

# THE EFFECTIVENESS OF USING GUIDED WRITING TECHNIQUE IN ENHANCING STUDENTS' WRITING ABILITY

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## Abstract

The objective of conducting this research was to find out whether the use of guided writing technique was effective in enhancing the students' writing ability to the eighth grade at SMP Negeri 17 Palu or not. This research employed a true-experimental research design that involved two groups, experimental group and control group. The population of this research was the eighth grade students of SMP Negeri 17 Palu. The sample of this research was selected by using cluster sampling technique. In this research, the researcher used two kinds of instruments for collecting data. They were test and non-test instrument. The test instrument covers pretest and posttest, and the non-test instrument covers observation and interview. The test was given twice as pre-test and post-test. The result of the test was analyzed statistically while the result of interview and observation were analyzed descriptively. Having analyzed the data, the researcher found that the result of t-counted value was 5.29. Consulted to the t-table value by applying degree of freedom (df) t-counted 46 (24+24-2) and 0.05 level of significant, the researcher found that the value of t-table was 2.014. It means that the use guided-writing technique is effective in enhancing the students' writing ability, particularly for the recount paragraph.

**Keywords:** Effectiveness; Guided Writing Technique; Writing Ability.

## INTRODUCTION

Writing as one of language skills takes prominent matter in English teaching and learning in Indonesia which is taught from elementary schools up to University levels. In general, there are four language skills that should be acquired by students in language learning, they are listening, speaking, reading and writing. There are two divisions of English skills that determine the level of the students' mastery to the language. They are the productive skills: speaking and writing, and the receptive skills: listening and reading.

Students in Junior High School are expected to reach the functional level. It is stated in the school-based curriculum or in Bahasa Indonesia called Kurikulum Tingkat Satuan Pendidikan (KTSP, 2006; 277) "Pembelajaran bahasa Inggris di SMP/MTSs ditargetkan

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agar peserta didik dapat mencapai tingkat functional yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari....” Students are expected to be able to communicate and develop their communicative competence in spoken and written forms in their daily life. It can be realized through four language skills: listening, speaking, reading, and writing. Writing activities can give the students chance to express their personalities, help to consolidate learning in the other skills areas, and help them to develop the language mastery. That is why the ability of the students has to be improved.

According to Bello (1997:1), “Writing is long-lasting process of discovering how to find the most effective language for communication one’s thought and feeling.” Writing is also a process of thinking how to use effective words to convey ideas and feeling to others in written form so that people understand the idea easily. Moreover, it can enhance language acquisition as learners’ experience with words, sentences and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are using in the class.

When researcher conducted an observation, she found that almost all of the second year students SMP Negeri 17 Palu particularly VIII A and VIII B got any difficulties in learning writing. Firstly, the students could not express ideas and still difficult to produce sentences. Secondly, lack of vocabulary to create a paragraph. The last, they were unable to apply correct grammar rules. A teacher has main role to determine appropriate technique to use. The technique was used in teaching writing can influence the students’ progress in learning writing skill. There were many techniques could be used that in enhancing writing ability. One of the appropriate techniques that were expected to improve the students’ writing ability was guided writing.

Guided writing technique focuses on creating paragraphs through writing process. By using it, students will not be left alone in creating their writing, but instead they will be guided and monitored from first until last step. It fulfills students’ need in achieving their writing goal and through teaching sequence it will enhance their writing and independence.

In guided writing, as in guided reading, the students progressively take control of the writing process. The teacher usually works with a group on a focused task. The teachers know what the students have already learned, what their needs and interest are, and what their next learning steps will be. These steps are generally identified as the learning goals for a writing task that follows on a model provided during shared writing. The students construct their texts individually, working with the ideas about writing already developed

with the teacher. The teacher supports them in working out how best to convey their message to the intended audience.

The teacher can adapt guided writing technique based on the students' need. It can be a convention focus, such as reinforcing strategies for spelling, use of specific kinds of punctuation or capitalization. The focus can be one of the "authorial" aspects of writing, such as clarifying ideas or organizing and composing a paragraph.

