

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Many students of vocational high school are less competence in their language learning, especially when they write. According to Elashri (2013) in Hadini, et al (2015) argued that writing for EFL students is not easy, especially when the students' English competence is not developed well. Additionally, Mourssi (2013) defines that writing is difficult cognitive activity for EFL learners which necessary to be mastered the content, grammatical structure, vocabulary, punctuation, spelling and formation of letter simultaneously. Most of problem in writing that have been faced by the students actually on the writing aspects, one of them is about grammatical structure. As Lestari, et al (2015) stated in the previous research that writing task cannot be separated from grammar aspects, so the grammar knowledge is needed to be mastered by the students. This is why grammar has the best relationship with writing skill and as the first thing that include in the writing problem. As Ramadani (2013) explained that the first aspect which is related to writing problem is about grammatical structure and capitalization. Dyan (2010) also mentioned that lack of grammar and mastery of sentence structure is included one of some problems in writing skill.

The second aspect which has been faced by the students as the problem in writing is about generating ideas. According to Jusman, et al (2014), many students are incompetent in arranging their ideas into a logical sequence, and they do not use genre-specific strategies when responding. In Addition, according to

Ramadani (2013) the students have difficulty to discover the ideas in writing well. If the students do not know how to state their ideas in writing, they will not communicate well by using written text. Dyan (2010) mentioned that cannot build the idea in a good writing and lack of information about the topic as the most problem which the students have done in their writing. The other problem that has been faced by the students is in mechanism, such as spelling and punctuation. According to Joyner, et al (2015) explained that many students are lack of mechanic usage and also sentence formation; they cannot employ language that connects to the reader. Dyan (2010) also mentioned that lack of vocabularies mastery and punctuation are included of writing problems. Furthermore, students have done some mistake in their writing, such as in mechanic aspect and spelling (Ramadani, 2013).

To make writing is easy and interesting for the students, actually there are several strategies which are used in teaching writing, such as think-talk-write strategy, RAFT strategy, and guided writing strategy. Here the researcher chose guided writing strategy as the best strategy in teaching writing, as Bachtiar and Sagala (2012) define that guided writing strategy as the useful strategy for improving learners' writing skill. In addition, that strategy could be accomplished not individually only but in group activity also, in order that students are capable in sharing their idea while giving help with others in the group, as like Oczkus (2007) argued that guided writing as the strategy that is not only used individually but also by grouping, the learners can organize some ideas and compose texts by writing. So, both of activity models can be fulfilled through guided writing, whether individually and by grouping only or both of them will be done directly.

By using guided writing strategy, the teacher can invite the students to learn how to write text type well; as like Turbill (2007) says guided writing is teaching strategy which is necessary to improve the skill in making written text type. Text type here is like narrative, recount, descriptive, etc. and for this strategy; the researcher will use procedure text as the text type to be written by the machinery students.

Many researchers have been conducted the study to examine the effectiveness of using guided writing strategy in teaching writing text types toward many areas. Such as Lestari, et al (2015) that examining the efficacy of teaching writing a descriptive text by using guided writing strategy at eighth grade students. It has found that the usefulness of writing instruction especially about descriptive text by using guided writing is high. The positive result also showed by Titisari (2015) in which the efficiency of guided writing in teaching writing recount text is significant. The other study was conducted by Lan, et al (2011) that also providing a web-based learning with high richness media could guide the learners to write and the achievement is positive toward writing attitudes. In contrast, as Timayi (2015) was conducted study to observe guided writing strategy effect on junior secondary school students' writing proficiency of 152 students (82 male and 70 female) from two public secondary schools has resulted that the dissimilarities between achievement score of gentleman and feminine students' was insignificant, so he recommend the teachers to use guided writing strategy in teaching junior secondary school's writing. Other researchers have been conducted action research. As Dyan (2010) conducted a classroom action research to expose whether guided writing can pick up the students' writing competence or

not. Here, the researcher employed two cycles and implied that guided writing has been verified to be an effective way in improving students' writing skill.

Additionally, an action research which have done by Retnaningsih (2013) to improve the students' writing skills through the use of guided writing in class XI APKJ of SMKN 1 Pandak Bantul significantly. The result showed that the implementation of guided writing technique can improve the students' writing skill.

