Improving writing skill
hrough guided writing
(a classroom action research at the third year of SMU Negeri I
Karanganyar in the Academic Year of 2009/2010)

A Thesis

Written by:
Vayye Langen Dyan
K 2204061

Submitted to Teacher Training and Education Faculty of Sebelas Maret

University as a Partial Fulfillment of the Requirements for Obtaining the

Undergraduate Degree of Education in English

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
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APPROVAL

This thesis has been approved by the consultants to be examined by the Board of Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

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ABSTRACT

Vayye Langen Dyan. <u>IMPROVING WRITING SKILL THROUGH GUIDED WRITING. A CLASSROOM ACTION RESEARCH AT THE THIRD YEAR STUDENTS OF SMU NEGERI I KARANGANYAR IN THE ACADEMIC YEAR OF 2009/2010.</u> Thesis, Surakarta: Teacher Training and Education Faculty. Sebelas Maret University, January 2010.

The third year students of SMU Negeri I Karanganyar, Academic Year 2009/2010, had problems dealing with writing skill. First, they found it hard to express their idea in writing. Second, they found it hard to construct correct sentences. Third, they lacked vocabulary mastery. To overcome the problems, the researcher designed an action research to teach writing skill through guided writing. The purpose of the research is to investigate whether or not guided writing can improve students' writing skill.

The action research was conducted in two cycles. Each cycle consisted of four steps: planning, action, observation and reflection. To collect the qualitative data, the researcher used field notes, questionnaires, and photograph. To collect the quantitative data, the researcher conducted tests after the research implementation. The tests were pre-test and post tests. To analyze the qualitative data, the researcher used Constant Comparative Method. There were four steps to analyze the qualitative data: (1) comparing data, (2) integrating categories, (3) delimiting the theory, and (4) writing the theory. For the quantitative data the researcher analyzed the mean scores of the tests. To analyze the significant differences between pre-test and post-test, the researcher used the non-independent t-test computation.

The result of the research shows that guided writing could improve the students' writing skill. Through guided writing, the students showed great interest to be actively involved and participating 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 improvements of the mean scores showed that there was an improvement on the students' writing skill. Therefore, it could be concluded that guided writing could improve the students' writing skill.

Based on the result of the study above, the researcher suggests that English teachers had better implement guided writing in their class in order to help the students improve their writing skill.
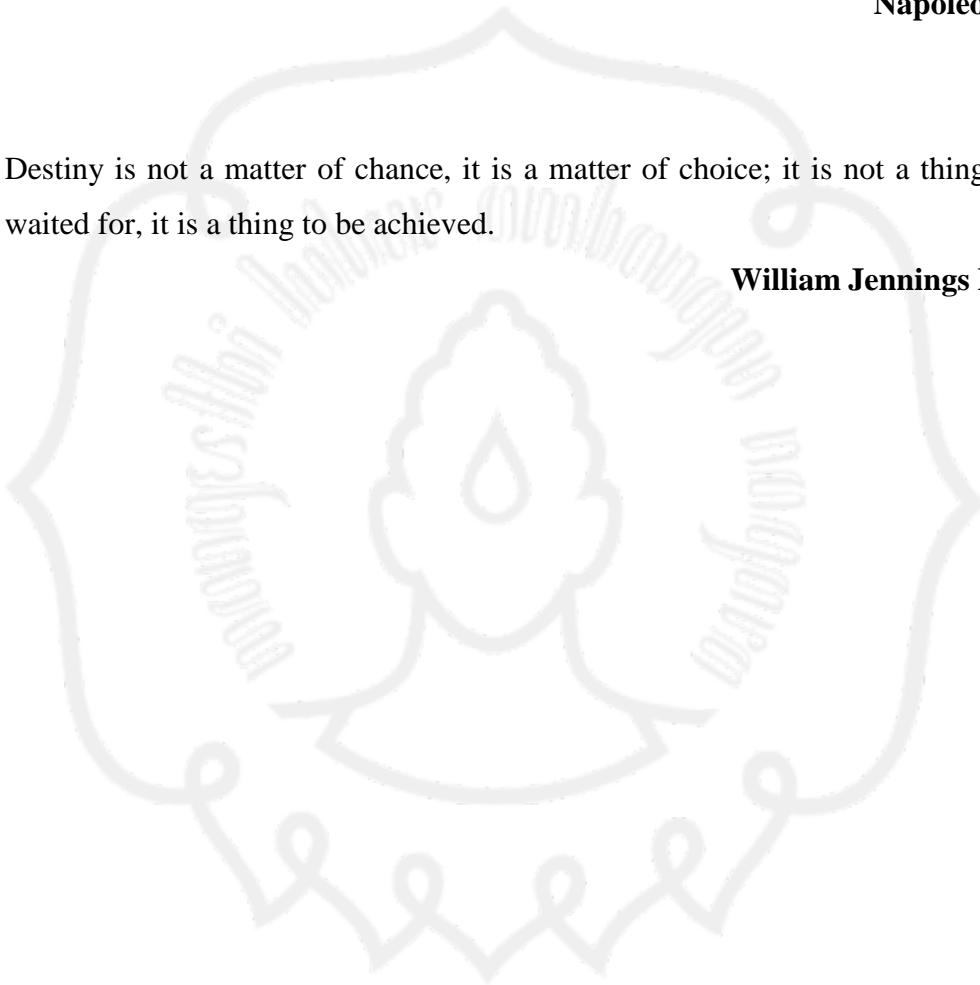
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MOTTO

Desire is the starting point of all achievement, not a hope, not a wish, but a keen pulsating desire which transcends everything.
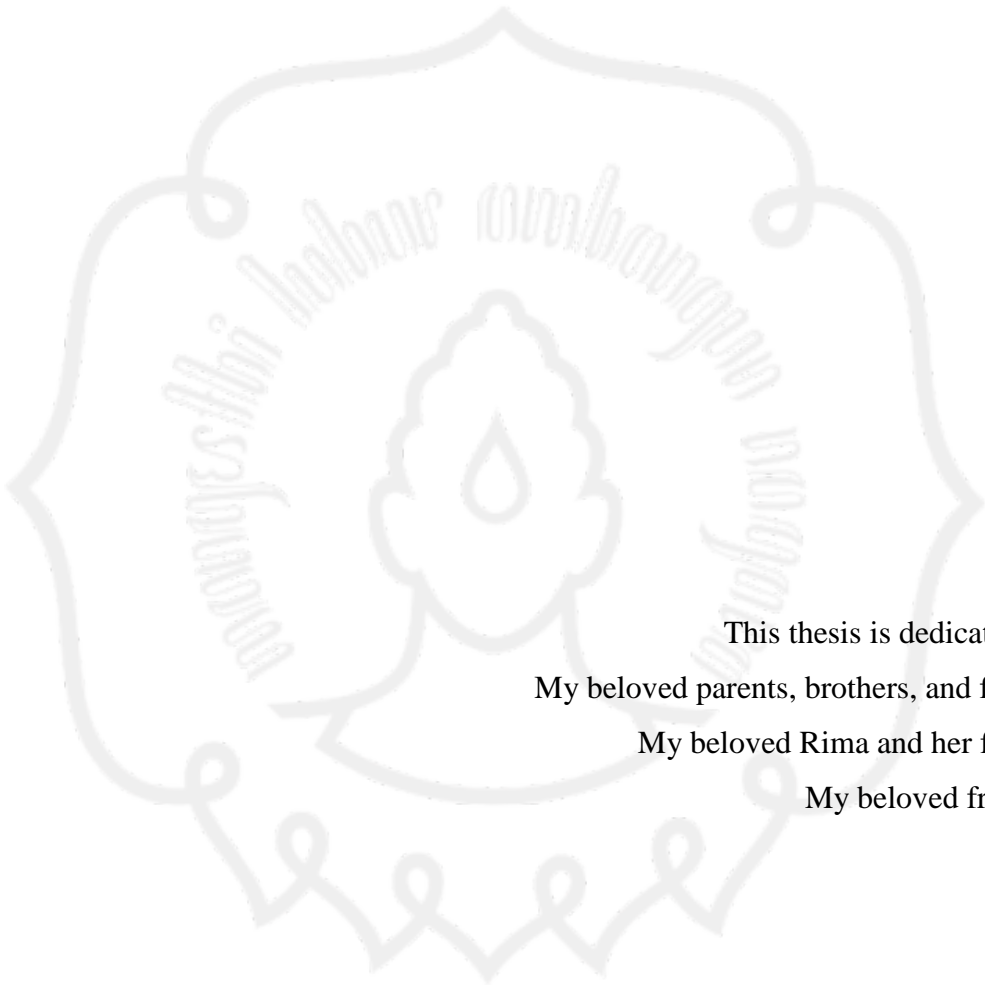
Napoleon Hill

Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.

