

**IMPLEMENTING GUIDED WRITING TO IMPROVE STUDENTS'
WRITING SKILL IN NARRATIVE TEXT**

**(An Action Research Conducted at the Eleventh Grade Students of
SMA Negeri Colomadu in the Academic Year of 2010/2011)**



Thesis
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University to fulfill One of the Requirements for Getting the Undergraduate
Degree of Education in English**

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

F. Dwiki Hartanti. NIM X2207010. **IMPLEMENTING GUIDED WRITING TO IMPROVE STUDENTS' WRITING SKILL IN NARRATIVE TEXT (An Action Research Conducted at the Eleventh Grade Students of SMA Negeri Colomadu in the Academic Year of 2010/2011)**. Thesis, Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, October. 2011.

The objectives of this research are (1) to find out whether or not guided writing technique improve students' writing skill; (2) to find out the description about the situation when guided writing technique is implemented in writing class.

Related to the purposes of the study, the research design used in this study is action research which is conducted in two cycles of action. The subject of the study is the students of class XI IPA 4 of SMA Negeri Colomadu in the academic year of 2010/2011. There are 34 students as the subject. The action research was conducted from March to May 2011. In this research, the researcher taught writing by using guided writing technique. Guided writing techniques is defined as individual or group activity of writing process guided by the teacher where learners use model writing, direct answers to questions, word maps to organize their ideas, and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in a piece of writing. The procedure of guided writing which is implemented in classroom taken from Reid that consists of model paragraph, comprehension questions, language based exercises, oral composition, and written composition.

In collecting the data, the researcher uses qualitative and quantitative technique. The qualitative data are obtained from observation, interview, test analysis, and photograph. The qualitative data are supported by quantitative data that are the mean score of students' pre test and post test on writing. In this action research, the researcher is as the teacher in teaching learning process. Meanwhile, the observer is the English teacher.

Based on the results of this research, it can be concluded that (1) teaching writing by using guided writing technique can improve students' writing skill. It can be viewed from the increasing of the students' score. From the written test, the students' pre-test mean score is 57.85, increasing to 63.59 in the first post-test and increasing to 70.06 in the final post-test; (2) the situation of the teaching and learning process becomes more enjoyable and most of the students are involved in the teaching and learning process. During the action, the researcher finds that the students have shown their improvement such as they are able to construct sentences correctly. In this case, the sentences that they have constructed are based on the researcher's explanation and examples. They also use more vocabularies in their writing. By using picture series as the media to teach writing, the students need shorter time to generate the idea, so that they can organize the idea immediately and finish the writing in time. Therefore, it can be concluded that teaching writing by using guided writing technique can improve the students' writing skill.

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ABSTRAK

F. Dwiki Hartanti. NIM X2207010. **MENERAPKAN PENULISAN TERPANDU UNTUK MENINGKATKAN KETERAMPILAN MENULIS SISWA PADA TEKS NARASI (Penelitian Tindakan Kelas Dilaksanakan di Kelas Sebelas SMA Negeri Colomadu Tahun Akademik 2010/2011). Skripsi, Surakarta: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret, Oktober. 2011.**

Tujuan dari penelitian ini adalah (1) untuk mengetahui apakah teknik penulisan terpandu dapat meningkatkan keterampilan menulis siswa, (2) untuk mengetahui gambaran mengenai situasi saat teknik menulis terpandu diterapkan dalam kelas menulis.

Terkait dengan tujuan penelitian, desain penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam dua siklus. Subjek penelitian adalah siswa kelas XI IPA 4 SMA Negeri Colomadu tahun akademik 2010/2011. Ada 34 siswa sebagai subyek. Penelitian Tindakan dilakukan dari bulan Maret sampai Mei 2011. Dalam penelitian ini, peneliti mengajarkan menulis dengan menggunakan teknik penulisan terpandu. Teknik menulis terpandu adalah kegiatan individu atau kelompok dari proses menulis yang dipandu oleh guru, dimana peserta didik menggunakan model tulisan, tanya jawab, peta kata untuk mengatur ide-ide, dan latihan berbasis bahasa yang dikhususkan untuk membangun kosa kata, pemahaman bacaan, tata bahasa, dan keterampilan bahasa lisan yang pada akhirnya membentuk sebuah tulisan. Prosedur penulisan terpandu terdiri dari model paragraf, pertanyaan pemahaman, latihan berbasis bahasa, komposisi lisan, dan komposisi tertulis.