As reviewed by the researcher above, most previous studies those relate to guided writing strategy concern on the descriptive text and recount text. But, so far the researcher does not find any study which attempt to examine the use of guided writing strategy in different material or text type which is only focus on procedure text; it is suggested by Titisari (2015) that the next researcher can apply different text type to enhance writing ability. Furthermore, Dyan (2010) also suggested in her previous research that other researcher can apply in other level of students and conduct a study which is focused on the aspect of writing. This is why the researcher selected the subject is vocational high school students of machinery program in tenth grade because they should be mastered in writing procedure text according to their program from beginning, so it will be useful if they have faced a job based on their school program later.

Meanwhile, the researcher has been interviewed an English teacher of SMK MUHAMMADIYAH 1 GRESIK as the preliminary study for this research. The English teacher said that she ever used guided writing strategy in the class but the result is still insignificant; almost of students have problem in writing aspects.

So, this is why the researcher has chosen SMK MUHAMMADIYAH 1 GRESIK as the appropriate subject of this study.

Therefore, this study attempted to provide more information about the use of guided writing strategy towards writing procedure text in machinery program. The researcher hopes that this study will make contribution to the other researchers in this area. Based on the background and explanation above, the researcher decides to examine the use of guided writing strategy towards writing procedure text in machinery program at SMK MUHAMMADIYAH 1 GRESIK.

1.2 Statement of the Problem

Based on the explanation about the problem in writing skill which is faced by the students in tenth grade of SMK MUHAMMADIYAH 1 GRESIK, the problem of this research is formulated into a question:

What is the significant effect of using guided writing strategy toward writing procedure text of tenth grade machinery program at SMK MUHAMMADIYAH 1 GRESIK?

1.3 Purposes of the Study

According to the formulation of the problem stated above, this study is aimed to examine the significant effect of using guided writing strategy towards writing procedure text in tenth grade students of machinery program at SMK MUHAMMADIYAH 1 GRESIK.

1.4 Significance of the Study

This study expected to be meaningful contribution towards two significances, they are theoretical and practical. Here the details:

1.4.1 Theoretical Significance

In theoretical significance, the researcher expects that this study provides an investigation of students' writing skill especially in writing procedure text and stimulating vocational high school students in machinery program of tenth grade so that they can habituate and interest in mastering writing skill. This study can give contribution of using procedure text type to improve their competence in writing procedure test of machinery program.

1.4.2 Practically Significance

- a. This study can be useful for the teacher to know more about the use of guided writing strategy towards writing skill in making procedure text.
- b. For machinery students, it is expected that guided writing strategy can help them to master their writing skill in making some procedure texts.
- c. For the readers, it can motivate them to enhance writing skill using different strategy and text type.

1.5 Scope and Limitation

In order to make this study more specific, the researcher determines the scope and limitation which focus on the tenth grade students of SMK MUHAMMADIYAH 1 GRESIK and the text type which will be used to test is procedure text. In this research, the researcher just focuses on investigating the

use of guided writing strategy towards writing procedure text in machinery program.

Because the purpose of this study to examine the use of guided writing strategy towards writing procedure text in machinery program, so the researcher will give test to the machinery students by making procedure text which is based on the material of machinery program. For analyzing the result of the test, the researcher used SPSS to analyze the data and need limit time is about two weeks. From that, the researcher will take the result of this study.

1.6 Hypothesis

In order to answer the research questions, the following hypothesis is proposed: The null hypothesis (H_0) and the alternative one (H_1). In this study, the null is rejected and the alternative one will be accepted.

H_1 = There is significant effect of using guided writing strategy to improve students' writing skill in making procedure text.

1.7 Definition of Key Terms

1.7.1 Writing Skill

Writing skill is one of skills which is not only useful but also helpful to communicate by using written form for all students' level and all school programs in their daily life.

1.7.2 Procedure Text

Procedure text is one of the text types which is contained of purpose, materials, and some steps to do or make something.

1.7.3 Guided Writing Strategy

Guided writing strategy is one of the strategies in writing which the learners should read the material first, and then they should write independently after doing in group by guidance from the teacher.