

THE SCIENTIFIC APPROACH IN TEACHING WRITING BY USING GUIDED WRITING BASED ON CURRICULUM 2013

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Abstract: The study presented of how students are taught by using guided writing. It showed the implementation of the scientific approach in teaching and learning process particularly in teaching writing. This research applies a CAR (classroom action research) to the tenth grade students of Computer and Networking Program of SMKN 1 Bengkayang in Academic Year 2014/2015. The Classroom Action Research was conducted in three cycles. Each cycles consisted of four steps: planning, action, observation and reflection. In collecting the data, the researcher used test, observation checklist, questionnaires, and photograph or documents of students writing product. The result of the research shows that guided writing could improve the students' writing skill. Through guided writing, the students showed great interest and actively involved in the teaching and learning process. The students were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher's explanation and examples. They also used more vocabularies in their writing. The study showed that there was an improvement on the students' writing skill. The researcher suggests that English teacher is better to implement scientific approach helped by guided writing in their class in order to help the students improve their writing skill.

Keywords: Curriculum 2013, Scientific Approach, Guided Writing

IMPLEMENTASI PENDEKATAN SAINTIFIK DALAM PENGAJARAN WRITING DENGAN MENGGUNAKAN TEKNIK GUIDED WRITING BERDASARKAN KURIKULUM 2013

Abstrak : Penelitian ini membahas tentang implementasi pendekatan saintifik dengan menggunakan teknik Guided Writing pada pengajaran writing. Penelitian ini adalah penelitian tindakan kelas pada kelas X Jurusan Teknik Komputer dan Jaringan SMK Negeri 1 Bengkayang tahun ajaran 2014/2015. Penelitian ini dilakukan dalam tiga siklus. Masing-masing siklus nya terdiri dari empat langkah yaitu: perencanaan, pelaksanaan, pengamatan dan refleksi. Pada pengumpulan data kualitatif, peneliti menggunakan data penilaian observasi, dokumentasi dan dokumen-dokumen seperti hasil menulis siswa. Pada pengumpulan data kuantitatif, peneliti memberikan soal tes di setiap akhir masing-masing siklus. Dari hasil tersebut, maka penelitian ini menunjukkan bahwa teknik Guided Writing dapat meningkatkan hasil belajar siswa. Dengan menggunakan teknik ini pula, siswa dapat berperan aktif dalam proses belajar mengajar di kelas. Dalam hal ini, siswa dapat menulis kalimat dengan benar berdasarkan penjelasan dan contoh-contoh yang diberikan peneliti.

Kata kunci: Kurikulum 2013, Pendekatan Saintifik, Guided Writing

In the early observed since being a teacher of Vocational High School 1 Bengkayang, the researcher found, it was difficult to deny that those students suffered from weaknesses in writing despite the efforts of the teachers to overcome this weakness. Teachers help the students to practice various relevant writing tasks to make the process of writing easier. Moreover, students may follow different processes to produce good composition (arranging ideas, selecting words, forming sentences and combining these sentences into coherent paragraph). For this research, the researcher focused on teaching writing of invitation letter.

The term of Scientific Approach (SA) commenced to be popular when the Ministry of Education and Culture launched a new curriculum called Curriculum 2013 (C13), for elementary and secondary schools to replace the previous curriculum (KTSP). This new curriculum explicitly claims that SA is paramount to better the quality of teaching and learning.

SA is believed to be able to develop students' affection, skills, and knowledge. SA is also considered relevant with the idea that learning is a scientific process in the classroom. Thus, how learning takes place should be scientific-based, meaning that all processes and steps of learning should reflect fixed procedures starting from observing, questioning, experimenting, associating, and communicating.

A learning approach can be regarded as a scientific approach if it meets the seven learning following criteria: *first*, the learning material based on facts or phenomena that can be explained logically, not merely approximately, imaginatively as in a legend or a myth. *Second*, teachers' explanation, students' response, and teacher s' educational interaction. *Third*, encouraging and inspiring students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying the learning materials. *Fourth*, enable the students to think in a hypothetical look at the differences, similarities, and another link from learning material. *Fifth*, persuade and motivate (find the synonyms) the students are able to understand, implement, and develop patterns of rational and objective thinking in response to the learning material. *Sixth*, it should be based on concepts, theories, and empirical facts that can be justified. *Seventh*, learning objectives are formulated in a simple and clear, yet an attractive presentation system (Direktorat Jenderal Pendidikan Dasar, 2013a).