Dalam mengumpulkan data, peneliti menggunakan teknik kualitatif dan kuantitatif. Data kualitatif diperoleh dari observasi, wawancara, analisis uji, dan foto. Data kualitatif didukung oleh data kuantitatif yang merupakan skor rata-rata tes tertulis dari pre test dan post test. Dalam penelitian tindakan kelas, peneliti sebagai guru dalam proses belajar mengajar, sedangkan pengamat adalah guru bahasa Inggris.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa (1) mengajar menulis dengan menggunakan teknik penulisan terpandu dapat meningkatkan keterampilan menulis siswa. Hal ini dapat dilihat dari peningkatan skor siswa. Dari tes tertulis, skor pre-test siswa adalah 57,85, meningkat menjadi 63,59 di post test pertama dan meningkat menjadi 70,06 di post test kedua, (2) situasi proses belajar mengajar menjadi lebih menyenangkan dan sebagian besar siswa terlibat dalamnya. Peneliti menemukan bahwa siswa menunjukkan peningkatan seperti mampu membuat kalimat dengan benar. Dalam hal ini, kalimat-kalimat yang disusun berdasarkan pada contoh dan penjelasan yang telah disampaikan oleh peneliti. Siswa menggunakan beragam kosa kata dalam tulisan. Dengan menggunakan gambar seri sebagai media untuk mengajar menulis, para siswa membutuhkan waktu yang lebih singkat untuk menghasilkan ide, sehingga mereka dapat segera menyusun ide tersebut dan menyelesaikannya tepat waktu. Oleh karena itu, dapat disimpulkan bahwa mengajar menulis dengan menggunakan teknik penulisan terpandu dapat meningkatkan keterampilan menulis siswa.

MOTTO

“No one is useless in this world who lightens the burden of it for anyone else.”

(Charles Darwin in Family Way)

“The way to love anything is to realize that it might be lost.”

(G.K. Chesterton in Family Way)

“You never know if you never try.”

(F. D.)





DEDICATION

This thesis is whole- heartedly dedicated to those who support her to keep struggling to get a better future:

-  *My beloved father, Yohanes Haryo*
-  *My beloved mother, Kristanti Retnaningsih*
-  *My beloved older brother, Yulius Eko Hartanto*

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The researcher realizes that this thesis is still far from being perfect. She accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and English education.

Surakarta, October 2011

F. Dwiki Hartanti

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language spoken in international event and usually used as the medium of information flow on science, technology, and culture as well. Those references are commonly provided in English since English is known as an international language. Nowadays, we can find many people using English in both written and spoken. The use of translated books, international journal, and international television networks help people familiar with English. As a result, many English-language magazines, newspapers, news reader are not produced by native writer or speaker.

As the effect of fast flow information, many countries are getting closer and demanding global citizens to be competent in other languages. Rapidly changing information has had an impact worldwide. People in developing country such as Indonesia should try to learn other languages, especially English, so that they are ready in facing the global era competition. By mastering English, it is easier to know the information or news which is printed in international language. It also gives a chance to have social relations with foreign people.

As a foreign language, English should be mastered by Indonesian students. That is why English is introduced in most of schools, from Elementary schools to University. English language learning has been given from the basic level in order to make students understand and master it. So, they can use English in real communication, to speak with foreign people, to write their idea, to express their feeling, and etc. It is similar to Brewster (1992: 23-24) who says that the reasons of starting to learn a foreign language earlier stated from: first, teaching English for children is aimed to increase the total number of years spent learning the language. Second, the indisputable fact that a young child has a greater facility for understanding and imitating what they hear than adolescent. Third, the aim of

early foreign language learning is to prepare children linguistically, psychologically, and culturally for language learning.

Based on 'Kurikulum Tingkat Satuan Pendidikan (KTSP)' 2006, teaching and learning English in high school should be stressed on the four language skills, those are listening, speaking, reading, and writing. It is expected that students can use these skills to prepare them in higher education level and even in the field of work that demands them to understand English in communication. According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah untuk mata pelajaran Bahasa Inggris SMA/MA*, it mentions that competency based for each skills as follow:

1. Mendengarkan
Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, dan review, dalam konteks kehidupan sehari-hari.
2. Berbicara
Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, dan review, dalam konteks kehidupan sehari-hari.
3. Membaca
Memahami makna dalam wacana tertulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, dan review, dalam konteks kehidupan sehari-hari.
4. Menulis
Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, dan review, dalam konteks kehidupan sehari-hari

As one of the productive skills, writing can be an appropriate means to help the students express the way they think, set ideas and thoughts. Harris (1993: 65) says that if we put this together (writing and ways of thinking) with other justifications for writing we can defined four main purposes, as follows: communicating and sharing experiences, constructing meanings through ways of thinking not usually available through speaking, discovering and clarifying thoughts, providing record of ideas, facts and experiences in a form that allows them to be worked on, organized, referred back to and developed subsequently. Some forms of writing produced by the students may be on letters, stories, reports, diaries and so on. Nevertheless, each form should consider the unity, coherence and cohesion of the paragraph to make a good writing. This is necessary to teach writing to the students since writing has turned into part of daily activities and been acknowledge as a skill.

Although English has been taught since in the early ages, most of students tend to say that English is very difficult subject to learn especially writing. They tend to use Indonesian or Javanese as their mother tongue for daily written communication, whereas in modern era students need to know how to write letters, short message, and electronic mail or even chatting in English. Moreover, many occupations and advertisements must be replied in English as demanded by the workplace.

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

Writing is complex activity because the writer should pay attention in choosing and accepting the correct vocabulary, making coherence among sentences from one sentence to the other, explaining the content briefly, and using the correct language use, like tenses, articles, and pronoun. Based on those complex activities, students tend to deem that writing is difficult to do.

