

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English education is important in Indonesia. The importance of English education can be found in kindergarten, junior high school, senior high school and college levels. In senior high school level, English can be learnt until the informational literacy which the students are expected to be able to apply their language ability. As Haycraft stated (1978, p. 8) there are various abilities in mastering English: receptive skill, which are listening (understanding the spoken language), reading (understanding the written language), and productive skills such as speaking and writing. Receptive skills are those that involve active participation on the part of their reader or listener (Litz, 2000, p. 25). Therefore, the productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills.

Writing is a language ability that is important to academic success. It is an active, productive skill, and students need to learn to write in a foreign language. Writing itself is complex, often difficult and frequently frustrating. In adult life, people's writing needs are both in institutional and personal aspects (Davies & Widdowson, 1974). Writing is used either as evidence of successful learning or as a means of learning. Because writing leads up to a product that can be examined and reviewed immediately, it can provide feedback to the teacher and learner on what has been understood (Richards, 1990, p. 100).

On the other hand, the teaching and learning writing activities in senior high school level are considered as target based on competence and basic competence founded on the standard of contents. Therefore, the standard competence of writing for students in science and social program is expressing meaning of essay in the form of report, narrative and analytical exposition in the context of everyday life (Depdiknas, 2006). While the basic competence is expressing meaning and generic structures in essay writing using accurate, fluent and acceptable language in the context of everyday life in the form of: report, narrative, and analytical exposition (Depdiknas, 2006).

In addition, narrative is prominent to deliver human experience based on the time. Furthermore, Sofyan (1999) stated that narrative is a story which is connected with the events based on developed plot (p. 86). Therefore, narrative writing composition needs to be mastered by those students for delivering their experience, thinking, and creativity. On the other hand, Students have some obstacles regarding to composing a narrative writing. They just could not produce good narrative writing which based on the genres, generic and language structure which narrative has.

Related to those obstacles Guided Writing and Sequences of Pictures which are considered as teaching techniques have its influence on students' composing narrative writing ability. The first technique, the guided writing allows the learner which supplies all necessary structural and lexical items to be along with the thoughts and ideas to be expressed. The role of the teacher in this case is only a guide. The teacher provides the guidance by way of asking questions,

pictures, cues and others way. It enables students to work independently under guidance of teacher. It is one of the activities included into supervised study (Patel & Jain, 2008, p. 130)

Second techniques, these pictures may provide background information about the narrative writing which the student made. The series of events could give model to the students as they make their narrative. This technique, sequences of pictures or cartoon strips and instruction strips of pictures are potentially useful. The pictures can be kept as they are and used to contextualise a story or description of a process. Sequences of pictures can be used to stimulate and guide writing or they can be cut up and given to different students who work out story (Wright, 1989, p. 201).

There are several studies that analyse the writing skill in students. Anderson (1982) conducted a study in the cognitive processes that can help students acquire their writing skills. Anderson stated that students are able to use their cognitive skills after they have received instruction about the skill, and are allowed to practice the skill. The study conducted by Johnstone, Ashbaugh, and Warfield (2002) ,which applied Anderson's method, developing an intensive writing curriculum for college aged students that stressed repeated practice and time spent on writing instruction over a four semester periods. Another study in national area was done by Ikhsan (2009), who used pictures to develop the student's skill to compose writing. Other similar studies conducted by Sundari (2011), who also used the picture as the facility to enhance students writing skill in composing descriptive text. Hence, the writer found several gaps which are: (1)

those studies did not use Guided Writing and sequences of pictures as their teaching techniques, (2) Action Research was not the method to collect the data, and (3) Narrative writing was not the main subject of their research.

Regarding above-mentioned matter, the writer conducted Action Research that focused on the narrative writing composition of the students who took writing course, in “Different English Course”(DEC). As a commercial institution, DEC provides English course as one of its subjects. It offers writing course to their students. Hence, the students are interested to take this writing course merely because they want to develop their writing ability and master writing. Furthermore, in this study, the writer would like to identify the use of guided writing and sequences of pictures as teaching techniques in order to enhance the narrative writing ability of the students.

1.2. Statement of problem

This research tried to discover the influence of guided writing and sequences of pictures for students in their writing ability. For reaching that purpose, the writer formulated the following research questions:

1. Do the guided writing and sequences of pictures help students to enhance narrative writing composition ability?
2. What are the students' views about Guided Writing and sequences of pictures for their narrative writing composition ability?

1.3. Objective of the study

Based on the statement of problem, the writer had two objectives of the study which are:

1. to discover whether the guided writing and sequences of pictures help the students to enhance their writing ability or not
2. to explain the students views about guided writing and sequences of pictures.

1.4. Significance of Study

The writer divided the significance of this study into theoretically and practically.

Theoretically:

1. As the references source for other researchers who are interested in investigating the teaching writing ability by using guided writing and sequences of pictures to students' composing narrative text.
2. As the support for the theory guided writing, sequences of pictures and narrative text composition

Practically:

1. As the information of the readers who are teachers, students and others who use guided writing and sequences of pictures in composing narrative text.

2. As the additional information to the teachers who want to apply guided writing and sequences of pictures in their teaching.

1.5. Scope and limitation

This study focused in narrative writing as its subject. This kind of writing was selected because (1) narrative writing is commonly encountered in students' daily life (2) the need of impeccable narrative writing for students in their school. On the other hand, the ability of narrative writing composition was concerned as the researchable subject to study at. The use of guided writing and sequences of pictures as teaching technique was the second focus for this study. Grammatical aspects and narrative organization were the sub-focus of this study. The other language skills such as listening, reading and speaking were not examined. One informal institution may also represent the whole informal course in Surabaya and Indonesia. The result taken from this analysis may not be generalization for the whole writing in different genres since the definition, purposes and structures of every genre of writing are different.

1.6. Definition of Key Terms

Not to make misperception by the reader, the writer would give some definition of key terms. These are the following of some key terms which are used by the writer in this thesis:

1. Narrative Writing: Narrative as a story tells or describes an action in the past time clearly (Keraf, 2001, p. 136).

2. **Guided Writing:** The teacher may give the model language to help the student in composition their writing. Therefore, the model of language provided by a functional approach to teaching helps to identify children's strengths and to make clear suggestions as to how they can make their texts more effective (Hyland, 2002, p. 103).
3. **Sequences of pictures:** pictures are and used to contextualise a story or description of a process. Sequences of pictures can be used to stimulate and guide writing or they can be cut up and given to different students who work out story or process (Wright, 1989, p. 201).
4. **Action Research:** it is an inquiry conducted to examine an action or practice to improve the quality of the action or practice can be conducted in a classroom setting, school setting, or a broader area (Cahyono, 2011, p.8).
5. **Different English Course (DEC):** It is commercial English course which has several subjects as its programme. In this course, informal writing class is one of its several subjects. The domicile of this commercial institution is Surabaya. It is located in Klampis Sacharossa no 60, Surabaya, East Java, Indonesia.