Based on the curriculum of junior high school which recommended by government, the teaching writing is done through twelve genres. They are spoof, recount, report, analytical exposition, news item, narrative, procedure, descriptive, hortatory exposition, explanation and discussion. One of them is recount paragraph which have to be mastered by the students at junior high school.

Based on observation, recount paragraph also was difficult for students in writing. Writing recount paragraph is unfamiliar for students also it was not similar writing the others text, they have distinguishing of generic structure and language feature among them. Students do not have background knowledge about recount paragraph. It made them confuse to finish recount paragraph. Students still found difficulties to use the correct grammar and tense. The teacher also found difficulties to finding the media in technique to teach recount paragraph. To make students are not boring and interesting in writing, one alternative that could be used to overcome this problem was guided-writing technique.

According to Hyland (2004:29), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The purpose of a recount is to give the readers listeners what occurred in a series of event and where or when it happened. The tense that used in recount paragraph is past tense. Based on explanation before, the researcher concludes recount text is a text that tells the reader about what had happened in series of events in sequences.

There are three generic structure of recount. There are:

1. Orientation : provides the setting and produces participants. It provides information about "who", "where" and "when."
2. Events : tell what happened, present event in temporal sequence. It is usually recounted in chronological order.
3. Re-orientation : optional-closure of events. It is round off the sequence of events.

The researcher formulated the research problem in following question: *Can the use of guided writing technique be effective in enhancing the students' writing ability of the*

*eighth grade at SMP Negeri 17 Palu?* It is to verify that the use guided writing technique can be effective in enhancing the students' writing ability of the eight grade at SMP Negeri 17 Palu.

## METHODOLOGY

In this research, the researcher conducted a true experimental research design. In true experimental research, the researcher has access to random selection of the samples into experimental and control group to ensure the equivalence of groups and to control for many interfering variables that might otherwise contaminate the result of the investigation (Charles.1995:247). Based on the explanation before the researcher used two classes as the sample of the research, the first one was experimental class and the second one was control class. Then, she taught the two classes. The experimental class got a special treatment from the researcher during teaching and learning process while the control class did not. Moreover, the teaching method was different. She conducted the research based on the research on the research design proposed by Arikunto (2002:79):

E	<u>01</u>	X	<u>02</u>
K	03		04

Where :

- E : experimental class
- K : control class
- 01 03 : pre- test
- 02 04 : post- test

In this research, the researcher used the eighth grade students at SMP Negri 17 Palu as the population of the research. It consists of five classes. The total number of the eighth grade students is 125.

Furthemore, in determining the research samples the researcher used cluster sampling technique. In this research, the researcher used two variables; they were dependent and independent variables. The dependent variable was the one that aims at measuring the students' performance based on independent variable and the independent variable was the one that is selected by the researcher to determine the effect relationship of the dependent variable. Therefore, the dependent variable of this research was enhancing students' writing

ability to the eight grade year students at SMP Negeri 17 Palu and independent variable was the effectiveness of using guided writing technique.

The test consisted of three items. First items for testing students' grammar. Second items for testing vocabulary, and the last items for testing students' spelling. Therefore, the maximum score was fifteen.

Treatment was given after the pre-test. In this treatment, only the experimental group was taught by the researcher using guided writing technique, while the control one was taught by using group work technique that was usually applied by the English teacher. In giving the treatment, the researcher prepared and designs the materials given. The treatment was given eight meetings.