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life; however, for the students of SMA Negeri Colomadu, writing is considered as difficult skill. When the researcher did the observation at the eleventh grade of SMA Negeri Colomadu, most of them could not do the exercise of writing well. Moreover the teacher tended to use only exercise book (*Lembar Kerja Siswa-LKS*), it made the students bored and felt unexcited. From the informal interview, the one of the students said, “*Bosen Miss; dari tadi ngerjain LKS terus.*” Especially when the teacher asked students to write a simple narrative paragraph, most of them complained. In a few minutes, by observing the students’ activity, it showed that several of them did not write anything. One of the students said, “*Gak ngerti Miss, mau nulis apa? Aku tu paling gak bisa pelajaran Bahasa Inggris, susah banget. Apalagi cara nulis sama yang diomongin beda.*” The other students tried to make some paragraphs about narrative, but in fact, they created some paragraphs about recount. Based on this observation, they had not comprehended the material well. In addition, the other student said, “*Miss, Bahasa Inggrisnya saya sampai di rumah itu I until at home ya?*” It indicated that the student had not understood in using appropriate expression in his writing.

Those arguments reveal that there are some problems faced by the students in learning written narrative text. There are (1) students had problem in term of language use. Some of them did not realize in using the appropriate pattern of tenses, article, preposition, pronoun, adverb, adjective, noun, conjunction, etc. They used incorrect verb such us “*Suddenly the hawker wake up and shock.*” The verb of that sentence should used past verb and it changed to be “*Suddenly the hawker woke up and shocked.*”; (2) students had problem in mechanical aspects; like incorrect capitalization, punctuation, and spelling. In the similar sentence, it should be a comma after the word “Suddenly”. So, the correct sentence is “*Suddenly, the hawker woke up and shocked.*” Another example showed that there was a student who misspelled in producing the word: “*a prince commit to user*”

kissed a with goose.” The students probably wanted to say “*a prince kissed a white goose.*”; (3) students also lacked vocabularies. They used less English expression in their writing. They use “finish” in closing their paragraph, while it should be “finally”. The example of that sentence could be found as follow “*Finished, Marry and prince go to the castel and they life happily forever.*”; and (4) their writing texts had poor organization. Sometimes the first sentence was not connected with the second sentence and the other sentences. Moreover, it did not organize well and confusing.

Having these problems of writing skills, the students then consider that writing is the most difficult English subject. As they think that writing is difficult, surely it affects the class situation in learning English writing. Below are some problems which appear inside the classroom activity while the teaching learning process happened. There are (1) the students spent long time to start short paragraph and unfinished it in time. They are difficult to build the ideas, then they did not know what should be written; (2) students wrote all of the paragraphs in Indonesian first, and then they translated it into English; (3) some of them indicated not too interested in the lesson, then they prefer to do non-academic activities rather than focus on the lesson; and (4) when teacher asked to make simple paragraph, students declined it.

There was several problems faced dealing with the students in learning writing. So, it was better to solve those problems with appropriate way of teaching and learning writing. To overcome those problems, the researcher decided to implement Guided Writing Technique to teach writing. The researcher believed that by using that technique, it could make the students write easily through guided continuous practice. Hedge (1988: 11) states that there is a widely held belief that in order to be a good writer, a student needs to write a lot. This is especially true of poor writers who tend to get trapped in a downward spiral of failure; they feel that they are poor writers, so they are not motivated to write and, because they seldom practice, they remain poor writers.

Guided writing 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, 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 organizing 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 analyzed more closely afterwards and used as work samples in portfolios or records of development.

(<http://wwwfp.education.tas.gov.au/english/guidedwrite.htm>. Adapted February 24, 2011)

Guided writing also gives the students language based exercises. Teacher may give the series of exercises which focus on vocabulary building and sentence structure knowledge related to text. So, the students can learn the various vocabularies and practice the correct sentences before they face in the real writing. The students also can generate the idea in oral composition and revise their writing after they have done to write. By passing these stages, the researcher believes that the students will get better in their writing. From the explanation above, it can be assumed that guided writing can improve the students' writing skill.

Based on the reasons above, the writer would like to do the research entitled: "Implementing Guided Writing to Improve Students' Writing Skill in Narrative Text (An Action Research Conducted at the Eleventh Grade Students of SMA Negeri Colomadu in the Academic Year 2010/2011)".

B. The Problem Limitation

Related to this research, the researcher wants to limit her study to students' English writing skill using guided writing. Guided writing will be implemented in narrative text in which appropriates with standard curriculum in eleventh grade of high school to solve the problems that had been found in pre research. The method used is action research and it is carried out in the XI IPA 4 of SMA Negeri Colomadu in the academic year 2010/2011.

C. The Problem Statements

Based on the background explained, the writer formulates the problem being studied as follows:

1. Does the use of guided writing technique improve student's writing skill at the eleventh grade students of SMA Negeri Colomadu?
2. How is the classroom situation when guided writing technique implemented in the writing class?

D. The Objectives of the Study

Based on the background explained, the writer formulates the objective being studied as follows:

1. To find out whether or not guided writing improve students' writing skill.
2. To find out the description about the situation when guided writing technique is implemented in writing class.

E. Benefit of the Study

The result of the study is expected to be able to give some advantages for the students, the teacher, and the researcher. The following are some advantages of this study:

1. For the students

By implementing guided writing, it is ease the students to write, so that it will make the students feel comfortable in the class. It is also ensure the students to write by following the step by step procedure.

2. For the teacher

Implementing guided writing also gives some influences for the teacher. It is ensure the teacher on the steps of students writing and ease the teacher in setting target of each step.

