

## CHAPTER I

### INTRODUCTION

This part discusses the background of the study, previous study, problems of study, objectives of the study, significances of study, the hypotheses of the study, assumptions, limitation of the study, operational definition, the framework of the discussion.

#### **A. Background of the Study**

Writing is an important productive skill that can be used in learning other receptive and productive skills.<sup>1</sup> Most language learners at all levels believe that writing is one of the most difficult language skills.<sup>2</sup>

Writing is one of the important ways to expressing people's thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries.

Written expression is a crucial part of communication and critical thinking. For high school students, developing strong writing skills not only

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<sup>1</sup> Wei Zhu, 'Faculty Views on the Importance of Writing', 'The Nature of Academic Writing, and Teaching and Responding to Writing in the Disciplines', *Journal of Second Language Writing*, 2004, p. 29.

<sup>2</sup> Gokce Kurt & Derin Atay, 'The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL', *Journal of Theory & Practice in Education (JTPE)*, Vol. 3 Issue 1, 2007, p. 12.

helps their high school grades but also prepares them for their academic and professional futures. Whether writing essays, taking notes or applying for scholarships, high school students must learn to develop their ideas and proofread their written work before sharing it.

Endang Fauziati states that as one of four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write and to prepare themselves for the final academic assignment thesis writing. Thus, in terms of students' needs, writing copies an equal role with the other language skills.<sup>3</sup>

Writing can be a great tool to know more about the way of thinking. It can solidify ideas and thoughts, and allow to reflect on them better than if the ideas remained evolving in our head. It is also one of the ways translate thought for other people. Some people are better at expressing themselves in writing than any other way and will have more clear information when to read other people writing than hearing their speaking.<sup>4</sup>

Although writing is very important, it is a difficult subject, especially for the student. The reason is because writing is a mixture of the idea, vocabulary, and grammar; according to Heaton that writing skill is more complex and difficult to teaching, requiring, and mastering, because of

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<sup>3</sup> Endang Fauziati, *Teaching of English As A Foreign Language (TEFL)*, surakarta: Muhammadiyah University Press, 2002. P. 147.

<sup>4</sup>The importance of writing  
([http://wiki.answers.com/Q/what\\_is\\_the\\_importance\\_of\\_writing](http://wiki.answers.com/Q/what_is_the_importance_of_writing), accessed on Mei 12,2013)

difficulties of writing, some efforts have been done to solve the problem. The main objective is to make writing become easier to learn for the students.<sup>5</sup>

There are some problems faced by students when they want to start a paper in essay form are as follows. First, students lack confidence in their own writing skills. second, the inability of students to assemble the composition of an essay paragraphs properly, the third. student difficulties when they want to start an essay, it is because the students are not to gather ideas to be written.

Dealing with written language, the writing is the skill that is used to explore the idea and other communication activities. Writing is categorized as a productive skill. Teaching materials and media are developed by a teacher in teaching and learning activities. Techniques and approaches to teaching skills, in this case, writing is influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily.<sup>6</sup>

In conclusion, good writing skills are required to achieve both academic purpose and communicative purpose.

Based on the pre-research observation in SMA Muhammadiyah 1 Palangka Raya, this study found some problems dealing with writing as

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<sup>5</sup>J. B. Heaton, *writing English Language test*, unuted stated of America,Logman Group UK Limited,1987, P, 134.

<sup>6</sup> Intan Wahyu Saputri, *Improving the Writing Skills of Recount Texts by Using Picture Series for The Eighth Grade Students of SMP Muhammadiyah 2 Kalasan In the Academic Year of 2013/2014.*. P. 14

follows: (1) Students lacked in vocabulary mastery; (2) Students lacked at punctuation; (3) Students lacked in grammar and sentence structure mastery; (4) Students cannot express their idea in a good writing; (5) Students lacked in the content of the topic; and (6) Students' attention to the lesson is low.

Based on the problems stated above, this study is intended to improve the students' writing skills through guided writing technique because it can make them write easily, and also practice to write is the best way to learn writing. Furthermore, guided writing is a teaching strategy that can be used to extend and develop text written during independent writing. It involves a teacher: guiding a small group of students in their attempts to create individual written texts; responding to students' attempts and extending students' thinking during the process.

Guided writing is useful for a range of teaching purposes. It allows students to consider audience, purpose, topic, selection of text type, etc when planning their writing. It allows writers to focus on conventions such as spelling, punctuation, standard usage, and handwriting. It also may be used to encourage students to revise and edit their writing. The focus for each session could be on one of the 'authorial' aspects of writing, such as clarifying and extending ideas or organizing and planning the structure of a text. Students' writing can be evaluated during the guided writing process as the teacher moves around the group. The products can also be analyzed more closely afterward and used as work samples in portfolios or records of development.

Based on the explanation, this study will present the title: **“The Effect of Guided Writing Strategy Using Facebook on Writing Ability of Recount Text of Tenth Grade At SMA Muhammadiyah 1 Palangka Raya”**.