William Jennings Bryan

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DEDICATION

This thesis is dedicated to:

My beloved parents, brothers, and family

My beloved Rima and her family

My beloved friends.

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ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a means of communication, that is transmitting information, ideas or feeling from one person to another. Because of the importance of language, people need to learn it. English is one of the languages which are used in all parts of the world. It is used widely, almost all countries use it either as the first, second or foreign language. As an international language, English has become an important subject to be mastered by Indonesian students, either for communicative purposes or for academic purposes. Mastering English as a means of communication and transferring information in globalization era becomes essential.

In senior high school, English teaching expectedly helps students to develop their communicative competence both in spoken and written form, which is manifested in four language skills: *listening, speaking, reading* and *writing*. It is also clearly stated in the 2004 curriculum of Senior High School:

> *Mata Pelajaran Bahasa Inggris di SMA/MA bertujuan agar peserta didik memiliki kemampuan sebagai berikut:*
> *1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi informational*
> *2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global*
> *3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.*
> *(Kurikulum Tahun 2004 Mata Pelajaran Bahasa Inggris Untuk SMA/MA Departemen Pendidikan Nasional Jakarta 2004: 38)*

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From the statements above, it can be concluded that learners should be aware of the nature and the importance of English in order to improve their competence in competitive globalization era. The competency of English that has to be developed is limited to language accompanying action in school context. In addition, the teaching of English at Senior High School is intended for the improvement in understanding the relationship between language and culture. Therefore, the learners should be able to use English both in oral and written communication to support those demands stated above.

Littlewood (1981: 6) states that there are four broad domains of skill which make up a person's communicative competence, and which must be recognized in foreign language teaching. In line with statement above, Canale in Savignon (1997: 40-47) states that there are four components of communicative competence: *grammatical competence, sociolinguistic competence, discourse competence,* and *strategic competence*.

Grammatical competence is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. Grammatical competence is not linked to any single theory of grammar, nor does it assume the ability to make explicit the rules of usage. A person demonstrates grammatical competence by using a rule, not by stating a rule.

Grammatical competence has been the domain of linguistic studies, but sociolinguistic competence is an interdisciplinary field of inquiry having to do with the social rules of language use. Sociolinguistic competence requires an

understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction.

Discourse competence is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context. Success in both cases is dependent on the knowledge shared by the writer/speaker and the reader/hearer – knowledge of the real world, knowledge of the linguistic code, knowledge of the discourse structure, and knowledge of the social setting.

Strategic competence is the strategies that one uses to compensate for imperfect knowledge of rules – or limiting factors in their application such as fatigue, distraction, and inattention. The strategies we use to sustain communication include paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shift in register and style. Together these four components suggest a model of communicative competence as a basis for curriculum design and classroom practice.

By mastering English as a medium for communication, especially in written communication, students are expected to communicate and produce appropriate English texts. By having competencies stated above, grammar and vocabulary should be mastered by students in order to master writing and apply it in real world communication.

Harris (1993: 122) mentions that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement

in the education system. As teachers we need to strive continually to find the best ways to help our pupils find fulfillment as writers.

The teaching of writing in Senior High School is just as important as the teaching of other skills as basic language skills. Students should master writing skill as good as the other skills since writing skill also gives contribution to improve students' competence in communication. Teaching writing in senior high school is a good way to prepare students in globalization era. Based on the 2004 Senior High School Curriculum, students need to know how to write letters, short message, advertisement, news, electronic mail, etc. Moreover, students should be able to master the new genres of text which required the students' writing skill. In conclusion, good writing skills are required to achieve both academic purpose and communicative purpose.

Based on the pre-research observation in SMU Negeri I Karanganyar, the writer found some problems dealing with writing as follows: (1) Students lacked in vocabulary mastery; (2) Students lacked at punctuation; (3) Students lacked in grammar and sentence structure mastery; (4) Students cannot express their idea in a good writing; (5) Students lacked in the content of the topic; and (6) Students' attention to the lesson is low.

From those problems, the indicators are as follows:

1. The result of writing test is still low

2. There are some students who can not write correctly

3. The students find it hard to express their idea in good writing

4. The students have a low motivation in joining English lesson.

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From those indicators, the writer found some reasons why those problems arise. They are:

1. The students feel that writing is difficult to learn.

2. The students are not accustomed to use English, especially in writing.

3. The students are afraid to make mistakes in writing.

4. The students have limited time to practice writing at school.

5. The teacher mostly uses writing as home works or task in examination and writing activity takes only a little part in the learning process.

6. The teacher dominates the classroom activities that make the students passive during the teaching and learning process.

7. The teacher usually uses conventional method of teaching, which is tutorial method.

Based on the problems stated above, the researcher wants to improve the students' writing skills through guided writing technique because it can make them write easily, and also practice to write is the best way to learn writing. Furthermore, guided writing is a teaching strategy that can be used to extend and develop text written during independent writing. It involves a teacher: guiding a small group of students in their attempts to create individual written texts; responding to students' attempts; and extending students' thinking during the process.

Guided writing is useful for a range of teaching purposes. It allows students to consider audience, purpose, topic, selection of text type, etc, when planning their writing. It allows writers to focus on conventions such as spelling,

punctuation, standard usage, and handwriting. It also may be used to encourage students to revise and edit their writing. The focus for each session could be on one of the 'authorial' aspects of writing, such as clarifying and extending ideas or organising and planning the structure of a text. Students' writing can be evaluated during the guided writing process as the teacher moves around the group. The products can also be analysed more closely afterwards and used as work samples in portfolios or records of development. (http://wwwfp.education.tas.gov.au/ english/guidedwrite.htm). From the explanation above, it can be assumed that guided writing can improve the students' writing skill.

Based on the reason above, the writer would like to do the research entitled: "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)."

B. Problem Statement
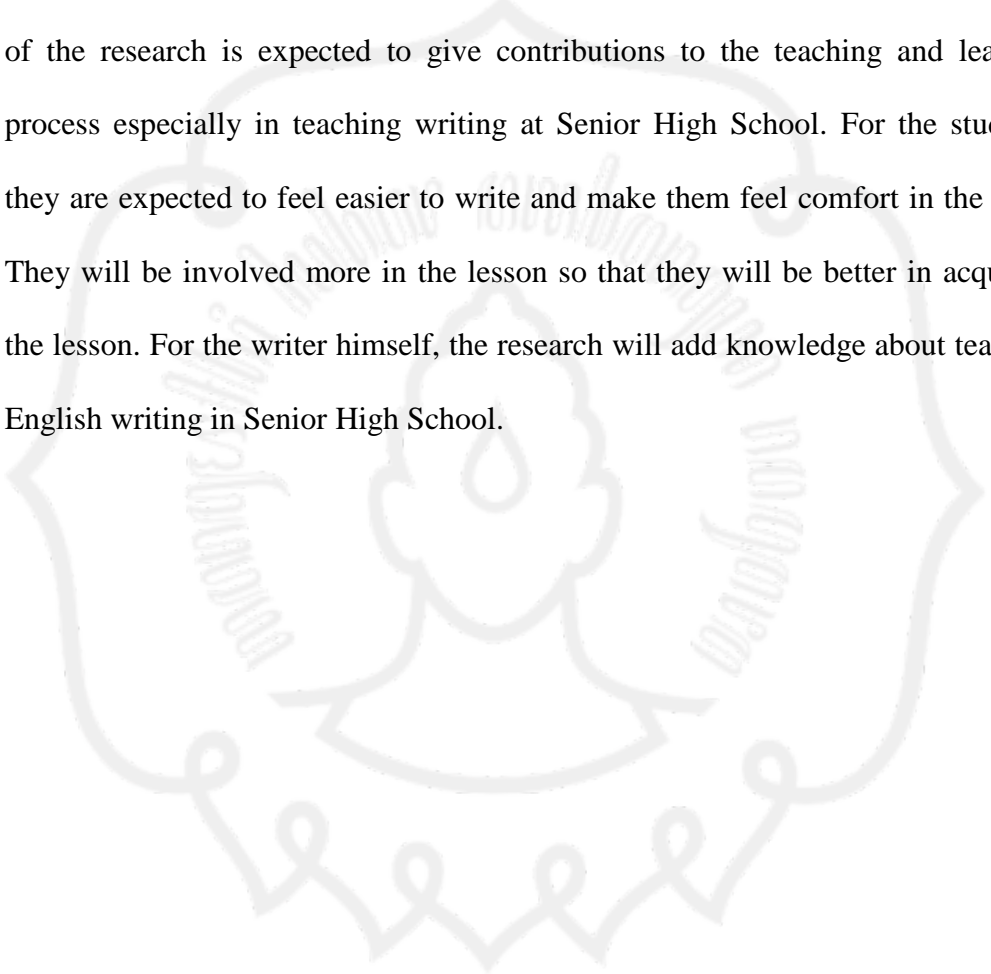
Based on the problem limitation above, the problem of the research is formulated as follows: "Can guided writing improve the students' writing skill?"