3. For the researcher

The researcher will get a valuable experience and add knowledge about teaching English writing in Senior High school which can be used for further research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer calls for the need of explaining the theoretical framework as the guideline of her analysis. To make it clear, this chapter will be divided into; (1) the nature of writing skill that consists of definition of writing skill, the process of writing, the purpose of writing, the aspects of writing, and overview of narrative writing; (2) review on guided writing that covers the definition of guided writing, the process of guided writing, and the benefits of guided writing for teaching writing; (3) rationale. The elaboration on each part will be presented as follows.

A. The Nature of Writing Skill

1. Definition of Writing Skill

Writing can be defined in various ways. There are some definitions of writing proposed by some experts:

Brookes and Grundy (2000: 1) say, "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."

According to Harris (1993: 10) writing is a process that occurs over a period of time, particularly if we take into account, the 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.

In addition, Hedge (1998: 19) states that 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.

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 explanations above it can be concluded that writing is the act of forming letters and more than putting spoken language into written form. But, it is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (such as word spelling, sentence structure, punctuation, vocabulary) in order to express the idea, thought, opinion, and feeling.

Besides the definitions of writing above, there are several definitions of “skill” according to the experts. According to Webster, “skill” is the ability to use one's knowledge effectively and readily in execution or performance. Another definition comes from Hornby (1979: 820) who states that “skill” is the ability to do something well.

To conclude, writing skill is then defined as the ability to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (such as word spelling, sentence structure, punctuation, vocabulary) in order to express the idea, thought, opinion, and feeling.

2. The Process of Writing

Hedge (1998: 21) nominates that the process of writing is often described as consisting of three major activities or group of activities: prewriting, writing, and post writing or revising.

a. Prewriting

The prewriting phase helps writers gather information and ideas. It includes discussion of proposed writing, namely the theme or topic, ideas and related words, and feelings and thoughts.

In this phase, the researcher should consider two important points. The first one is the purpose of the writing. It has something to do with function. It is a report, an explanation of how something works, or a letter of invitation or a letter applying for a job.

The second important point is the target reader. The reader may be an individual, one you know well, or a group of colleagues, an institution, and so on. Considering the target reader helps the researcher to select the most appropriate style and word choices- formal, friendly, serious, or tentative.

b. Writing

The writing phase includes pausing and rereading as the writing occurring, interaction with others (further discussion), consulting resources (looking up word meaning or spelling, for example), and reformulating the ideas and organization of composition.

Good writers tend to concentrate on getting the content right first and leave the details like correcting, spelling, punctuation, and grammar structures, until later the writing phase focuses primarily on what the researcher wants to say, while rewriting progressively focuses on how to say it most effectively.

c. Post writing or revising

Post writing phase means rewriting, rewriting, and then rewriting some more. This phase consists of reading through and trying to apply a reader's perspective in order to access how clearly readers might flow the ideas. It means that this phase guides the researcher to make final readjustment and check accuracy so that the text written is maximally accessible to the readers.

3. The Purpose of Writing

According to Harris (1993: 18), 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.

Brookes and Grundy (2000: 3) elaborate explanation about the purposes of writing.

First, writing is used for transcending time and space. The second purpose is that people can solve the problem of volume of having to store more than the human brain can remember. A third purpose of writing is to filter and shape experience. Thinking about what to write and how to represent experience so that the result is that the writing with a condensed, economical, carefully considered version of what the researcher might say to the readers.

Whereas, Halliday in Nunan (1998: 84) says that written language serves a range of functions in everyday life of the modern world, including the following:

a. Primarily for action.

Public signs, e.g. on roads and stations: product labels and instruction, e.g. on food, tools or toys purchased: recipes: maps: television and radio guides: bills: menus: telephone directories: ballot papers: computers manuals, monitors and printouts.

For social contact

Personal correspondence: letters, postcards, greeting cards.

b. Primarily for information.

Newspapers (news, editorials) and current affairs magazines: hobby magazines: non-fiction books, including textbook: public notices: advertisements: political pamphlets: scholastic, medical etc. reports: guidebooks and travel literature.

c. Primarily for entertainment.

Light magazines, comic strips, fiction books, poetry and drama: newspaper features: film subtitles: games, including computer games.

In addition, Byrne (1997: 2) in his book "Teaching Writing Skill" said that it is helpful to keep in mind some of the many uses we are likely to make of writing. On a personal level, people use writing to make a note of something (for example shopping list, diaries, etc) and used to keep records of things to be remembered. Writing is also used to send messages in the forms of letters, memos, and many kinds of writing to deliver the messages from one to others.

4. The Aspects of Writing

Writing involves many different aspects. According to Gower et al (1995: 113), the aspects of writing are as follows:

a. Handwriting

The writing should be easily read by the readers. The neatness and legibility is important in writing.

b. Spelling

Spelling means the writing of a word accepted in standard order. In second language learning, errors spelling are often found.

c. Punctuation

A certain mark to clarify meaning by grouping grammatical units the written material.

d. Sentence construction

The construction of sentences that is grammatically correct, using the correct order.

e. Organizing a text and paragraphing

It involves dividing the information into paragraph, starting a new paragraph, and ordering the paragraphs present a logical order.

f. Text cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

g. Register / style

Using language (structures and vocabulary) appropriate to the formality and style of the text.