The data collected through the test was analyzed by employing simple statistics. The researcher computed the individual score by using the formula proposed by Purwanto (1987:102) as follows:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP = percentage value

R = maximum score of the test

SM = maximum score of the test

Then, the researcher computed the mean score by using the formula as proposed by Arikunto (2002:276) as follows:

$$M = \frac{\sum x}{N}$$

Where  $M$  = mean score

$\sum X$  = the sum of the score

$N$  = the number of students

After that, the researcher counted the sum of square deviation by employing formula purposed by Arikunto (2002:281) as follows:

$$\sum X^2 = \sum x^2 - \frac{\sum x^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{\sum y^2}{N}$$

Where:

$\sum X^2$  = the sum of experimental group's standard deviation

$\sum y^2$  = the sum of control group's standard deviation

N = the number of students

The researcher computed the result of the mean score and square deviation to know if there is a significant difference in the results of pre-test and post-test using the formula proposed by Arikunto (2002:280):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t = the value of test

Mx = the mean of experimental group

My = the mean of control group

X = square deviation score of  $X_2$  and  $X_1$

Y = square deviation score of  $y_2$  and  $y_1$

Nx = the number of subject of experimental group

Ny = the number of subject of control group

## RESULTS

Here, the researcher presented deviation of the experimental group and control group on pre-test and post-test. The computation of the mean deviation of pre-test and post-test of experimental group is as the following:

**Table 1: Square Deviation of Pre-test and Post-test  
in Experimental Group**

No	Initial Names	Students' scores		Deviation (x)	$x^2$
		Post-test ( $x^2$ )	Pre-test ( $x^1$ )	$x^2 - x^1$	
1	ASF	80	53.33	26.67	711.28
2	SRL	73.33	40	33.33	1110.88
3	ICA	80	40	40	1600
4	GLG	86.66	53.33	33.33	710.75
5	WDA	80	46.66	33.34	1111.55
6	ANS	66.66	46.66	20	400
7	IYS	60	33.33	26.67	711.28
8	ELS	73.33	40	33.33	710.75
9	MSTK	80	46.66	66	4356
10	MRN	73.33	40	58.33	3402.38
11	ANS	73.33	53.33	20	400
12	LST	80	33.33	46.67	2178.08
13	SR	80	40	40	1600
14	SFT	73.33	40	33.33	1110.88
15	ILS	73.33	40	33.33	1110.88
16	KND	93.33	46.66	46.67	2178.08
17	RFD	93.33	53.33	40	1600
18	RND	93.33	46.66	46.67	2178.08
19	ADK	80	53.33	26.67	711.28
20	AD	73.33	40	33.33	1110.88
21	JMY	66.66	40	26.66	710.75
22	ELM	80	53.33	26.67	711.28
23	AGT	73.33	53.33	20	400
24	ITN	86.66	53.33	33.33	1111.88
<b>Total</b>		1873.26	1086.6	<b><math>\Sigma x</math> 817.66</b>	<b><math>\Sigma x^2</math> 31935.94</b>

**Table 2: Square Deviation of Pre-test and Post-test  
in Control Group**

No.	Initial Names	Students' scores		Deviation (y)	y <sup>2</sup>
		Post-test (y <sup>2</sup> )	Pre-test (y <sup>1</sup> )	y <sup>2</sup> - y <sup>1</sup>	
1	DO	73.33	53.33	20	400
2	ASK	66.66	40	33.33	1110.88
3	NTA	53.33	46.66	6.67	44.48
4	RTH	60	53.33	6.67	44.48
5	WLD	66.66	46.66	20	400
6	FRZ	73.33	46.66	26.67	711.28
7	FLD	80	60	20	400
8	MLD	60	40	20	400
9	NA	60	53.33	6.67	44.48
10	PTR	53.33	40	20	400
11	RYT	60	53.33	6.67	44.48
12	HN	60	40	20	400
13	MNK	66.66	46.66	20	400
14	PTR	66.66	46.66	20	400
15	NR	60	53.33	6.67	44.48
16	FTW	66.66	46.66	20	400
17	SRL	86.66	60	26.66	710.75
18	YS	73.33	53.33	20	400
19	GT	60	53.33	6.67	44.48
20	DWT	73.33	40	33.33	1110.88
21	RDO	66.66	40	26.66	710.75
22	GZL	3.33	60	13.33	176.89
23	AR	53.33	46.66	6.67	44.48
24	RWN	60	53.33	6.67	44.48
<b>Total</b>		<b>1559.93</b>	<b>1173.26</b>	<b>Σy 413.34</b>	<b>Σy<sup>2</sup> 8887.27</b>

From the result analysis, it was known that the sum of standard deviation of the students taught by using guided writing technique (31935.94) was higher than the the sum of standard deviation tauhgt by using group work technique (8887.27). It means that using guided writing technique affects better than using group work technique in enhancing the students' writing ability.

