

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Writing is an important part of language learning for students, it is because writing is an activity where the students write and share what they think, the students usually use writing as a tool to record the teacher's explanation, to make notes, to do assignment or exercise, and to summarize the lessons. A 2005 review by Urquhart and Mcleaver explained that "writing is about expressing knowledge and you want your students express their knowledge as thoughtfully and clearly as they can." (as cited in Desy, Eusabinus, Sumiyati, 2013, p.1). It means that writing is a tool of students to express what they think on the paper. Unfortunately, students' ability in writing are still far from what is being expected.

A 2005 review by Zemach and Rumisek, (2005) explain that "the teaching of writing is important because of the reason: The first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within class. The second reason is when the students writes, she or he has a chance to be adventurous with the language. Finally, the students becomes involved with the language, with himself or herself and with his or her readers." (as cited in Luh Sri Dani, 2014, p.1). It means that writing could help students learn, because write can reinforce their grammatical structures, idioms and vocabulary. Then, through writing students also could

express their thoughts on the paper, by this writing was the unique way for students to reinforce language learning.

Unfortunately, the student's abilities in writing was still far from what is being expected. This case, the researcher had founded in my sister one of the student junior high schools in Pangandaran, where the student had difficulties to write a paragraph in English. It was because the student's had lack in vocabulary, student's had lack in sentence structure, and students also had lack in organizing ideas. It made student felt hard to express her ideas in good writing. It was proven by Langen Dyan Vayye (2010) on his research, *Improving Writing Skill Through Guided Writing (A Classroom Action Research at the Third Year of SMU Negeri I Karanganyar in the Academic Year of 2009/2010)*. He stated, many students are lack of vocabulary mastery, lack of punctuation, lack of grammar and sentence structure mastery, many students cannot express their ideas in a good writing, they are lack in the content of the topic, and lack of attention the student learning to write. Afterward, it was proven by Irwan Kurniawan (2009) on his research, *Using Pictures and Guided Questions in Teaching Descriptive writing at the Odd Semester of VIII Grade Students at SMPN 111 Jakarta*. He states, students assume that writing is boring to be learned that makes them dislike joining the writing subject, this statement is based on his observed during P2KT activity at *SMPN 2 Ciputat*. Therefore, researcher wants to try to enhance their writing skills. Writing is very essential especially in EFL context.

Based on the problem stated above, the researchers wanted to enhance students' writing ability through picture and guided writing. Guided writing is writing process guided by the teacher an individual or group activity limited to structuring sentences, direct answers to questions and language based on exercises which concentrated on vocabulary building, reading comprehension, grammar and even oral skills that culminates in a piece of writing to build students' writing skill. From the explanation above, it could be assumed that guided writing can enhance the students' writing ability. Furthermore, the picture as media can be gained from various sources such as magazine, newspaper, photograph or browsing from internet. Using picture is a way to help students getting their imagination more easily. On other hand, a set of guided writing concerning the pictures helped the students to get their ideas in writing.

Based on the reason above, the researcher did the research entitled: "Enhancing Student's Writing Ability in EFL Context: An Action Research."

## **B. Formulation of the Problem**

In this research, the problem was formulated: "How do guided writing and picture enhance student's writing ability?"

## **C. Operational Definitions**

To avoid misinterpretation, it was necessary for the writer to present operational definitions:

1. Student's Writing Ability : It is the quality of student to explore their ideas to communicate with reader through signs or symbols in written form.
2. Guided Writing : It is the process where teachers develop and guide student's writing through discussion, join text construction and evaluation of their independent writing.
3. Picture : It is media can also be used in various configurations to enhance learning and practice students especially in writing.

#### **D. Aim of the Research**

The Aim of this research was to make students enhance their writing and to make students more creative in writing after avoiding their mistakes especially in vocabulary, sentence structure and organizing idea.

#### **E. Uses of the Research**

##### **1. Theoretical uses**

This research was expected to give contribution in theory especially in writing skills and apply it in teaching English in writing.

##### **2. Practical Uses**

This research, teachers hopefully could give the contributions to the teaching and learning process especially in teaching writing at junior high school. For the students, they felt easier to write and make them achieve

competence. They would be involved more in the lesson so that they will be better in acquiring the lesson.

### 3. Empirical Uses

This research can give positive contributions for the researcher herself to understand about writing skill in a theory and practical learning.