C. The Objective of the Research

Based on the background of the problem, the objective of the research is to find out whether guided writing can improve the students' writing skill.

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D. The Benefits of the Research

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

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing Skill

1. Definition of Writing Skill

Some experts have given many definitions about writing. Writing is more than putting spoken language into written form. This is in line with Brookes and Grundy (2000: 1) who state that "written language was thought by some to be spoken language put into written form. …. Furthermore, the assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape."

Meanwhile, Harris (1993: 10) states that "writing is a process that occurs over a period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an initial draft." Furthermore, he also states (1993: 122) that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system. Teachers need to strive continually to find the best way to help pupils find fulfilment as writers.

According to Hedge (1998: 19), "writing is a process. In fact, it is a complex process with a member of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing." From those definitions above, we can conclude that

writing is a process which involved complex activities and fundamental towards education system going on simultaneously to produce successful piece of writing.

Another definition comes from Byrne (1997: 1) who states that writing is the act of forming letters or combination of letters: making marks on flat surface of some kind. It is more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words, and words arranged to form sentences. From the definition above it can be concluded that writing is the production of graphic symbols which have to be arranged according to certain conventions to form meaningful words, sentences, etc.

From all of the explanation above it can be concluded that writing is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

"Skill", according to Webster (1968: 50), means technical competence without insight or understanding or the ability for further elaboration or development. Another definition comes from Hornby (1979:820) who states that "skill" is the ability to do something well.

From the idea above, writing skill is then defined as technical competence to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure,

punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

2. The Process of Writing

Writing is a complex process that consists of several stages. Brookes et al. (2000: 7) state that tackling one by one the elements which determine what we write down is what process writing is about. According to McCrimmmon (1984: 10), the writing process is divided into three stages: *planning, drafting,* and *revising.*

a. Planning

Planning is a series of strategies designed to find and produce information in writing. It is also called pre-writing. In this stage, the writer selects a topic and gathers information or ideas. In short, planning is the first step of writing process that helps the writers uncover, explore, and evaluate the topic.

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing. In drafting, the writer should make decision about the main idea that will be expressed. Then, the writer will focus on the outline in which they organize the content of writing in order to be coherent. Finally, giving the title, introducing, and making paragraph into the complete writing.

c. Revising

   Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. In revising, the writer should criticize their rough draft in order to check whether or not the purpose is clear. The writer also checks the aspects involved in writing activity such as: spelling, diction, grammar, punctuation, paragraph development, etc. This revising can be done several times until all of the important aspects in writing are well constructed. After all of these stages have been done, the writers can get the result of writing.

3. The Purpose of Writing

   The purpose of writing considers the purpose of the text – that is, its communicative function. Texts can be grouped, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present arguments, and so on (Harris, 1993: 10).

   In academic purpose, Byrne (1997: 6) states that there are five pedagogical purposes of writing:

a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs.

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.

c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

d. Writing provides variety in classroom activities, serving as a break from oral work.

e. Writing is often needed for formal and informal testing.

Meanwhile, the purposes of teaching writing based on the 2006 KTSP (*Kurikulum Tingkat Satuan Pendidikan*) for the second year of senior high school in the second semester are as follows:

a. Students are able to write among other texts in the form of *reports, narrative,* and *analytical exposition*.

b. Students are able to write *banner, poster,* and *pamphlet*.

It is, therefore, important to help learners to become conscious of the purpose underlying each piece of writing. This will help them to match what they want to convey and how it is to be written.

4. The Criteria of Good Writing

To make a good writing, a writer should pay attention on the unity, coherence, and cohesion of the paragraph.

a. Unity

According to Oshima and Hogue (1988: 17) unity means that a writer discusses only one main idea in each paragraph. If the writer starts to discuss a new idea, he/she has to start a new paragraph. Every supporting sentence in the

paragraph must be directly related to the main idea. Any information that does not directly support the topic sentence should not be included.

Meanwhile, Buscemi (1999: 29) argues that a piece of writing is unified if it contains only those details that help develop, explain or support the central idea. Writing that lacks unity makes it difficult for readers to determine exactly what you are trying to say.

b. Coherence

According to Tannen in Reid (1993: 37) coherence is the broader-based concept: it is the underlying organizational structure that makes the words and sentences in discourse unified and significant for the reader. In other words, it can be said that coherence manages the elements in the sentences and paragraphs into orderliness, sequence, and clarity. A text is coherent when the ideas in the text give it sense of semantic unity.

Meanwhile, Bram (1995: 21) says that coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. Each sentence moves on naturally.

c. Cohesion

Cohesion is a property of the text. Halliday and Hasan in Richards (1997: 105) state that cohesion refers to the linking relationships that are explicitly expressed in the surface structure of the text. Meanwhile, Connor and Johns in Reid (1993: 36-37) define cohesion as the more limited term: specific words and phrases (transitions, pronouns, repetition of key words and phrases) that tie prose together and direct the reader.

Halliday and Hasan in Hedge (1998: 91-92) divide cohesive devices into five types.

1) Reference

Pronouns and demonstratives are the most common reference words in English. The examples of pronouns are *it, this, he, she*. Example: The children didn't want to come because *they* want to stay at home.

2) Substitution

To avoid repetition in the text, a word or phrase may substitute for an earlier item. Example: "We wanted to buy some glasses and finally bought some French *ones*.

3) Ellipsis

Ellipsis refers to the omission of words or phrases. Example: "Would you like to hear another verse? I know twelve (verse) more."

4) Conjunction

The use of different conjunctions requires different sentence structure and punctuation. Here are the classifications:

(1). Co-ordinating conjunctions such as *and*, which link independent clauses

(2). Subordinating conjunctions like *since*, which link a subordinate clause to an independent one.

(3). Conjunctive adverbs like *however*, which have no grammatical function but indicate logical relationships such as time sequence, cause and effect, addition, or opposition.

The example of conjunction: "I was not informed. Otherwise I would have taken some action."

5) Lexical

The repetition of words and phrases or the careful choice of synonyms or similar expressions can create unity in a piece of writing. Example: Henry presented her with his own *portrait*. As it happened, she had always wanted a *portrait* of Henry.

5. The Teaching of Writing

According to Harmer (1998: 73), there are four reasons for teaching writing to students of English as a foreign language.

a. Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

b. Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experience.

c. Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

d. Writing as a skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction etc.

From all of the explanations above, it can be concluded that writing skill is technical competence to arrange and produce good written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, punctuation, sentence structure/ language use, etc.) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand. Furthermore, to make a good writing, a writer should pay attention on the precision of choosing and using words, appropriateness to the title, text cohesion and paragraph unity.