Those aspects influence the criteria of scoring writing. According to Jacobs on Genesee and Upshur (1996: 206), the scoring of each aspect is as follows:

Table 2.1 The Criteria of Scoring Writing

	SCORE	LEVEL	CRITERIA	DESCRIPTION
CONTENT		30-27	Excellent to very good	Knowledgeable, substantive, thorough, development of thesis, relevant to assigned topic
		26-22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail
		21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
		16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION		20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
		17-14	Good to average	Somewhat choppy, loosely organized but ideas stand out, limited support, logical but incomplete sequences
		13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		9-7	Very poor	Does not communicate, no organization, or not enough to evaluate
VOCABULARY		20-18	Excellent to very good	Sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register
		17-14	Good to average	Adequate range, occasional errors of word / idiom form, choice, usage, but meaning not obscured
		13-10	Fair to poor	Limited range, occasional errors of word / idiom form, choice, usage, meaning confused or obscured
		9-7	Very poor	Essentially translation, little knowledge of English vocabulary, word form, idioms, or not enough to evaluate
LANGUAGE USE		25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
		21-18	Good to average	Effective but simple construction, minor problems in constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions but meaning seldom obscured
		17-11	Fair to poor	Major problems in simple / complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, and prepositions and / or fragment, run-ons, deletions, meaning confused or obscured
		10-6	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS		5	Excellent to very good	Demonstrate mastery of conventions, view errors of spelling, punctuation, capitalization, and paragraphing
		4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
		3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused and obscured
		2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
Total		100		

5. Overview of Narrative Writing

Narrative text is a text which says the past activities or event which concerns on the problematic experience and resolution in order to amuse and even give the moral messages to the reader.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes or social opinions for example soap operas and television dramas that are used to raise topical issues. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Generally, a Narrative starts with **Orientation**, where the writer describes "the world" of his story. In this phase, the readers are acquainted to the characters or the participants of the story, and sometimes they are informed where and when the story took place. In the middle of a narrative there will be a **complication** or problem. Complication will make the story more interesting, because on this phase the characters will face some barriers to achieve their goals. In the end of a narrative there will be a **Resolution**. The resolution will finish the complication or problem which is shown before. It can be finished with happy or sad ending or sometimes giving a moral value.

According to Achmad (2008: 44), the generic structures of narrative text consist of:

- a. Orientation : containing plot and characters.
- b. Evaluation : evaluating the plight of the story.
- c. Complication : crisis of the story.
- d. Resolution : the crisis is resolved, for better or for worse.

Based on the significant lexical grammatical, here are the characteristics of Narrative text:

- a. A specific participants, sometimes can be individual.
 - b. Uses many action verb (material processes) and also verbal and mental processes.
 - c. Often uses of past tense.
 - d. Uses many linking words related to time.
 - e. Uses dialogues so the tenses can be possibly changed.
 - f. Descriptive language is used to create imagination in the mind of the readers.
 - g. Can be written as the first person (I), or the third person (He, She, They).
- (<http://www.docstoc.com/docs/23267907/Narrative-Text>. Adapted on April 01, 2011)

B. Review on Guided Writing

1. The Definition of Guided Writing

Doff (1997: 153) says 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.

Guided writing influences the students to expand their idea of writing. It is in line with the statement which says that guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts.

(<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatisguidedwriting.htm>. Adapted on February 17, 2011)

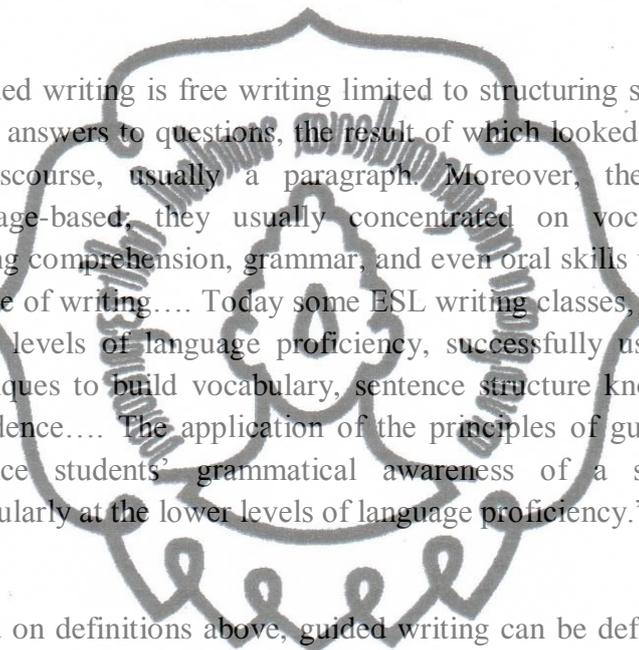
Guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe they will complete a shared writing experience together. Guided writing lessons give teachers the opportunity to bring together students who are struggling with similar skills for a mini-lesson, or a re-teaching session.

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<http://effectiveteachingarticles.blogspot.com/2008/07/guided-writing.html>

Adapted February 17, 2011)

According to Brown (1994: 328), guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions. 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 individual or group activity of writing process guided by the teacher where learners use model writing, direct answers to questions, word maps to organize their ideas, and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminated in a piece of writing.