#### **B. Problems of the Study**

Is there any significant effect of guided writing strategy using facebook toward the students in writing ability of tenth grade at SMA Muhammadiyah 1 Palangka Raya?

#### **C. Objective Of The Study**

The objective of the study is to measure the effect of guided writing strategy using facebook toward the students' writing ability of tenth grade at SMA Muhammadiyah 1 Palangka Raya.

#### **D. Hypotheses of the Study**

The hypotheses are alternative hypothesis and the null hypothesis.

##### 1. Alternative Hypothesis (Ha)

There is a significant effect of guided writing strategy using facebook toward the tenth-grade students' of SMA Muhammadiyah 1 Palangka Raya in writing ability.

##### 2. Null Hypothesis (Ho)

There is no significance effect of guided writing strategy using facebook toward the tenth-grade students' of SMA Muhammadiyah 1 Palangka Raya in writing ability.

**E. Limitation of the Study**

The scope of the study is to investigate the effect of guided writing strategy using facebook, especially the effect of guided writing strategy using facebook in teaching recount text to improve students' writing ability. The study is limited to the tenth grade of SMA Muhammadiyah 1 Palangka Raya.

**F. Assumption of the Study**

It is assumed that the score of students at tenth grade of SMA Muhammadiyah 1 Palangka Raya will be increased after they learn English with guided writing strategy using facebook.

**G. The Significances of the Study**

This study is expected to be a beneficial contribution to the students and the teachers. This study aims at investigating the effect of guided writing strategy using facebook and without using guided writing strategy in writing ability. Theoretically, by implementing of using guided writing strategy and knowing the result, the study will be expanded the theory about teacher's strategy in teaching and learning English and the result of the study can give contribution to support the theory of teaching English as foreign language, especially for the teachers in teaching learning process and also it is as references for the others researchers.

Practically, the study will give empirical data in writing class and it will give a progress report on the students writing scores. The result of this study expects to become one of the techniques used by a teacher to apply in teaching English and increasing the students' ability in writing ability.

## H. Operational Definition

### a. Effect

The effect is a difference or among population means. In this study, the use of guided writing use facebook is said to have an effect on students' writing score if the qualities of the students' writing score using guided writing with facebook are different from the qualities of students' writing score without using it.<sup>7</sup>

### b. Writing

Writing is described as the use of the medium to manifest in the graphology and grammatical system of the language. Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of time.<sup>8</sup>

### c. Guided Writing

Guided writing is a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading

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<sup>7</sup> Norhayati, "*The Effectiveness of Using Moving Pictures to Vocabulary Mastery at the Sixth Grade Students of MIN Islamiyah Palangka Raya*", Unpublised Thesis, Palangka Raya: STAIN Palangka Raya, 2013, p. 12.

<sup>8</sup> Muhammad Luqman Hakim, "*The use of picture series to improve students' ability in Writing recount texts (a classroom action research on the eight grade of smp n 3 kartasura in 2009/2010 academic year)*". Unpublished Thesis, Surakarta : Universitas Sebelas Maret Surakarta : 2010, p. 13

comprehension, grammar, and even oral skills that culminate in a piece of writing to build students' writing skill.<sup>9</sup>

d. Experimental Design

The experiment is a scientific investigation in this study manipulates one or more independent variables, controls are any other relevant variables and observes the effect of the manipulation on the independent variable.<sup>10</sup>

## I. The Framework of the Study

The framework of the discussion of this study as follows:

Chapter I : Introduction consist of the background of the study, the problem of the study, the objective of the study, hypotheses of the study, limitation of the study, the assumption of the study, the significances of study, operational definition, and the framework of the study.

Chapter II : This part discusses the previous study, guided writing (definition of guided writing, the process of guided writing, advantages and disadvantages of guided writing, writing (definition of writing, process of writing and purpose of writing. Definition of recount text, the generic structure in recount text and also writing assessment (definition of assessment and types of scoring). Definition of facebook (advantages and disadvantages of facebook).

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<sup>9</sup> Vayye Langen Dyan, *Improving Writing Skill Through Guided Writing (A classroom Action Research at The Third Year Students of SMU Negeri I Karanganyar in The Academic Year of 2009/2010)*. Unpublished Thesis, Surakarta : Universitas Sebelas Maret Surakarta : 2010. P. 29

<sup>10</sup> Donald Ary, et al., *Introduction to Research in Education*. (Eight Edition). (USA: Wadsworth Cengage Learning. 2010). p.265.



Chapter III : This part discuss the type of the study, the design of the study, variables of the study, population of the study, research instrumentation. Data collecting procedures and data analysis procedures.

Chapter IV: This chapter discussed the data which had been collected from the research in the field of study. this case consisted of description of the data, normality and homogeneity test using Kolmogorov-Smirnov in SPSS 18.0 program and discussion.

Chapter V : This chapter is divided into three main sections; conclusion, implication, and suggestions from the research findings.