

CHAPTER I

INTRODUCTION

A. Background of the Study

As stated in Junior high school curriculum, teaching English consists of four language skills, namely: listening, speaking, reading, and writing. As one of the language skills, writing is the most difficult subject. But people need to learn writing, one of the reasons is people need to write something to make a communication for occupation or academic purpose, and especially for the students, they need to learn writing skills to communicate with other and to prepare themselves for final academic assignment and their requirement for the future.

Writing is a process to get product. The final product is measured against a list of criteria which includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2008: 143). To produce a good writing product, the writer should follow a various classroom activities involving some steps applied in writing process. Murray (1980) in Richards (1997: 108) distinguishes three stages in writing: pre-writing, Drafting, and revising.

According to Richards (1997: 100) “learning to write well is a difficult and lengthy process, because it induces anxiety and frustration in many learners”. It causes many students less motivated to write, they consider that writing is a difficult task which need extra thought to do the task. Not all students able to write their ideas when someone asked to write, even in the

native language. Beside the problem faced by students in writing, the students often make fundamental errors in English usage when they are writing, such as grammatical mistakes, wrong choice of words, and lacking of vocabulary.

Considering the needs to write well as one of the ways for mastering English, the students have been taught from elementary school to university by using many kinds of method applied by English teachers. One of the most prevalent methods to teach writing is guided composition.

Guided composition is a technique to help the students to write good, clear and correct English (Alter, 1991: iii). Finally, this technique can achieve the goal of teaching writing, the students writing ability will be improved through writing a composition, while the goal of teaching writing is to develop the students' competence in communication using English.

Teaching writing for adolescent learners or junior high school students must be different from children in elementary school. It is related to their characteristics of psychological background. The adolescent students tend to search their identity, great potential creativity, disruptive, high self esteem and the adolescent need peer approval from the society.

Based on the adolescent characteristics, the English teacher should apply an appropriate technique to improve their writing skill to produce a good written text. One of the techniques is guided composition in which the students will be given framework involving some instructional and structural patterns before they write the composition.

In *SMP AL-ISLAM 1 SURAKARTA*, writing is one of language skills which have been taught at that school. There are some writing materials (genre), such as; descriptive writing, narrative writing, and recount writing. Based on the interview with the English teacher and the students in this school, the phenomena of the second year students in English achievement, especially in their writing ability is far from being good. The students' writing achievement is still low. Besides, one of the problems faced by the teacher in the teaching learning process is just few students can write well. It is caused by the fact that the students were not motivated to write in English and most students think that writing is a difficult thing to do and make them bored. So, they often make errors in English form when they are writing, such as grammatical errors, wrong choice of vocabularies, and difficult for them to express their idea. It happens when the teacher asks to make a free writing, the students get difficulty to get an idea. Sometimes they make an error on vocabulary. For example, when the student wants to write *marah* in bahasa, he translated hungry in English.

Guided composition is one of techniques that is appropriate to use in teaching writing. In this technique, students will be given some freedom in the selection of lexical items and structural patterns for his written exercise. In this technique, students will be helped by some guideline, such as guidelines that given on the composition topic to write, some guided question, and picture composition which describe some expression that help the students write with good confidence and enjoyment. Based on the reason above, the

writer thinks that guided composition is appropriate to be used in teaching writing.

Based on the phenomena above, the writer will conduct a study entitled **IMPROVING WRITING ABILITY USING GUIDED COMPOSITION AT THE SECOND YEAR OF *SMP AL-ISLAM 1 SURAKARTA* (CLASSROOM ACTION RESEARCH)**.

B. Problem of the Study

Based on the background of the study above, research problem on this research can be formulated as follow: Can cartoon guided composition improve the students' writing ability at the second year of *SMP AL-Islam 1 Surakarta*?

C. Limitation of the Study

In this research, the researcher is going to implementation teaching writing using guided composition at the second year of *SMP Al- Islam 1 Surakarta* to improve excellent student in mastering writing skill in English.

D. Objective of the Study

Based on the problem statement above, the general objective of the study is to improve the students writing ability, specifically it aims to:

1. describe the implementation of teaching writing using guided composition.
2. describe the improvement the students' writing ability in teaching writing by using guided composition.

E. Benefit of the Study

There are two main benefits, they are

1. Theoretical Benefit

The result of research will enrich the study on teaching writing and give more information about technique of teaching writing.

2. Practical Benefit

a. For the teacher

The researcher may combine many ways to teach writing and they can select appropriate method to teach writing process.

b. For the students

By using guided composition, the students know how sequence writing or short story. The students get much idea to write a writing or short story.

F. Research Paper organization

The researcher organizes this research paper into five chapters as follows:

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents review of related literature. It is a basic theory that is closely related to the topic. It deals with previous study, theoretical Review. It consists of writing ability, and guided composition. Writing ability consists of notion of writing, teaching writing, notion of good writing, approaches to

writing, writing strategies, improving writing ability and scoring. Guided composition consists of Notion of guided composition and teaching writing using guided composition, theoretical framework, and action hypothesis.

Chapter III discusses the research method. It consists of setting of the research, subject and object of the research, data and data source, method of collecting data, technique of analyzing data.

Chapter IV consists of research result and discussion

Chapter V is the last chapter. It consists of conclusion and suggestion.