In learning English, there are some difficulties faced by students. For the students of SMK Negeri 1 Bengkayang, writing is considered as the most difficult skill. The students are not interested in English writing class, they think writing is a difficult skill, some students do not do the writing well and the students are not confident on their own writing. Besides, the students do not get more opportunity to write in the class or outside the class so that they are lack of time to practice writing. Some students do not do the exercise well in writing class; they often copy from others or from books or even do not write anything.

Based on the pre-observation, it is found that students' writing skill related to vocabulary mastery, sentence structure knowledge, and self-confidence is still low.

The teacher does not implement a method giving chance for the students to be active writers in the classroom, and the lesson plan implemented in the class is often monotonous. Furthermore students are not prepared well to do the writing so that they often fail in their writing. To overcome the problems above, here, the writer decides to use guided writing as a technique focusing on the teacher guidance in the process of the writing. Guided writing helps the students write any kind of text preceded with the model paragraph given. In guided writing, students' vocabulary mastery and sentence structure knowledge as the linguistics aspects in writing are involved so that students have a better preparation to do the writing.

The previous research entitled "The implementation of scientific approach in teaching writing to Junior High School" (Pahlevi, 2013). The result of the study showed that the teacher implemented five learning phase of the SA in two meetings. They are observing, questioning, collecting information/exploring, associating, and communicating phase. However, the teacher's activities in the questioning and associating phase were less effective due to the students' curiosity to ask were unsatisfied in the questioning phase and he left analyzing or comparing the obtained information in the associating phase. He suggested the teacher to be more creative in the questioning phase as well as he also should guide the students to analyze and compare the model text with other examples of text-type in the associating phase.

However, to date, it seems that no study has investigated the use of SA on Vocational students' in writing composition. Therefore, the researcher explored more the phase of SA including to strengthen the questioning phase as previous study suggested. The finding of this study encouraged the teachers to consider this approach for schools that may enhance the students' writing level.

Although a substantial amount of the research has been conducted on writing skill (Toubat, 2003), there has been no study conducted using scientific approach in teaching writing of invitation letter for vocational students in SMK Negeri 1 Bengkayang. There might be similar studies conducted abroad, but the variables and environment are different. The significance of this study comes from the fact that it provided teachers and students with a scientific approach for teaching writing.

The guided writing in scientific approach may motivate students and help them enjoy learning writing skills and get rid of frustration as they feel their English writing improve. In addition, this study may help educators, curriculum designers, and policy makers include in Indonesia curriculum. As a result, they were expected to develop training programs both for teachers and students.

The result of the research expected to give some solutions for the teachers at Vocational High School. This classroom action research can help the teachers to choose the most effective technique of teaching writing. They have known the importance of guided writing in scientific approach and apply it in teaching English writing. The result of the research also expected to give contributions to the teaching and learning process especially in teaching writing at Vocational High School. For the students, they are expected to feel easier to write and make them feel comfort in the class. They involved more in the lesson so that they will be better in acquiring the

lesson. For the writer herself, the research adds knowledge about teaching English writing in Vocational High School.

METHOD

In this study, the method the writer uses is Classroom Action Research (CAR). This design enables the researcher to refine or elaborate the findings from the initial quantitative data through an extended and in-depth qualitative exploration of key issues which arise (Creswell, 2005; Hanson, Creswell, Clark, Petska, & Creswell, 2005). Qualitative data is collected through document collections which included teachers' syllabus and lesson plans and samples of student's writing. Documents are collected as they are an important source of information in qualitative research, providing valuable insights into the phenomena under investigation in qualitative studies (Creswell, 2005). In this study, the researcher's planning documents and the student's writing products provided insights into the way of implemented the new curriculum.

In this study, the classroom action research is conducted to overcome the students' problem in writing by means of improving the students' vocabulary and sentence structure knowledge. This classroom action research is carried out by the researcher collaboratively with the English teacher as her collaborator in the tenth grade of SMK Negeri 1 Bengkayang by implementing guided writing technique in classroom action research.

This research was for the tenth (X) grade students of Computer and Networking Program. The amounts of this program are 37 students, which are consists of 17 females and 20 males.