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 is 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 Benefits of Guided Writing for Teaching Writing

There are some benefits of using guided writing to teach writing, those are:

- a. An effective way of modelling the structure and language of a range of text types.
- b. Supports students to sequence and structure their ideas to meet the purpose of the writing task.
- c. Differentiated support can easily be provided by giving more or fewer prompts/starters.

(<http://englishonline.tki.org.nz/English-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Guided-writing>. Adapted on February 17, 2011)

In addition, the other benefits of guided writing are mentioned as follows:

- a. Enables the teacher to tailor the teaching to the needs of the group
- b. Facilitates the teaching and learning of individual children, responding to needs of individuals within the group
- c. Provides the teacher with the opportunity to extend and challenge more-able groups of children
- d. Encourages the children to be more active participants in discussions about writing
- e. Builds confidence – the group are grappling with the same issues
- f. Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

(education.staffordshire.gov.uk/NR/.../GuidedWritingppt3.pdf - Adapted on February 17, 2011)

C. Rationale

In learning English, there are some difficulties faced by students. For the students of SMA Negeri Colomadu, 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 get lack of time to practice writing. Some students do not do the exercises well in writing class; they often copy from others or from books or even do not write anything.

Based on the pre-observation, it is found that students' writing skill related to narrative text is still low. While their teacher asked them to make a narrative text, some of them tended to write recount text. Moreover, most of them have low mastery in vocabulary, sentence structure knowledge, and self-confidence. The teacher does not implement a technique in which giving chance for the students to be active writers in the classroom. Furthermore students are not prepared well to do the writing so that they often failed in their writing.

To overcome problems above, the researcher decides to use guided writing as a technique focusing on the teacher guidance in the process of the writing. Guided writing helps the students write any kind of text preceded with the model paragraph given. In guided writing, students' vocabulary mastery and sentence structure knowledge as the linguistics aspects in writing are involved so that students have a better preparation to do the writing. In addition, students' creative thinking is not fully limited in sentence pattern and guided writing allows the students to be more flexible in sharing their ideas, 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 11th grade students of SMA Negeri Colomadu.

D. Hypothesis

Based on the theory above, the hypothesis can be formulated as follows: Guided writing can improve the writing skill of the 11th grade students of SMA Negeri Colomadu.

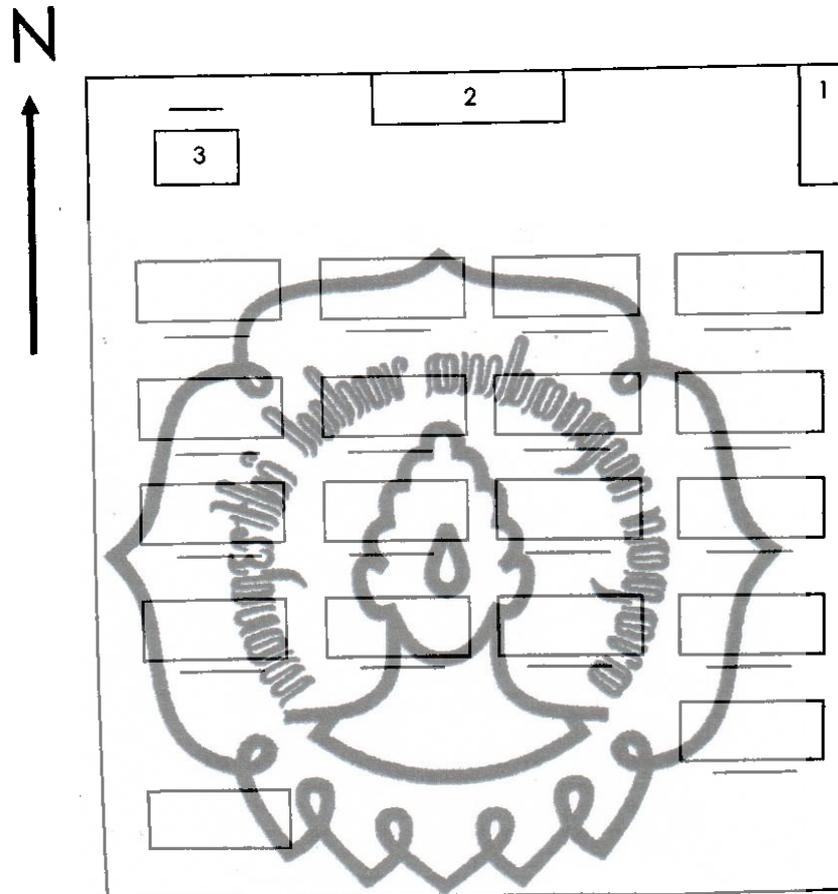
CHAPTER III RESEARCH METHODOLOGY

A. The Setting of the Research

In this study, the researcher did the research at SMA Negeri Colomadu as the place of the research where the researcher teaches English. It is located at Fajar Indah Street, Baturan, Colomadu, Karanganyar. The location is not in the crowded area, because it was built in rural community. The school building faces to the east and there is a big yard in front of this school.