To know whether the hypothesis of this research is accepted or not, it should be proved by testing the hypothesis. If the t-counted is equal to or higher than t-table, the hypothesis is accepted. It means that there is significant improvement in ability of the students in writing through guided writing technique. If t-counted is lower than t-table, the



hypothesis is rejected. It indicates that there is no significant improvement in the students' ability in using guided writing technique.

The result of the calculation was that  $t$ -counted (5.29) applying 0.05 level significant with  $df= 46$ . The researcher found  $t$ -table (2.014). It means that there is significant difference in writing ability between the students taught by using guided writing technique and those taught by using group work technique. To know which groups is better, it is necessary to consider the mean score of both groups. The mean score of students taught by using guided writing technique (34.06) was higher than mean score of the students by using conventional technique (17.22). This means that guided writing technique affects better than conventional technique. Because  $t$ -counted was higher than  $t$ -table, it indicates that the hypothesis of the research was accepted. In other words, it implies that the use of guided-writing technique was effective in enhancing writing ability to the eighth grade students at SMP Negeri 17 Palu.

## **DISCUSSION**

Pre-test and post-test were conducted to state that the use of guided writing technique is effective to contribute significance improvement to the students to enhance the students' writing ability. The result of the test were analyzed using stastical formula.

From the pre-test result in experimental group showed that the passed percentage of students who got a highest score, 33.33%, 8 points. The percentage of students who got the lowest score, 8.33%, 5 points. Then, the pre-test result in control group showed that the passed percentage of students who got a highest score, 12.5 %, 9 points. The percentage of students who got the lowest score, 25 %, 6 points. By seeing the percentage results before passed and failed percentage, the researcher concluded that the the students have low abilty in writing. There was problem the students got mistaken in writing ability. Firstly, the students could not express ideas and still difficult to produce sentences. Secondly, lack of vocabulary to create a paragraph. The last, they were unable to apply correct grammar rules.

In related to the problem before, the researcher used guided writing technique. In this case, only the experimental group was taught by the researcher using guided writing technique, while the control one was taught by using group work technique that was usually applied by the English teacher.

The researcher gave post-test in order to know the improvement of students' ability in writing using guided writing technique. By using guided writing technique in enhancing students' writing ability in, there was a significant progress which was gotten by the

students. In experimental group, there were 12.5% of students who got a highest score, 14 points, and there were 8.33% of students who got the lowest score, 10 points. And then, in control group there were 4.17% of students who got highest score, 13 points, and there were 12.5% of students who got the lowest score, 8 points.

Regarding the result of pre-test and post-test, there was a significant progress in students' score. It means that the use guided-writing technique is effective in enhancing the students' writing ability, particularly for the recount paragraph.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis, the researcher draws conclusions as follows. First, the researcher concludes that the use of guided-writing technique is effective to improve writing ability to the eighth grade students at SMP Negeri 17 Palu. It was proved through the result of data analysis in which the value of t-counted (5.29) was higher than the t-table (2.014). Second, the use of guided-writing technique has contributed a significant effect in enhancing students writing skill, particularly on their ability in writing recount paragraph. The last, the effect of using guided-writing technique in teaching writing has given impact to students. The students are more motivated. It can be concluded that using guided-writing technique motivated the student's achievement on writing test.

In connection with conclusions above, the writer would like to give the teachers of English some suggestions. Firstly, the English teacher should use guided writing as one of the techniques, which can be used in teaching English especially in enhancing students' ability in making recount paragraph. Second, to lead the students to become good writers, they must be guided systematically by the teacher using guided writing technique. The last, the creativeness and motivation from the English teacher are needed in order to make students interesting to learn English especially writing.

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