The model of action research in this classroom action research is developed by Lewin in *Penelitian Tindakan Kelas (Classroom Action Research)* written by Tim Pelatih Penelitian Tindakan (2000:11). Based on the model, there are four steps in implementing the action research: 1) planning; 2) acting; 3) observing; and 4) reflecting. The cycle of research steps can be visually seen as follows:

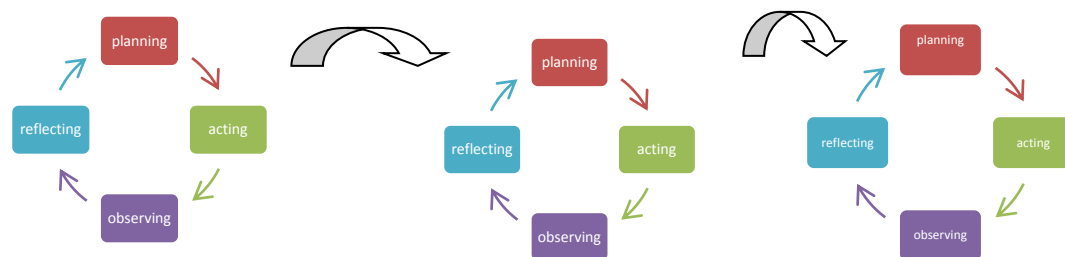


Figure 1.
Classroom Action Research Steps

In this research, the process of analyzing the qualitative data uses some components. They are reduction of data, presenting the data (it can be percentage of data) and conclusion or verification. It is also supported by Burn; she mentioned that in analyzing the qualitative data, there are three action steps: those are the process of

reducing data, presenting data, and making conclusions (Burn, 199: 179). Miles and Huberman in Burns (1999: 179-180) call the data analysis in mention research as analysis episodes which a dynamic process. To make clear, the following schema showed the activities of the process sequence:

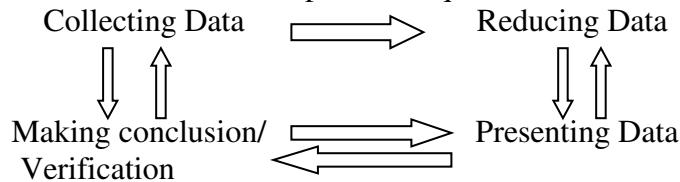


Figure 2.

The process of data analysis

The writer uses quantitative data to support the research result especially for the students' writing results. The quantitative data are the students' writing score in the test. To measure scoring system in writing competence, the writer uses five components of language proficiency. They are content, organization, vocabulary, language use and mechanic. Thus, the criteria components are applied by point 1-100. To know the improvement in pre- test and post test, the writer will use the formula as follow:

$$P_1 = \frac{y_1 - y}{y} \times 100\%$$

$$P_2 = \frac{y_2 - y}{y} \times 100\%$$

Where:

P: Percentage of students' improvement

y: Pre test result

y1: Post test 1 result

y2: Post test 2 result

To know each students activity in the class percentage, the writer is used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage

F: Number of each indicator of students' participation

N: Total number of students.

Besides that, the data from questionnaire use the following formula:

$$\% = \frac{n}{N} \times 100\%$$

Where:

n: number of students who answer

N: Number all of the students

FINDING AND DISCUSSION

Findings

The research findings are presented as follows:

a. Cycle 1

There were some barriers the researcher found, among others:

1. The students still found difficulties in constructing sentences and expressing their ideas in writing.
2. Some students still needed guidance in their writing dealing with the content and expanding the outline.
3. The researcher did not control the class well enough so that sometimes the students were busy with themselves and some of them were not involved well in the lesson.

Therefore, the researcher decided to take the second cycle in order to make better improvement of the students' writing skill.

b. Cycle 2

After analyzing the observation results in the second cycle, the researcher found some improvements. The improvements were as follows:

1. The students were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher's explanation and examples. They also used more vocabularies in their writing.
2. They got better understanding about the essence of guided writing so that they could write without any burden.
3. All students were active enough in joining the lesson since the researcher did better class control.

The mean score of the second post test result done at the end of the action showed that there was satisfying improvement of the students' writing skill on the aspect of sentence construction.

c. Cycle 3

The improvements were as follows:

- a. The students were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher's explanation and examples. They also used more vocabularies in their writing.
- b. They got better understanding about the essence of guided writing so that they could write without any burden.
- c. All students were active enough in joining the lesson since the researcher did better class control.

The mean score of the third post test result done at the end of the action showed that there was satisfying improvement of the students' writing skill on the aspect of sentence construction. By those reasons, the researcher stopped the cycle of her research.

