

**IMPROVING STUDENTS' WRITING SKILL
USING GUIDED COMPOSITION (A CLASSROOM ACTION RESEARCH
AT THE SECOND YEAR OF SMA MUHAMMADIYAH I SURAKARTA)**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Today, English is one of the subject matters learned by students that are given in any educational level, such as elementary, intermediate and upper intermediate level. It covers four language skills that must be mastered if someone wants to be successful in English: listening, speaking, reading and writing.

Writing plays in the last sequence after other language skills, but it should not be underestimated. As one of the language skills, writing has always occupied a place in most English language course. In many language courses the emphasis is in wholly on the written language. People need communication besides using spoken language in the form of conversation. People also use written language. It shows that the acquiring of writing skill plays an important role in our living, because we always use it for communication. Besides one of the reasons is that more and more people need to learn to write in English for occupational or academic purposes that can support their carrier in the future. For that reasons, students should master writing skills.

The objective of learning writing is to produce the kind of written text. 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. Besides, there are many aspects that must be mastered by the writer to write well.

According to Richards (1997: 100) learning to write well is a difficult and lengthy process, because it induces anxiety and frustration for many learners. It causes many student less motivated to write in English. Most of students regard that writing is a difficult task. Not all students are ready to write their ideas when they are asked to write, even in the native language (Rivers, 1997: 253). The writers' idea that will be expressed in the written text can not flow fast. It is caused by a written text represent the product of series of complicated mental operation (Clark and Clark, 1977: 226-58). Beside the problems faced by students in writing are the students often make fundamental errors in English usage when they are writing, such as grammatical mistakes, wrong choice of words, lacking of vocabulary etc.

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

Guided composition techniques encourage the students to write good, clear and correct English. Finally, by this technique can achieve the goal of teaching writing, the students' writing skill 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 senior high school students must be different from children in elementary school. It is related to their characteristics of psychological background. Senior high schools students tend to search their identity. Peer approval may be considerably more important for the students than the attention of the teacher which, for younger children is so crucial (Harmer, 2002: 39). So, it is important for considering their classmates as the motivation in deep learning of improving teaching learning process of writing. Harmer (2002: 39) states that students must be encouraged to respond the text and situations with their own thoughts and experiences, rather than just by answering question and doing abstract learning activities. English teacher provide them task which they are able to do, rather than risk humiliating them. As the second year students of Senior High School do not listen to the explanation of the teacher, they are less motivated for learning in the classroom, so that they seem passive. This result is their low achievement.

Based on the adolescent characteristics above, in the teaching writing, the English teacher should apply an appropriate technique used to improve their writing skill to produce a good written text. One of the technique is guided composition in which the students will be given framework involving some instructional and structural patterns before they write the composition. Here, the students will write a composition begining from their comprehension based on the ideas suggested by the passages. The guidelines given in specific details will help students comprehend the systematic writing that will lead them to

write a composition. An intermediate course should enable the students learning English systematically.

SMA Muhammadiyah I Surakarta as one of the favorite schools in Surakarta which implement guided composition in teaching writing. Based on researchers' observation and information of the English teacher in SMA Muhammadiyah I Surakarta, the phenomena of the second year students in English achievement, especially in their writing skill is not satisfying. 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 of students consider that writing is a difficult task and always make them bored. So, they often make fundamental errors in English usage when they are writing, such as grammatical errors, wrong choice of words, lacking of vocabulary etc and difficult for them to express their idea.

Based on the statement above, it is hoped that guided composition can be helpful for the students to reduce the students' problems in writing. Therefore the researcher entitles her paper as: IMPROVING STUDENTS' WRITING SKILL USING GUIDED COMPOSITION (A CLASSROOM ACTION RESEARCH AT THE SECOND YEAR OF SMA MUHAMMADIYAH I SURAKARTA).

The result of this research will improve knowledge of teaching strategies for the teacher and also a benefit to the education this country.

B. Problem of the Study

Having seen the background of this problem, the researcher wants to identify the problem as follow: Can guided composition improve the students' writing skill at the second year of SMA Muhammadiyah I Surakarta ?

C. Limitation of the Study

In this research, the researcher is going to implementation teaching writing using guided composition at the second year students of SMA Muhamadiyah I Surakarta to improve excellent student in mastering writing skill in writing.

D. Objective of the Study

Based on the problem statement above, the general objective of the study is to improve the student's writing skill. Specifically, it aims to:

1. describe the implementation of using guided composition in SMA Muhammadiyah I Surakarta.
2. find whether teaching writing using guiding composition can improve the students' writing ability

E. Benefit of the Study

1. Theoretical Benefit

The theoretical benefits of this research are to improve teachings learning process in general and learning the English as a foreign language in particular and improve the method used by English teacher in selecting on effective technique and appropriate condition especially in teaching writing.

2. Practical Benefit

The practical benefits of this research are:

- a. The result can be a way for teacher to solve their problem or difficulties in writing class.
- b. Seeing the result, the students are motivated to improve their writing ability.
- c. Other teachers who have the similar problems can adopt this technique.

F. Research Paper Organization

The researcher organizes this paper into five chapters as follows:

Chapter I is introduction. It consist 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 a review related literature. It is the basic technique that is closely related to the topic. It consists of previous study, general concept of writing, general concept of composition, general concept of guided composition, standard curriculum, characteristic of adolescent, and teachers' rules in teaching writing, theoretical frame work, and hypothesis.

Chapter III discusses the research method. It consist of type of the research, subject and object of the research, data and data source, technique of collecting data, technique of analyzing data and classroom action procedure.

Chapter IV consists of research finding and conclusion.

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