CHAPTER I

INTRODUCTION

This chapter discusses the general review of the present research. It consists of the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, definition key of term.

1.1 Background of the study

English has as an important role in many aspects of international language to communicate between countries, such as education and culture. Therefore, English is important subject to be taught as one of the main compulsory subjects in junior and senior high school. One of the English skills that must be mastered by a student to complete learning process is writing because in the academic and professional worlds, writing is very important.

Writing is important but it also the most difficult language skills because writing process involves complete thinking and creative skill. Not only that, but also it is supported by writing rules. So, in line with it Hamp-Lyons in Nunan, (1991:91) stated that writing is clearly a complex process and competent writing is frequently accepted as the last language skill to be acquired. It is also considered as more complicated language skill to be learned than other language skills. Richards and Renandya (2002:303) stated that writing is the most difficult skill for second language learners to master.

According to Heaton (1988:135) writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. There are five general components for good prose. They are language use (appropriate sentences), mechanical skill (punctuation, spelling), treatment of content (develop thoughts), stylistic skills (use language), judgment skills (the ability to write in an appropriate manner).

In learning writing, learners must be able to express their idea on the written text, to use correct grammar, punctuation and vocabulary, and so on. Writing has similarity with speaking. They express idea on spoken text. "Written text has a number of conventions which it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation" (Harmer 2002:255)

The problem of writing which is faced by students is the perception that writing is a difficult skill because it takes much time. Therefore, students admit that writing is a borring lesson .According to Harmer (2007:113) writing is the most boring activity in studying English, this may be because students are lack of confidence, think it's boring or believe they have 'nothing to say'. Teachers need the approach that can invite students and to give them more time in writing. Writing not only becomes a part of classroom activity, but also an opportunity for the students to realize their success in studying English. So, the teacher must change teaching writing style become more effective and enjoyable. Based on the initial observation at

SMA Muhammadiyah 10 Surabaya, the students were not interested and get bored in English class, some of them played mobile phone and did another activity in the class. The student thought English lesson is very difficult because they thought that English is not their mother tongue but English is second language. So they are not interested to learn English in class.

The students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page. There are several reasons as the basis of why writing should be mastered by the students First the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level (Riddel, 2003:130). Those skills in English should be integrated well including writing skill. Writing will helps students master other skills and mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into a draft or writing before speaking.

One of the important aspects to determine the success of learning is appliling in the appropriate approach. A selected approach for setting a particular class determines the detail feature of the learning activity in that class. If the chosen approach fits the characteristics of students, teaching and learning activities will run effectively, which continue the effect and purpose of learning will be easily achieved. Function approach for a teaching is as a general guideline for the steps of teaching

methods and techniques to be used. In fact, not often the name of the methods and techniques used are taken from the name of his approach. If the principle of approach arises from the theories of the relevant fields, then the approach is born from assumptions to the relevant fields. Different assumptions will lead to different approaches.

In the aspect of students, guided writing can solve the problems of motivation, interest and confidence. Guided writing builds confidence of small group with the same issues. Students' confidence can be improved by using that way, because it can be done in groups. By cooperating with others, students will feel more comfortable in doing the writing task. It is also stimulating their interest. Guided writing is the process where teachers develop and guide students' writing through discussion, join text construction and evaluation of their independent writing (Parsons 2001:12). Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Through guided writing, students are supported during the different stages of the writing process. Therefore, guided writing can build students' motivation and confidence to write.

Tyner (2004) defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Guided writing activities help students learn to write by providing them with a partially completed draft or some other form of assistance .Guided writing activities are typically in the classroom, so the teacher can interact with students individually as well as with the

entire class. Another definition, according to Fountas and Pinnell (2001), guided writing is defined as an instruction presented to small, temporary group of students who share similar needs at a particular point in time.

This research focused to use media and technology in teaching writing like *INKredible handwriting note application* that make the student enthusiastic to finish the writing assessment, because this media make the student more creative especially skill writing. According to Wallet Peter (2014:14) to support teaching and learning, as well as improve overall education management, a variety of ICT-assisted instructional approaches may be implemented, ranging from the use of radio or television to computers, Internet and newly emerging mobile devices.

In this study, the research used *INKredible handwriting note application* as media and Guided Writing as strategy to teach writing announcement text. Based on the basic competence of tenth grade in SMA Muhammadiyah 10 Surabaya, it is stated that *"To analyze social function, structure text, and element of language of announcement text that related to context, To catching the meaning of announcement text, Arrange the announcement written text, shorten and simple with pay attention social function, structure text, and element of language which right and related to context."*

The research used collaborative learning techniques with using the grouping and pairing of the students for the purpose of achieving an academic goal. The term collaborative learning refers to an instructions method in which students at various performance levels work together in small groups toward a common goal. After they have finished answering all questions, there will be a class discussion. By using Guided Writing, each group also could leave a comment or feedback to other groups' works. In this research, the researcher wanted to see the different achievement in

writing announcement between the students who are taught using *INKredible Handwriting Note Application* as media and Guided Writing as strategy and those who are taught using conventional method. It is hoped that using Guided Writing as strategy can improve the students' skill in writing announcement text.

1.2 Statement of the problem

From the background the research above, the researcher formulates the statement of the problem in the questions below:

Can guided writing strategy with *INKredible Handwriting Note Application* be effective in teaching writing announcement text?

1.3 Objective of the study

To find out the teachers implementation of teaching writing announcement text by using *INKredible Handwriting Note Applications* as media and technology by using Guided Writing as strategy in teaching writing.

1.4 Significance of the study

From this study, researcher hopes that this study has the significance that is divided for teacher and students, they are follows:

a. For teacher

The application *INKredible Handwriting Note* will make students interested in teaching and learning process. Moreover, it helps them improve their skill in writing announcement text.

b. For student: the study is hoped to give information about the appropriate method to improve the teaching and learning process.

C. For the next researcher: the result of the study will answer the curiosity about the use of *INKredible Handwriting Note Application* to teach writing announcement text.

1.5 Scope and Limitation

The scope of this study is focused on the students in tenth grades of MIA 1 class at SMA Muhammadiyah10 of Surabaya. In this research the researcher used collaborative learning method. The limitation of the study is focused on the teaching of announcement text at tenth grades in MIA 1 class of SMA Muhammadiyah 10 Surabaya. The researcher used one group pre-test post-test design. It is one kinds of the pre-experimental design.

1.6 Definition of key term

1.6.1 Writing

Writing is a form communication allows students to put their feelings and idea on paper to recognize their knowledge and beliefs into convincing argument, and to convey meaning through well-constructed text. According to Heaton (1988:135) said that the writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical device but also of conceptual and judgmental elements. Hyland (2003:23) says that writing is activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audience. It means that can help the students to write their feeling or something with used written form.

1.6.2 Definition *INKredible Handwriting Note application*

INKredible is one of the applications that easy and useful in learning process for the students to create some assessment especially writing lesson, so that the students cannot complain about assessment writing. According to Andy (2017) said that *INKredible* is outstanding free writing apps which has vector graphics inking technology. It will make writing on a smartphone and tablet feel good as, or even greater than, pen on paper

1.6.3 Announcement text

An announcement is a written spoken statement in public or formal words containing information about an event that has happed or is going to publicly people know what, when, and where it is about. According to Andy (2017) said that *INKredible* is outstanding free writing apps which has vector graphics inking technology. It will make writing on a smartphone and tablet feel good as, or even greater than, pen on paper. According to Bailey and Walker (1956:112) mention some important things about a good announcement. "An announcement should include what, when, where, and who. Often it includes why and how. An announcement should be brief".