DISCUSSION

There are several differences between teaching English in vocational high schools and teaching English in senior high schools. Teaching English in vocational high schools should refer to the program of study of students who are being taught. The English teachers of vocational schools have to teach about the language of English that is closely related to the students major of study, for example, the teachers both explain and give information about the English expressions of handling guest to the hotel accommodation students. In addition, the teachers also give the information about the special terms that are used by mechanics to the engineering students. The teachers of vocational high schools have to consider the specific needs of the learners. The considerations are: curriculum, classroom management, material management, activity and time management, students' management, learning resource management.

The term *Scientific Approach* (abbreviated SA) commenced to be popular when the Ministry of Education and Culture launched a new curriculum (Curriculum 2013) for elementary and high schools to replace the previous curriculum-KTSP in 2013. This new curriculum explicitly claims that SA is paramount to better the quality of teaching and learning. SA is believed to be able to develop students' affection, skills, and knowledge. SA is also considered relevant with the idea that learning is a scientific process in the classroom. Thus, how learning takes place should be scientific-based, meaning that all processes and steps of learning should reflect fixed procedures starting from observing, questioning, experimenting, associating, and communicating.

There are three points that become the focus in teaching and learning process with SA. They include attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer "students know why", skills refer to "students know how", and knowledge refers to "what students know". These three points are expected to make students affective, creative innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly. When the experiences are stored in the brain, they will interact with the previous events or experiences. This process is called "associating". From the perspective of psychology, "associating" refers to the connection between conceptual or mental entities as a result of the similarity between the mind or proximity in space and time. According to the theory of association, the learning process will be managed effectively in if there is a direct interaction between teachers with learners. Interaction is done through stimulus and response (SR). Thus, the basic principles of the learning process in this theory is an association, which is also known as the theory of stimulus response (SR). Here, learners' learning process occurs slowly or gradually, not suddenly.

The words "Scientific approach in language teaching or in English language teaching, what appeared was that of the topics such as "teaching science to language minority students", "effective science teaching for English language education", "the teaching of science", "teaching science through English", and "linguistics and the

scientific study of language teaching”. This phenomenon indicates that SA is not yet prominent in the area of language, particularly English language teaching.

These facts show that SA has been popular in science, social science, and management. Probably, SA is not relevant with language teaching, particularly English language teaching, or the researchers are not interested in this area since SA is not really linked to language teaching.

This approach is claimed to be more effective in increasing students’ learning outcomes than the traditional one. This approach is also considered relevant with the idea that learning is a scientific process in the classroom. Therefore, SA in Curriculum 2013 must be applicable in all subjects including English.

In learning English, there are some difficulties faced by students. For the students of SMK Negeri 1 Bengkayang, writing is considered as the most difficult skill. The students are not interested in English writing class, they think writing is a difficult skill, some students do not do the writing well and the students are not confident on their own writing. Besides, the students do not get more opportunity to write in the class or outside the class so that they lack of time to practice writing. Some students do not do the exercise well in writing class; they often copy from others or from books or even do not write anything. After the researcher implemented the use of guided writing in writing invitation letter, she got the data. It showed there were several improvements from the students and teacher performance. Students were being enthusiastic in learning English, especially writing invitation letter. Most of the students paid attention to the teacher’s explanation and could accomplish the task well. It was analyzed of each cycle, the mean of the students’ score from the pre research until the third cycle.

Based on the pre-research observation, it is found that students’ writing skill related to vocabulary mastery, sentence structure knowledge, and self confidence is still low. The teacher does not implement a method giving chance for the students to be active writers in the classroom, and the lesson plan implemented in the class is often monotonous. Furthermore students are not prepared well to do the writing so that they often fail in their writing.

Based on the pre-observation, it is found that students’ writing skill related to vocabulary mastery, sentence structure knowledge, and self-confidence is still low. The teacher does not implement a method giving chance for the students to be active writers in the classroom, and the lesson plan implemented in the class is often monotonous. Furthermore students are not prepared well to do the writing so that they often fail in their writing.

To overcome the problems above, here, the writer decides to use guided writing as a technique focusing on the teacher guidance in the process of the writing. Guided writing helps the students write any kind of text preceded with the model paragraph given. In guided writing, students’ vocabulary mastery and sentence structure knowledge as the linguistics aspects in writing are involved so that students have a better preparation to do the writing.

In addition, students' creative thinking is not fully limited in sentence pattern and guided writing allows the students to be more flexible in sharing their ideas and thoughts and eventually to deliver their message through their writing. From the explanation above, it can be assumed that guided writing can improve the writing skill of the tenth grade students of SMK Negeri 1 Bengkayang.