Meanwhile, there are two general types of scoring students' writing: holistic and analytic scoring (Genesee and Upshur, 1997: 206). In holistic scoring, a single score is assigned to a student's overall test performance. It represents the teachers' overall impressions and judgments of students' writing. Genesee and Upshur emphasize that this type of scoring provides no detail about specific aspects of performance so that it is not very useful in guiding the teaching and learning process of writing.

In analytic scoring, different components and features of students' writing are given separate scores. The components are content dealing with the appropriateness to the title, organization dealing with the text cohesion and

paragraph unity, vocabulary dealing with the precision of choosing and using words, language use or grammar dealing with tenses, and mechanics dealing with spelling and punctuation.

According to Jacobs on Genesee and Upshur (1996: 206), the scoring of each component is as follows:

Table 1.1

The Scoring of Writing

No	Categories	Score	Criteria
1	Content	27 – 30	Excellent
		22 – 26	Good or average
		17 – 21	Fair to poor
		13 – 16	Very poor
2	Organization	18 – 20	Excellent
		14 – 17	Good or average
		10 – 13	Fair to poor
		7 – 9	Very poor
3	Vocabulary	18 – 20	Excellent
		14 – 17	Good or average
		10 – 13	Fair to poor
		7 – 9	Very poor
4	Language use/ tenses	22 – 25	Excellent
		18 – 21	Good or average
		11 – 17	Fair to poor
		6 – 10	Very poor
5	Mechanics	5	Excellent
		4	Good or average
		3	Fair to poor
		2	Very poor
	Total	**100**	

B. Review on Guided Writing

1.   The Definition of Guided Writing

There are some theories related to Guided Writing. Brown (1994: 328), states that "Guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions". According to Huebener (1965: 78) "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."

Another definition comes from Reid (1993: 25-27) who states that:

"Guided writing is free writing limited to structuring sentences, often in direct answers to questions, the result of which looked like a short piece of discourse, usually a paragraph. Moreover, the exercises were language-based; they usually concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in a piece of writing…. Today some ESL writing classes, particularly at the lower levels of language proficiency, successfully use guided writing techniques to build vocabulary, sentence structure knowledge, and self confidence…. The application of the principles of guided writing may enhance students' grammatical awareness of a second language, particularly at the lower levels of language proficiency."

Based on definitions above, guided writing 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.

2. The Process of Guided Writing

To progress beyond very controlled writing exercises to freer paragraph writing, Doff (1997: 153) states that there are two main ways of doing this:

a. By giving a short text as a model.

b. By doing oral preparation for the writing.

Those statements above are in line with Reid (1993: 25) who states that typical guided writing exercises in widely used textbooks include the following:

a. 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.

b. 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.

c. 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.

d. 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.

e. 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.

3. The Advantages and Disadvantages of Guided Writing for Teaching Writing

Some advantages and disadvantages of guided writing based on explanations above are as follows:

First, on the positive side, 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. Furthermore, ideas about what to write come from the students themselves. This makes the activity much more interesting and involves the class more. Byrd and Gallingame in Reid (1993: 26) states that:

> "The exercises in *Write Away* are grammatically focused and are always meaningfully contextualized. Students will be able to use their understanding of the content to sharpen their grammatical accuracy ….
> [T]he advantage of using *Write Away* is that these grammatical operations in writing and revising are anticipated and laid out in the sequence of each unit. The results of the operations applied in sequence will produce a well-formed composition."

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.

Despite guided writing's beneficial role in helping the students to produce written work with confidence, there are some disadvantages about guided writing. 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. Another disadvantages of guided writing comes form 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. Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. 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.

C. Rationale

In learning English, there are some difficulties faced by students. For the students of SMA Negeri 1 Karanganyar, 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.

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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 focussing 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 second year students of SMA Negeri 1 Karanganyar.

D. Action Hypothesis

Based on the theory above, the hypothesis can be formulated as follows: Guided writing can improve the writing skill of the second year students of SMA Negeri 1 Karanganyar.

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CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of the Research

In this study, the writer uses the third grade of SMA N 1 Karanganyar as the place of the research where the writer teaches English. It is located on Jl. AW. Moginsidi No. 17 Karanganyar. It uses KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum as the basic teaching and learning processes. The medium of instruction in the classes is Indonesian, which is the national language of Indonesian.

The research is carried out in August 2009 – December 2009. The observation of the classroom to take the research data is conducted in October 2009 – November 2009. The detailed research schedule is in the following table:

Table 2. Schedule of the Research

No.	Activity	Time of Research
1.	Identifying Problems	August 2009
2.	Planning 1	September 2009
3.	Acting 1	October 2009
4.	Observing 1	October 2009
5.	Reflecting 1	October 2009
6.	Planning 2	October 2009
7.	Acting 2	November 2009
8.	Observing 2	November 2009
9.	Reflecting 2	November 2009
10.	Doing Evaluation	December 2009

B. The Subject of the Research

The subject of this research is the third grade students of IPA.1 class of SMA N 1 Karanganyar. There are 45 students in this class. It consists of 23 boys and 22 girls.

The writer chooses the third grade students of IPA.1 class of SMA N 1 Karanganyar as the subject of the research based on some reasons. Firstly, the writer is graduated from the school, therefore, he is familiar with the situation in the school. Secondly, there is a fact that several of the students are cleverer and very active while the others have low achievement in English especially on writing. They are also passive in the teaching learning process. It seems that some of them did not have willingness to study. Thirdly, the allocated time to study written English for the students is very limited and some students still have difficulties in writing.

C. The Method of the Research

In this study, the method the writer uses is classroom action research. Ebbutt (1985) in Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of their own practical actions and by means of own reflection upon the effects of those actions.

Kemmis in Hopkins (1993: 44) proposes that action research is a form of self-reflective inquiry conducted by participants in a social interaction situation (including education) in order to improve educational practice by group or participants and by means of own reflection upon effects of these actions.

Furthermore, Kemmis and Mc.Taggart (1988) in Nunan (1992: 17) state that there are three characteristics of the action research. Firstly, the action research is carried out by practitioners rather than outside researchers, secondly, the kind of the action research is collaborative, and thirdly, the action research is aimed at changing things.

From the definition above, it can be concluded that action research in this study means a systematic study carried out by practitioners or in collaboration of teachers and researchers in a form of self-reflective inquiry of their own reflection upon the effects of those action in order to improve educational practice.

In this study, the classroom action research the researcher will conduct is aimed at overcoming the students' problems 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 teacher in the third grade students of SMA N 1 Karanganyar by implementing guided writing technique in classroom action research.

D. The Model of Action Research

The model of action research in this classroom action research is developed by Lewin in *Penelitian Tindakan (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:

Cycle 1.   Cycle 2.
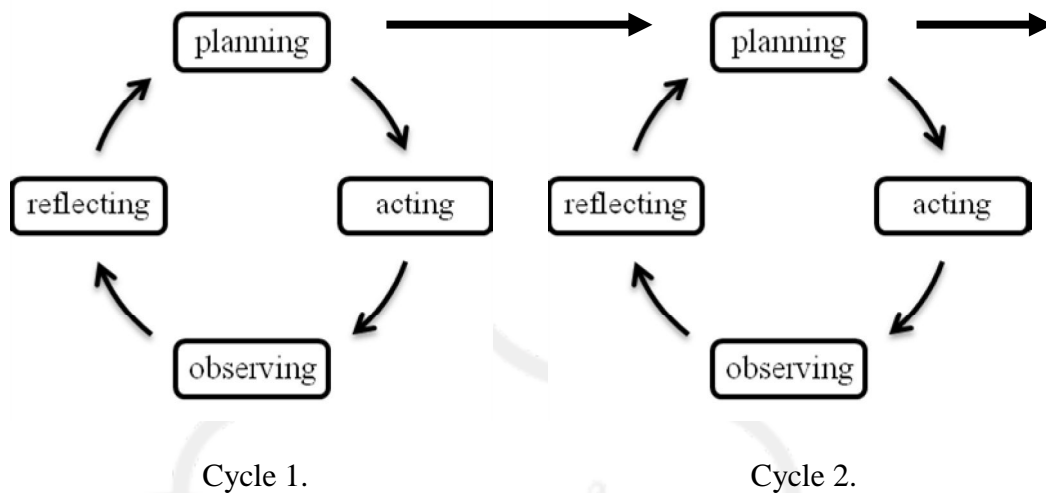
E. The Procedure of Action research

The procedures of action research in this research are as follows:

1. Identifying the problem

The writer as the teacher in this research identifies the problems. In this case, the problem refers to students' vocabulary and sentence structure knowledge.