There are 23 classrooms in this school (eight classes for tenth grade, eight classes for eleventh grade, and seven classes for twelfth grade), but only a class that the researcher used for doing the research that is XI IPA 4. The classroom faces to the east and it is located in the corner, face to face with XI IPA 3 class, however it separated with unprepared garden. It looks messy because a lot of stones and brickbats are scattered around. There is a canteen besides this class. Sometimes several students are sitting, eating, drinking, and making any noise whereas it is not in the break time. It causes the students inside the class cannot give full attention to the lesson.

The class is not equipped with LCD projector, computer, or OHP. There is a broken fan hanging on the ceiling, but the air circulation is still good since there are eight windows on left and right side of the class. The sketch of XI IPA 4 will be shown as follow:



Note:

1. door
2. a white board
3. table and chair for teacher

Picture 1. The Classroom Sketch of XI IPA 4

B. The Subject of the Research

The subject of this research is the eleventh grade students of SMA Negeri Colomadu in the academic year 2010/2011. This research uses one class as the *commit to user*

research subject that is XI IPA 4. There are 34 students in this class that consist of 20 girls and 14 boys.

The pre-observation in teaching English to the eleventh grade students of SMA Negeri Colomadu revealed that the students in this class had problem in writing. The students were not fluent or less productive; they often made some grammatical mistakes. It was difficult to generate ideas and organize sentences.

C. The Method of the Research

In this study, the research designed by the researcher 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. It is also supported by Kemmis in Hopkins (1993: 44) who says 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 McTaggart (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.

In this study, the classroom action research the researcher does is aimed at overcoming the students' problems in writing skill through of guided writing technique. This classroom action research is carried out by the researcher collaboratively with the teacher of the second grade students of SMA Negeri Colomadu by implementing guided writing in classroom action research.

D. The Model of Action Research

According to the Kemmis and McTaggart in Burns (1994: 32), the implementation of Action Research includes four steps as follows:

1. Planning

Develop a plan critically informed action to improve what is already happening.

2. Action

Act to implement the plan.

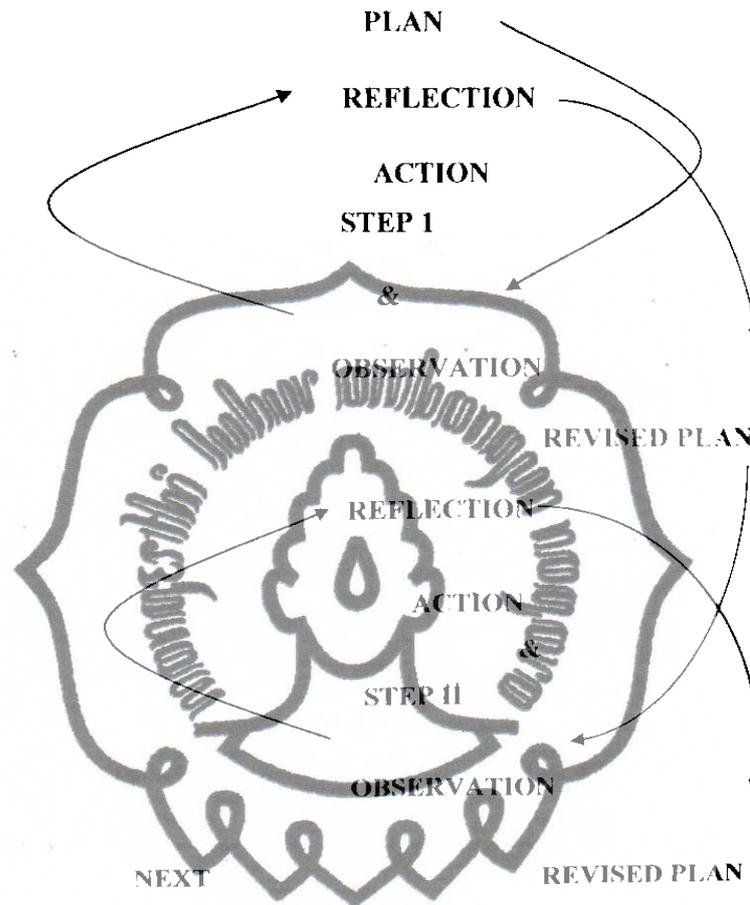
3. Observation

Observe the effects of the critically informed action in the context in which it occurs.

4. Reflection

Reflecting process on these effects as the basis for further planning, subsequent critically informed and so on, through a succession of a stages.

The spiral model (Kemmis and McTaggart in Burns 1994: 33) can be illustrated as follows:



Picture 2. The cycle of an action research

E. The Procedure of Action Research

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

1. Identifying the problem

The researcher identified the problem before planning the action. The problem referred to the students' difficulty in writing. The problem was caused by the way the teacher delivered the material of the lesson

which not use suitable steps in writing. It was obtained by observing the teaching learning process, interviewing, and conducting a pre-test.

2. Carrying out the real classroom research

a. Planning the action

In this step, the researcher prepared everything related to the action as follows:

- 1) Planning the steps and technique for delivering the material in the form of lesson plan.
- 2) Designing the steps in doing the action.
- 3) Preparing the material.

Researcher prepared a model paragraph which focused on narrative text, then gave some questions for reading comprehension and exercise about vocabulary and grammar which is related to the text.

