighth grade students of MTs Muhammadiyah 2 Jenangan Ponorogo in the academic year of 2015/2016.

1.6 The Definition of Key Terms

To avoid misunderstanding of concept used in this study, some definitions are provided as follow:

Writing skill is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader (Alimin, 2009: 4).

Guided Writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. (Oczkus, 2007: 1).