2. Carrying out the real classroom research

   a. Planning the action

In this step, the teacher prepares everything related to the action that will be implemented in the classroom. Here, the writer makes a lesson plan dealing with certain topic, material, media, time schedule, and instrument for observation.

   b. Implementing the action

In this step, the teacher implements the teaching and learning activities of vocabulary and sentence structure knowledge in writing through guided writing. The teaching and learning activities are written in the lesson plan.

c. Observing the action

In this step, the teacher as researcher observes all of the activities happening in the teaching and learning process. It is done in the teaching and learning process of vocabulary and sentence structure knowledge in writing through guided writing. Collaborator helps the teacher to observe all of the activities happening in the teaching and learning process.

d. Reflecting the observation result

In this step, the teacher as researcher makes an evaluation and investigation towards what he has observed in order to find out the strength and weakness of guided writing process. Through the observation, the teacher can see whether the students improve during the guided writing process or not.

3. Doing evaluation

After the whole teaching and learning process has been conducted in the classroom, it is better to give test. After that, the teacher analyzes the result of the test by scoring it, and then finding the mean score. It is done in order to make sure whether or not there was an improvement of students' writing.

F.   The Technique of Collecting Data

It is very important to collect data in a research because the data are used to get the result of the research. In this classroom action research, the techniques of collecting the data used by the teacher are observation, questionnaire, and test.

1. Observation

   The observation is done by collaborator as the observer and the teacher himself. In this way, the observer will observe all activities done in the process of teaching and learning writing skill through guided writing. The teacher makes field notes based on the result of the observation.

2. Questionnaire

   The teacher as the researcher will give questionnaire to the students about the way he implements the technique, the benefits they get, the problem faced, and the equipments used. It is given at the pre-research observation and after conducting the technique.

3. Test

   The teacher also gives written test in the beginning of the observation and in the end of each cycle. The students are instructed to write with several guidelines.

G. The Technique of Analyzing the Data

To analyze the data, the researcher used qualitative and quantitative technique.

1. Qualitative Data

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The researcher analyzes the process of teaching and learning writing skill through guided writing by analyzing the data taken from the observation and questionnaire. Analyzing qualitative data usually involves coding the data to get some quantifiable means to test some hypotheses. Glaser and Strauss combining coding with analysis to help locate and build grounded theory. In qualitative method, the data coded to generate categories and hypotheses. Glaser and Strauss in Lincoln & Guba (1895: 339) describe the constant comparative method as following four distinct stages:

     a. Comparing incidents applicable to each category,
     b. Integrating categories and their properties,
     c. Delimiting the theory,
     d. Writing the theory.

Comparing all the incidents which can be applied to each category begins by coding the data into as many categories as possible. Some categories will be generated from the researchers, some from the language and data of the research situation. As researchers find more incidents of the same category code, they will refine their ideas about that category. Integrating categories and their properties means that the constant comparative method will begin to evolve from comparing incidents to focusing on essential properties of the category. Diverse properties will start to become integrated. The resulting theory will begin to emerge by itself.

Eventually, the theory is strengthened and there are fewer changes to the theory as the researcher compares more incidents. Later modifications include taking out irrelevant properties of the categories, integrating details of properties into an outline of interrelated categories. More importantly, the researcher will

begin to find ways to delimit the theory with a set of higher level concepts. New categories are often created halfway through coding, and it usually isn't necessary to go back and code for them. The researcher only needs to code enough to fulfill the properties of the category. Later they can evaluate their categories and emergent theory by moving on to new comparison groups. "When the researcher is convinced that his analytic framework forms a systematic substantive theory, that it is reasonably accurate statement of the matters studied, and that it is couched in a form that others going into the same field could use -- then he can publish his results with confidence" (Glaser & Strauss, 1967: 113). Finally, the researchers write his/her theory based on all the analysis. This methodology tends to result in a "developmental" theory, which lends itself to further evolution. It's an inductive rather than deductive approach.

2. Quantitative

As has been stated before, there is a test after each of the cycle. From the test, the researcher finds the comparison of students' achievement before and after the research. The researcher also compares the mean score of each test to know whether there is an improvement of students' writing skill or not.

The data gained are to know the difference between the pre-test and post-test. Then, it is used to prove whether there is any difference on the achievement of students' writing skill between the pre-test and post-test. To test the difference the writer uses t-test. The formula of the t-test is as follows:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N-1)}}}$$

t   = the t-value for non independent means

D = the differences between the paired scores

$\overline{D}$ = the mean of the differences

N = the number of pairs

The value of the t-test will be consulted to the value of t-table in the appropriate degrees of freedom at the level of significance $\alpha = 0.05$. The degrees of freedom can be determined by using the formula: $df = n_1 + n_2 - 2$.

Whether or not the difference between pre-test and post-test is significant depends on the comparison between the value of t test and the value of t table. If the value of the t test is higher than t table, it can be concluded that there is a significant difference between the pre-test and post-test. From the mean of the differences, it will be known that guided writing in teaching English writing has a better result.

CHAPTER IV

THE RESULT OF THE STUDY

This chapter deals with how the research was implemented. This chapter describes some findings and discussions about the implementation of guided writing to improve students' writing skill. The objective of this research is to get some information in some terms. The first is to find the improvement in students' writing skill in SMA Negeri 1 Karanganyar through guided writing. Secondly, the research is to find the phenomenon that takes place when the teacher teaches writing through guided writing. The third, the research is to evaluate the strengths and the weaknesses of guided writing in teaching writing. The research is conducted in two cycles. Every cycle in this research consists of series of steps, namely identifying the problems, planning the action, implementing the action, observing or monitoring the action, evaluating and reflecting the result of the observation, and revising the plan. The explanation of the result of the study described in this chapter is broken down into three sections: introduction, research finding, and discussion.

A. Introduction

Based on the result of the pre-research observation done in SMA Negeri 1 Karanganyar, the researcher could identify the problems faced by the twelfth year students in learning writing. They had low level of writing skill so that they found difficulties in developing their ideas into the written language. The

indicators of this problem could be seen from their attitudes towards writing lesson and the result of pre-test. They always complained whenever they were asked to write. They also said that they were unable to write although they had not tried it. They seemed to be discouraged to have writing lesson. In short, they tried to avoid it. Besides that, they could not express their idea and thought freely. It was because they had lack vocabulary mastery and they were afraid of making mistakes dealing with the arrangement of the sentences.

According to the teacher, there were some difficulties faced by the students dealing with writing skill. Those difficulties arouse from the lack of vocabulary, grammar mastery, and lack of creativity. The teacher said that his students had to look up in dictionaries to find vocabularies whether the vocabularies might had been learned before.

The students confessed that they could not arrange sentences in their mind into correct written language. Some of them had low skill on grammar and vocabulary mastery so that they could not express their idea freely. Moreover, the students had low motivation in learning writing since they think that writing was difficult to be learned and they had limited time to practice writing in the classroom. The researcher also conducted a pre-test to know the condition of the students' writing skill. The mean score of the pre test result was 59.411. This score showed that the students' writing skill was low.

Based on the interview with the teacher and the pre-test result, the researcher identified that the students' writing skill needed to be improved. He decided to improve it through a technique called guided writing. This technique

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can be defined as a writing process guided by the teacher limited to structuring sentences, direct answers to questions, and language-based exercises which is concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in a piece of writing to build students' writing skill. The focus of the use of guided writing is to improve the students' writing skill on the aspect of sentence construction (dealing with structure and vocabulary) since it became the major problem faced by the students.

B. Research Finding

The research finding is taken from what happened in the teaching and learning process from the beginning until the last teaching-learning process done in this research. The research consists of two cycles. It was done from October to November 2009. Each cycle consists of three meetings. After each cycle was done, the researcher conducted post-test to know the condition of the students' writing skill. The description of the research finding can be explained as follows:

1. The First Cycle

a. Planning

The researcher made a preparation to conduct the research. He made lesson plans for the first cycle. He prepared the teaching material based on the topic stated in the curriculum. The action plan would be implemented by the writer. The writer as the teacher in this research was helped by a collaborator. They collaborated to observe the whole phenomena during the teaching and learning process in the classroom.