The researcher believes that there are many reasons for students' weakness in writing skills, the most important of which is the technique of teaching. Moreover, the techniques teaching aids which are interesting such as SA is very important and may positively influence students' writing product. It seems that there is a need to adopt this kind of technique for teaching writing that may help students become better writers.

From the explanation, the teacher should use appropriate technique to improve students' writing skill. A technique which makes the students of Vocational High School learn writing better is by guided writing. Guided writing in scientific approach can be defined as 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 comprehension, grammar, and even oral skills that culminates in a piece of writing to build students' writing skill.

In fact, SA has been very much used in science, research, and management, but not English language teaching. So far, there have been various approaches, methods, and techniques identified in the history of language teaching. They include Grammar-Translation Approach, Direct Approach, Natural Approach, Reading Approach, Audio-lingual Approach, Cognitive Approach, Eclectic Approach, Total Physical Response, Suggestopedia, Communicative Approach, Mimicry-Memorization Method, Pattern Practice Method, Translation Technique, and Question-Answer Technique.

Guided writing is the third writing step after imitative writing and dictation. It is called guided writing because the short written responses of the pupils are guided by the teacher." From the definitions above, it can be concluded that guided writing is a process of writing after imitative writing and dictation guided by the teacher with stimulators. In line with statement above, Doff (1997: 153) states that "as soon as students have mastered basic skills of sentence writing, students need to progress beyond very controlled writing exercises to freer paragraph writing. However, they will make this transition more easily and learn more if we can guide their writing.

By using guided writing the researcher implemented, she found the difference significant score in cycle 1, cycle 2 and cycle 3. Guided writing helps the students write any kind of text preceded with the model text given. In guided writing, students' vocabulary mastery is improved by exercises guided by teacher. Furthermore sentence structure knowledge as the linguistics aspects in writing is involved so that students have a better preparation to do the writing. It is in line with Cross in Reid (1993:26) who states that ESL writing classes, particularly at the lower levels of language proficiency, successfully use guided writing techniques to build vocabulary and sentence structure knowledge. In addition, students' creative thinking

is not fully limited in sentence pattern. Guided writing allows the students to be more flexible in sharing their ideas and thoughts and eventually to deliver their message through their writing. It is in line with Huebener (1965:82) who states that much practice in guided writing the students will be able to express him freely and independently.

Guided writing involves oral preparation practice which makes the class more interesting. It happens because it can be done in different ways according to the students' interests and ability. Doff (1988:155) also states that oral preparation activity in guided writing makes the activity much more interesting and involves the class more. Furthermore, during guided writing activities, the students receive feedback and advice from the teacher. Problems that arise during the activity of writing are overcome by the teacher. Lynch (1996:156) states that interaction before, during and after writing will make learners more effective writers.

The typical guided writing exercises in widely used textbooks include the following: Model Paragraph, at the beginning, teacher provides a short text as a model paragraph and briefly explains how a text can be used as a model for writing. Teacher must find a suitable text for the lesson. It is possible to adapt a text from the textbook; this can be written on the board before the lesson, or copied onto worksheets. Students may concentrate on reading comprehension, and perhaps study particular features of the text given. Comprehension questions, teacher may ask a series of questions based on the model paragraph given which include the basic information about the content of the paragraph. Language based exercises; teacher may give a series of exercises which focus on vocabulary building and sentence structure knowledge related to text. The activities may involve pattern drilling such as transformation, substitution or to complete pattern drills. Oral composition, another way of guiding paragraph writing is to do oral preparation beforehand with the whole class. By discussions, students make suggestions about what to write and the teacher builds up an outline or a list of key expressions on the board as a basis for students' writing. Written composition, students may follow the model given by teacher, but change all information that is not correct for them. Students may follow the model paragraph which is similar but involves some changes. They may take as many structures and words from the model as they can use in their paragraph.

Writing, like reading, is in many ways an individual, solitary activity: the writing triangle of communicating and crafting is usually carried out for an absent readership (McDonough and Shaw, 2003). However main stages, we must remember that our students are language learners rather than writers, and it would not be particularly helpful to have them spend all their time writing alone.

The classroom can provide an environment for writing at each of the three main stages of (1) gathering ideas: pre-writing and planning, (2) working on drafts, and (3) preparing the final version. It means by which this can be done, leaving aside for the moment the teacher's role of marking and commenting is by establishing a collaborative, interactive framework where learners work together on their writing in a "workshop" atmosphere.