The researcher also chose the appropriate techniques supporting the process of the teaching of writing using guided writing. Here, the researcher used model paragraph, comprehension questions, language-based exercise, oral composition, and writing composition.

b. Implementing the action

In implementing the action, the researcher played a role as the teacher. Meanwhile, the real English teacher helped the researcher in observing the students and in overcoming the problems faced by the researcher in the class (during the teaching and learning process).

The researcher/the teacher did the teaching-learning process in three phases: pre-activity, main activity, and post-activity. The pre-activity phase covered all the things done as the opening such as greeting, checking the students' attendance. In this phase, the researcher also did brainstorming or gave some questions to students to stimulate their participation in the lesson.

The main activity phase included the following exercises: model paragraph, comprehension questions, language-based exercise, oral composition, and writing composition. The post-activity was done by summarizing the lesson, doing reflection, and closing the lesson.

Here is the description of the action implementation:

1) The first meeting (07.00 a.m. – 08.20 a.m.)

The first meeting was conducted on Tuesday, 13th October 2009. The topic was *water cycle*.

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In short, the teaching and learning process ran as follows. Firstly, the researcher introduced the topic (water cycle) and stated the goal of the lesson. "*By the end of this meeting*, *I would like you to be able to make an outline dealing with the topic*" Then, he asked the students to mention words related to the topic. "*Can you give me some words related to water cycle*?" The students mentioned some words such as *water, cloud, steam, evaporation*, *water cycle,* and so on.

After that, the researcher gave a model paragraph of an explanation text entitled *Evaporation*. He delivered worksheets dealing with the topic. The worksheet had been completed with the diagram of how the water cycle works. He asked some students to read the text loudly and then discussed the content and the generic structure of the text.

Then, the researcher gave a short explanation about *simple present tense*. "*Have you learnt about simple present tense? What kinds of verb that usually used in simple present tense? What is the pattern of simple present tense*? *Okay, let's have some reviews about simple present tense*" After explanation, the researcher asked the students to practice using *simple present tense* in their worksheet as the final task of the main activity. After a few minutes, they were asked to discuss their job together with their tablemate. In the post-activity phase, they were asked to make an outline as individual homework. Here, the students critically asked some questions to the researcher. "*Outlinenya untuk berapa paragraf, Pak? Topiknya apa, Pak? Dikumpulkan kapan, Pak?*" The researcher replied their question by explaining about the details of the homework. As the bell was ringing, the researcher closed the lesson by saying goodbye

2) The second meeting (07.00 a.m. – 08.30 a.m.)

The second meeting was conducted on Saturday, 17th October 2009. The topic was *water cycle*. The essence of this meeting was just to practice and let the students discuss and share their writing in order to help them with some feedback.

In short, the teaching and learning process ran as follows. Firstly, the researcher doing some review dealing with the last meeting. The students were asked to show their homework to the teacher. Then, the teacher asked one of the students to write down her outline on the whiteboard. "*One of you, please write down your outline on the whiteboard. Your outline will be discussed together. And after we had suitable outline, I would like you to create a good composition*" There were no volunteer who came to write his outline, so the researcher asked one of the student. After that, the class discussed the outline on the whiteboard together until they found the most suitable outline as guidance to the next writing.

The next activity was practising to write. Students are asked to write a composition based on the guidance outline in several minutes. The researcher controlled this activity by walking around the class while reading at a glance to the student's writing. "*Don't forget to use simple present tense and don't forget to use key words to help you create the paragraphs*" After the time was over, the researcher asked the students to submit their writing. "*Have you finished?*, the researcher asked to the class. They said, *"Not yet, Sir"* Some of them said, *"Baru dua paragraf, Pak. Sedikit lagi"* In this activity, some of the students could not finish their writing. The researcher gave them a chance to finish it at home and asked them to submit it in the next day.

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3) The third meeting (07.00 a.m. – 08.30 a.m.)

The third meeting was conducted on Tuesday, 20th October 2009. The topic was *Where does the Rain Come from*. The essence of this meeting was to provide the students with the new text that still related to the previous text.

Firstly, the researcher reviewed the discussions in the previous meeting and read one of the students' writing. Then, he drew a diagram of water cycle and gave students some brainstorming question about that. He also gave enough explanation about the diagram and the vocabulary related to water cycle. Finally, he introduced the students to the topic they would learn (*Where does the Rain Come from*) and stated the goal of the lesson.

Next, the researcher distributed the other example of the explanation text entitled '*Where does the Rain Come from*'. He asked some students in turn to read the text. Then he discussed the content of the text together with the students. Sometimes he translated some words which were difficult for students to understand the meaning. He also explained the generic structure of the text.

Next, the main lesson was begun. The researcher asked the students to make some groups of four. They were asked to write an outline based on the diagram, and based on their outline, they were asked to write a good composition. After the students had finished their writing, they were asked to read their writing a loud group by group. Then, he asked the other group to comment their writing. The discussion finished when the time was almost up.

The researcher then gave them homework. They had to write on their homework book about *Where does the Rain Come from*. He also told the students

to submit their work on the next meeting. Finally, the researcher closed the lesson by thanking the students for their attention and then saying goodbye.

c. Observing the action

During the teaching and learning process, the researcher not only taught the students, but also observed the things happening in the class. The observations were done simultaneously when teaching and learning process happened. The observation was made based on the field notes written by the teacher and the observer. The following is the detail explanation about the result of the observation.

1) The first meeting

In the beginning of the first meeting, the students looked very enthusiastic to join the lesson because they felt like finding a new nuance in studying English. Different teacher sometimes brings different nuance for students. The researcher gave simple explanation text as model paragraph for the lesson. The researcher asked the students to identify some key words and asked the students to find the meaning of those words. When the students tried to find the meaning, there were some students who found some difficulties.

In the main activity phase, the researcher asked some students to read the paragraph loudly and he explained about the content of the text as the modelling paragraph. However, when the researcher came into the main task –writing, the students seemed to be reluctant to join the lesson. It happened since they found difficulties in constructing ideas to explaining the water cycle. They had

understood the language function but they could not express their idea in their mind freely into an outline. Nevertheless, most of them tried to write in their book. They did enthusiastically what the researcher told them to do since they had few times for writing class.

Therefore, the target of time could be reached while the target of the teaching was not totally reached.

2) The second meeting

In the second meeting, the researcher focused the lesson on practising and discussing the students' outline. One of the students was asked to write his outline on the whiteboard. Some students confessed that they did not do the homework yet. The outline had been written on the blackboard was used to discuss by the class in order to create more. In this activity, the class became interactive. The students tried to expose their opinions orally but there were some students who did not participate well during this activity. It happened because the were lacked in oral composition and they were afraid to make mistakes..

Having finished creating suitable outline, the researcher asked the students to create short paragraph based on the outline. In that activity, the students seemed getting difficulties. Some students had not understood what they should do. Some students who caught the researcher's instruction started to write on their book. They wrote enthusiastically based on the outline. Unfortunately, there were still some students who had not written anything. They did not write because they were reluctant to write. They tried to find dictionary to help them.

Until the time was over, there were still some students who could not finish their writing, so the researcher asked them to continue writing at home and submit it the next day.

3) The third meeting

In the third meeting, the teaching and learning process were focused on reviewing to the previous meeting. There were two main activities that could be done to improve the previous two meetings, namely group work and discussion. The topic to be discussed was *Where does the Rain Come from?* In this chance, the researcher asked the students to make some groups. The students chose their own groups.

The researcher provided the other diagram of water cycle on the whiteboard. He gave explanation about the diagram and related vocabularies. The students were asked to create a new outline based on the diagram. Most of them did it enthusiastically. They prepared dictionary or electric dictionary to help them. After listing and translating the words they got, the researcher asked them to develop their outlines into good paragraphs. The students discussed and wrote the paragraph while looking at the diagram on the whiteboard. While the researcher walked around to check the students working, there were some students who asked the meaning of some words and their sentence structure.

After the students finished creating the paragraph, the students were asked to read the paragraph and the other groups had their chances to give some comments toward the paragraph. This activity was interesting both for the students and the researcher. The students knew their weaknesses and the

researcher provided them with some feedbacks in their writing. Finally, the researcher gave students homework to revise their paragraph.

d. Reflecting the result of the observation

After analysing the observation result in cycle one, the researcher makes reflection in order to evaluate the teaching and learning process he did so far. Besides that, after completing the first cycle of this research, the researcher conducted the first post test. There are some positive and negative results from the observation that could be used to guide the reflection.

In short, the observation result showed that there were some improvements achieved after doing the action. The improvements were not only of the students' writing skill but also of the students' attitudes towards writing itself. Their writing was getting better from day to day since they were accustomed to writing, even simple composition, in each meeting. Moreover, they used more vocabularies in writing. It means that there was an improvement of vocabulary mastery. They could also identify the generic structure of simple explanation texts.

Moreover, the mean score of the first post test result done at the end of the cycle one was 70.8. It showed that there was an improvement although it was not satisfying. In addition, the students became more active in joining the lesson taught by the researcher. They paid more attention in the instructional processes.

Nevertheless, the improvement of the students' writing skill was not effective enough since there were still some students who were reluctant to write. 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.

2. The Second Cycle

a. Revising the plan

The reflection demanded the researcher to do better efforts in improving the students' writing skill. He decided to take the second cycle and revise the plan.

In this cycle, the researcher tried to overcome the barriers. He decided to teach the students by giving more allocation time with language function exercise. He taught the students by giving enough exercise about the vocabulary and sentence structure. Besides, he became more active in controlling the class so that the students could join the lesson optimally. He provided the students with discussion text as the material to make the students more active in the lesson. He

also conducted a debate session for the students to improve their oral composition and their participation in the lesson.

b. Implementing the action

The researcher implemented the action in three meetings.

1) The first meeting (07.30 a.m. – 08.30 a.m.)

The first meeting was conducted on Tuesday, 3rd November 2009. The topic was *mobile phone in school*. The essence of this lesson was to provide students with new materials and to make preparation for the next meeting.

The researcher started the lesson by reviewing the last discussion and gave some questions dealing with the topic as brainstorming. After the brainstorming, the researcher explained more about *simple present tense*. Having finished explaining about *simple present tense*, he asked the students*, "Do you understand?"* They answered together*, "Yes!"* He also gave some task to give more chance in constructing sentences in simple present. The researcher went around the class to make sure that all the students did their task. He gave individual feedback to some students who really needed it.

The next activity was modelling paragraph. The students were divided into two groups based on seats arrangement. The researcher provided worksheet and then, asked the students to read and discuss the paragraph entitled *Should Mobile Phone be Banned in School*. The worksheet included the generic structure of discussion text as the guidance for the students. *"I give you fifteen minutes to discuss the paragraph. Please, manage your time, and discuss it with your*

group." They did it enthusiastically because the topic was interesting enough for them. Some students asked the researcher about the translation of some words while some other students decided to look up the meaning in their dictionaries. They discussed and argued each other until the time was up. *"Sir, may we have more time to discuss?*," said one of the students. *"I am sorry, the time is up. Now, take your time to summarize the result of your discussion into an outline"* Then, the researcher asked them to summarize their work in an outline. However, there were some students who had not finished their discussion so that the researcher gave them homework to rewrite the paragraph in their own words with the outline as the guidance.

Before lesson was over, the researcher told the students to prepare for debate as the next meeting activities. He asked them to study the rule and the topic. Finally, the researcher closed the lesson by saying goodbye.

2) The second meeting (07.00 a.m. -08.30 a.m.)

This meeting was conducted on Saturday, 7th November 2009. The topic taught was *mobile phone in school*. The researcher's intention in this meeting was to make a debate as oral composition with the homework as the topic. *"In this chance, I would like you to practice debate about the topic we discussed last meeting"*

The researcher divided the class into two groups; negative and affirmative. *"Every group had 5 minutes to explain their opinions"* He also explained about the rules of a debate and what the students had to do. And then, the students began the discussion to improve and revise their outline. They did it

very enthusiastically until they were too crowded. The researcher reminded them not to become too noisy in their discussion. He also reminded them to write down their findings.

After a while, it was time for the debate. The rules or the debate adopted the Australian Parliament model. The researcher explained briefly about the rules. The students set up the place for debate. Every groups had to send three of their vice to stand up in front of the class while the other helped them along the debate. The class became little noisy, but it was not problem because they were still on the line. The researcher was very happy to see that situation. *"Okay, now prepare yourselves and your materials. I will start our debate. Are you ready, class?"*

The debate ran well and very satisfying both for the students and the researcher. All the students joined and participated in the debate. They enthusiastically helped their own group in order to stand their opinion. The researcher guided the debate and played role as moderator. He was also being the time keeper and adjudicator. As the adjudicator, he gave some feedback towards the students' opinion. In the end of the debate, he summarized the result of the debate orally.

Then, the researcher asked the students to summarize the result of the debate into a good discussion text. He went around the class to give individual feedback to the students.

Unfortunately, the time was up and before the researcher closed the lesson he asked some questions. He asked, *"Is there any question?"* The students answered *"No!"* Then, the researcher asked in Indonesian *,"Hari ini apa yang*

telah kalian dapatkan?" They answered, *"Wah, pelajarannya seru, Pak!"*, *"Besok lagi ya, Pak!"*. Finally, he closed the lesson that day and gave the summarizing task as homework.

3) The third meeting (07.00 a.m. - 08.30 a.m.)

This meeting was conducted on Tuesday, 10th November 2009. The topic taught was *boxing*. The researcher started the lesson by reviewing the last material, collecting students' homework and giving some questions dealing with today's topic as brainstorming.

The researcher asked, *"What do you think about boxing? Do you agree or disagree with that sport?"* Most of the students gave their opinion so the class became little bit noisy. Because of that, the researcher took his board marker and started to draw spider web on the whiteboard consisting two contrastive opinion as affirmative and negative. Based on some of good opinion, he completed the spider web so that it could be used by the students as a guidance to make an outline.

The researcher wrote the modelling paragraph of discussion text based on the spider web outline. He gave chance to the students to read it and identify difficult words that they might found. Some students asked him some difficult words dealing with the text. Furthermore, the researcher asked the students about some *relative pronouns* that exist on the text. Surprisingly, the researcher found that the students were still confused about *relative pronouns*, especially the using of *whose*. Consequently, the researcher explained more about *relative pronoun*.

To check their further understanding about the topic and language structure, students were asked to do some task in their worksheet. The researcher walked around the class to control their activity.

The next activity was writing. The students were asked to write their own discussion text with the spider web outline as their guidance. The researcher walked around the class again to control their activity. The students looked busy with their writing task, sometimes they discussed with their friend about difficult words.

Before the students had finished their writing, the bell rang so that they could not finish their job. The researcher asked them to finish it at home as homework. Finally, the researcher closed the lesson and saying goodbye.

c. Observing the action

The result of the observation done during the teaching-learning processes in the second cycle is as follows:

1) The first meeting

In this meeting the students seemed to have better understanding about the way of constructing simple sentences. Most of the students could construct sentences correctly when they are asked to write in their worksheet. Furthermore, they felt more at ease to express their idea in their writing.

The researcher had applied better control towards the students' behaviour in the class so that the teaching and learning process could run smoothly and the

students could concentrate well. Moreover, the researcher gave individual feedback to some students who still had problems.

2) The second meeting

In this meeting, the researcher conducted a debate with the topic as the issue. The students seemed to be more active in the class since all of them were involved in the discussion. Also, it could be seen from their expression and their response towards the issue.

The students enthusiastically discussed the topic and followed the debate rules very well. With this debate activity, students became more active in their both speaking and writing activity. Besides, they wrote the result of the debate without any burden. They made better writing although the time was over before they finished their writing.

3) The third meeting

The essence of this meeting was just to give more model paragraph and practices to write. The topic was *boxing*. The students found it easier to follow the lesson. They also gave more attention toward the material they did not know dealing with the language features. The researcher explained and gave specific information about that language features so that the students could understand it well.