The advantages of guided writing are: students appreciate the models or examples that show what they have to do in writing; students' vocabulary building is involved in the process of writing preparation so that students may build their self-confidence in composing writing; students may quickly go through the exercises orally, so that students can see how they work; In oral preparation, it can be done in different ways according to the interest and ability of the class; the application of the principles of guided writing may enhance students' grammatical awareness and sentence structure knowledge of a second language, particularly at the lower levels of language proficiency.

The disadvantages of guided writing are: the model text given by teacher might be too limiting, especially if the object of writing has quite different features; This may lead students either to follow the text too closely (and so write something which sounds unnatural) or to move away from it too much (and so make many mistakes); it is also criticized for limiting learners' creative thoughts about content of the writing. Reid (1993: 27) who states that: "The exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the language and will therefore be able to transfer the repeated guided skills to original utterances.

Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes". Furthermore, guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students in discovering the texts' true message due to the structural aspect of the text. This study comes from the fact that it provided teachers and students with a scientific approach for teaching writing. The guided writing in scientific approach may motivate students and help them enjoy learning writing skills and get rid of frustration as they feel their English writing improve. In addition, this study may help educators, curriculum designers, and policy makers include in Indonesia curriculum. As a result, they were expected to develop training programs both for teachers and students.

The result of the research expected to give some solutions for the teachers at Vocational High School. This classroom action research can help the teachers to choose the most effective technique of teaching writing. They have known the importance of guided writing in scientific approach and apply it in teaching English writing. The result of the research also expected to give contributions to the teaching and learning process especially in teaching writing at Vocational High School. For the students, they are expected to feel easier to write and make them feel comfort in the class. They involved more in the lesson so that they will be better in acquiring the lesson. For the writer herself, the research adds knowledge about teaching English writing in Vocational High School.

Thus, the use of guided writing in scientific approach could improve the students' ability in teaching writing invitation letter. So, this classroom action

research through guided writing in scientific approach at SMK Negeri 1 Bengkayang was success. The improvements of mean of students' ability were 60.1 in the first cycle, 65.3 in the second cycle, and 75, 4 in the third cycle.

CONCLUSION AND SUGGESTION

Conclusion

Having finished explaining the result of the study, the researcher drew two conclusions. The first conclusion is that guided writing can significantly improve the students' writing skill. In this case, the students could correctly construct sentences based on the grammar explained by the researcher. They also used appropriate vocabularies dealing with the topic in their writing. In general, students are encouraged to practice writing as much as possible. Since writing is a skill gained by practicing, it makes sense to say that the more they practice writing, the better they will write. The second point to be concluded is that the implementation of guided writing has improved the students' motivation in learning writing. It could be seen from their positive attitudes towards writing indicated by their active participation in the writing lesson conducted by the researcher. They enthusiastically wrote what the researcher asked to write. The conclusion above implies that in teaching writing the teacher should make the students accustom to writing. Guided writing has been proven to be an effective way in improving students' writing skill. Practically, guided writing is a suitable technique to use in teaching and learning process. Guided writing is one of the ways of accustoming students to write. In short, teachers who are willing to improve their students' writing skill should use guided writing as one of the techniques applied in their teaching. Once students understand the overall writing process in guided writing, they will be eager to begin writing.

Suggestion

Writing is, of course, not easy, but it is less difficult than what many students imagine. To improve their writing skill, all the students have to do is practicing writing as much as possible, since, once more to say, writing is a skill gained by practicing. Practicing writing does not mean that they have to write something scientific. They can write freely anything they want without worrying about the correctness of every kind. They should understand that the main function of writing is conveying meaning or communicating. Nevertheless, meaningful writing involves the aspects of writing skill. Therefore, students should read much from the writing of the more proficient writers in order to get the examples of good writing. The more they read, the more they understand about the way how they write. This study discusses the implementation of guided writing as a means of improving students' writing skill in a Secondary School. It is expected that the result of the study can be used as an additional reference for further researches, especially researches dealing with the teaching of writing. The researcher also hopes that other researchers can apply this technique in other level of students. Besides, other researchers can use this technique to improve students' writing skill focused on other aspects of writing skill, such as handwriting, punctuation, or spelling. They can also conduct researches, experimental

researches for example, comparing this technique with other techniques in teaching writing. The institution should encourage and support the English teachers to improve the quality of their teaching. It can be done by providing facilities needed by both teachers and students so that the teaching and learning process will run well. Besides, the institution should hold regular meeting with the English teachers in order to discuss about the problems they face in teaching and to find out the best solutions.

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