Although that was the new topic, the students did not find any difficulties in developing their paragraph. They had applied *guided writing* in writing their own paragraph from the outline provided in the white board. All students were active enough in joining the lesson since the researcher did better class control.

They enjoyed their writing activity. Besides, they wrote without any feeling of aversion or burden. They made better writing.

d. Reflecting the result of the observation

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.

4) 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. The mean score reached was 70.8. It was much better than the mean score of the first post test result which was just 83.17.

The result of the tests also showed the improvement of the students' writing skill. Based on the result of the tests, it could be seen that there was improvement of the mean score between pre-test and post test 1 where the mean score of the pre test was 59.41 and the mean score of the post test 1 was 70.8. Based on the t-test, it could be found that $(t_o)_1$ was 12.86, while t_t on the level of

significance $a = 0.05$ was 2.01. Because $(t_o)_1$ was higher than t_t, it could be concluded that the improvement of the mean score in implementing the technique in the first cycle of the research was significant. There was improvement of the mean score between post test 1 and post test 2 where the mean score of post test 1 was 70.8 and the mean score of post test 2 was 83.16. Based on the t-test, it could be found that $(t_o)_2$ was 12.25, while t_t on the level of significance $a = 0.05$ was 2.01. Because $(t_o)_2$ was higher than t_t, it could be concluded that the improvement of the mean score in implementing the technique in the second cycle was significant. The mean score of pre test was 59.41 and the mean score of post test 2 was 83.16. Based on the t-test, it can be found that (t_o) was 21.542, while t_t on the level of significance $a = 0.05$ was 2.01. Because (t_o) was higher than t_t, it could be concluded the improvement of the mean score was significant.

Moreover, the implementation of guided writing in the class did not give any burden to the students. They showed positive attitudes towards guided writing. These statements were wrapped up from the questionnaire given to the students. The examples of the questionnaire are presented in the appendix.

However, these achievements did not mean that the actions done by the researcher were already perfect and final. The use of guided writing was only one of the ways of improving the students' writing skill. It can still be improved by the teacher as long as he or she is willing to do betterment on his/her teaching, especially in teaching writing. Where there is a will there is a way. He or she can make use of any techniques appropriate to the teaching of writing skill.

There were two drawbacks the researcher found in applying guided writing in order to improve the students' writing skill, among others:

1) This activity requires proper lesson plan and material. It should be designed to gain the students interest so that they are actively involved in the lesson. It also needs considerable efforts from the teacher to find suitable materials especially in modelling paragraph.

2) Since the time to do the research was limited, it is rather difficult for the researcher to teach directly the topic stated in the curriculum by guided writing. He cannot encourage the students to write freely whatever they wanted to write that could accustom their selves to guided writing. In short, the use of guided writing as a means of improving students' writing skill should be preceded by non threatening writing activities that can help students get the essence of it. Once they found the overall writing process, they will be eager to begin writing.

By considering the improvements above, the researcher concluded that guided writing could improve the students' writing skill, especially on the aspect of sentence construction which deals with structure and vocabulary. Besides, the students showed more positive attitudes towards writing although they seemed to be reluctant to write the first time they were asked to. Therefore, the researcher decided to stop the cycle.

C. Discussion

In learning English, there are some difficulties faced by students. For the students of SMA Negeri 1 Karanganyar, 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.

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 explanations above, the teacher should use appropriate technique to improve students' writing skill. A technique which makes the students of Senior High School learn writing better is by guided writing. Guided writing 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.

Guided writing helps the students write any kind of text preceded with the model paragraph 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 himself 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. From those explanations above, it could be concluded that guided writing can improve the students' writing skill.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. 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.

In the teaching and learning processes, the researcher gave individual feedback to the students. This kind of feedback helped the students understand better about the material presented since they became aware about their mistakes, especially for the students who were reluctant to ask the things they did not understand. Besides, it gave opportunities to the researcher to get closer to the students.

B. Implication

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.

C. Suggestion

Based on the conclusion made and the implication stated above, the researcher would like to give some suggestions dealing with the teaching of writing. Hopefully, the suggestions will be useful for those who are willing to improve the skill in writing including teachers, students, other researchers, and institutions.

1. for teachers

Teaching writing is not an easy work since lots of students think that writing is the most difficult skill to be learned. Consequently, teachers will face many obstacles during the teaching and learning process. Therefore, they should be clever in choosing the appropriate techniques that can both change their students' attitude towards writing and improve their students' writing skill. One of the ways they can use is by applying guided writing. Teachers should also give

the simple examples of good writing to students as the model they can imitate. In addition, teachers should be active in giving guidance to students since it will help them a lot.

2. for students

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.

3. for other researchers

This study discusses the implementation of guided writing as a means of improving students' writing skill in a Senior High 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

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handwriting, punctuation, or spelling. They can also conduct researches, experimental researches for example, comparing this technique with other techniques in teaching writing.

4. for institutions

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.
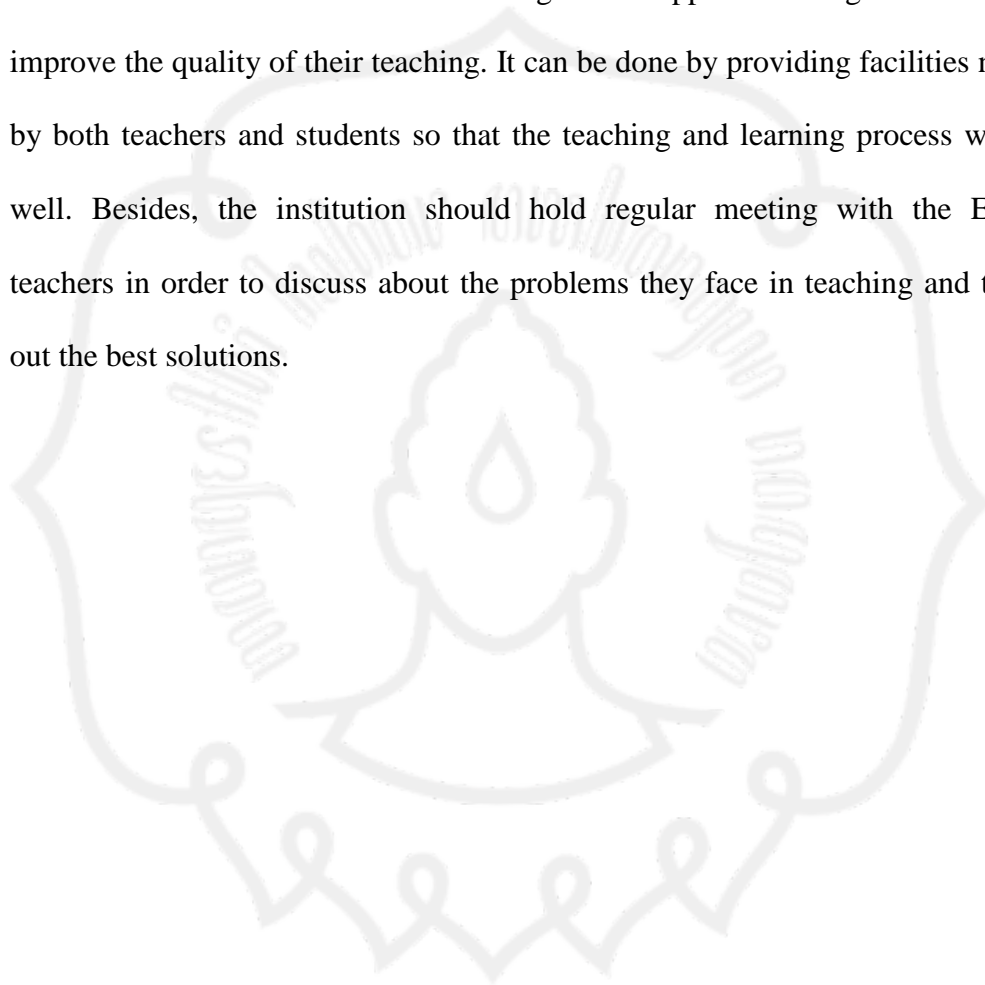
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