The materials are taken from internet, grammar book, and BSE (*Buku Sekolah Elektronik*). From BSE, researcher also added and modified the existing materials. There are vocabulary exercises, but there is no synonym in it. So that, she used thesaurus to find out the synonym of vocabularies and modified the grammar exercise in order to relate the exercise with the context.

- 4) Preparing sheets for classroom observation (to know the situation of teaching learning process).
- 5) Preparing teaching aids.

Researcher used worksheet and pictures as the teaching aids. She copied the worksheet for all of the students, then shared it. Whereas, the pictures are used for attract the students' attention. The researcher searched the pictures from internet then printed it with colorful style.

6) Preparing a test.

It was done to know whether students' writing skill could be improved or not.

b. Implementing the action

In this step, the researcher implemented the teaching and learning activities of writing skill through guided writing. The real implementations were generally presented as follows:

- 1) The researcher showed some pictures and gave guiding question to the students in order to attract students' interest.
- 2) The researcher presented a model paragraph about narrative.
- 3) The researcher gave questions about the specific information to check students' reading comprehension.
- 4) The researcher gave the exercise about vocabulary and language use which related to the text.
- 5) The researcher divided students into some groups and asked them to make an outline of narrative. They discussed it in group.
- 6) The researcher asked the representative of each group to write their outline on the white board.
- 7) The researcher gave the oral composition to the students.
- 8) The students reviewed their outline.
- 9) The researcher asked the students to develop their outline into good paragraph.
- 10) After doing practices, the researcher reviewed the material.

c. Observing the action

In this step, researcher observed all of the activities in the teaching and learning process. It is done during the teaching and learning process. Collaborator helps the researcher to observe all of the activities happening in the teaching and learning process.

According to Burns (1999: 81) there are some basic factors which should be considered in order to help guide observations and make them more manageable:

- 1) Decide on a focus for the observation which is relevant to your group's research. Don't try to record everything.
- 2) Identify a specific physical location in which the observation will be conducted (e.g. playground, coffee area, classroom, reading corner).
- 3) Consider the group or individual to be observed (e.g. whole class, student group, a mixed-gender pair, individual student).
- 4) Record the events as they happen or as soon as possible after they happen.
- 5) Be as objective and precise as possible in your observations and avoid using attitudinal or evaluative language that makes inferences about people's behavior or thinking (e.g. 'surly', 'anxious', 'unwilling', and so on).
- 6) Try to record complete events or incident. This allows a more inclusive and holistic picture of the situation to emerge, so that ordinary as well as unusual events are observed.
- 7) Develop a system for recording that fits in with other activities occurring in the context of the observations.

Based on the guide observation above, the researcher did the observation with the rule as follows:

- 1) The researcher decided the focus of observation that is improving students' writing skill.
- 2) The researcher prepared the instrument to know the progress of their writing skill. For evaluating the result of the study, the researcher had prepared the pre-test, post-test 1, and post-test 2 to measure the improvement of students' writing skill. And to know the situation while researcher implemented the technique, the researcher had prepared a note to write down all of activities during the lesson and did the interview with the students after implementing the action.
- 3) The researcher did the observation in the classroom of XI IPA 4 as the physical location.
- 4) The researcher did the observation to the whole class.
- 5) The researcher recorded the events that had happened by making field notes and took photographs of all activities done in the process of teaching and learning.
- 6) The researcher did the observation as objective and precise as possible and avoided using attitude that made inferences about students' behavior or thinking.
- 7) The researcher recorded a complete events or incidents by making notes and took photographs.
- 8) The researcher developed other activities which occurred in the context of observation and record them in the field notes.

d. Reflecting the observation result

In this step, the researcher evaluated all actions in the cycle. The researcher observed what she had done in order to find out the

weaknesses and the strengths of the teaching activity which had been carried out. Through the observation, the researcher saw whether the students were active or passive during the teaching and learning process and identified the students' behavior in the class then find the data that can support or answer the problem statement.

3. Doing evaluation

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

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 researcher are interview, observation, and test.

1. Observation

Burns (1999: 80) says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated.

The observation was done by the researcher and the teacher as collaborator. In this way, the observer observed, make field notes, and take photograph of all activities done in the process of teaching and learning. Observations are ways of finding out more about the students' response, students' behavior, and students' activities during the learning process dealing with students' writing skill.

2. Interview

Burns (1999: 17) defines that interviews and discussions are face-to-face personal interaction, which generate data about the research issue and allow specific to be discussed from other people perspective.

The researcher interviewed the teacher and the students about the way she implemented the material, the problem faced and the equipments used. The researcher also interviewed the students about their response about implementing guided writing in teaching learning process. The researcher did the interview in the beginning and in the ending of the research in order to know the teacher's view of the teaching learning process and students' response during the lesson.

In this research, researcher used semi-structured interview. The researcher made a schedule first before doing the interview, prepared the questions for interview, and also gave the follow-up questions intended to encourage the interviewee to give fuller more detailed responses. The questions are related to the students' writing skill.

According to Wallace (1998: 147-150), the interview guideline is explained as follows:

- a. The time

Time is an important aspect of interviewing for several different reasons. Powney and Watts in Wallace (1998: 147) suggest that for each hour of interviewing, a further three (making arrangement, possibly travelling to the interview venue, and the analyzing) should be allowed for preparation and summary – and this does not include transcription.

The researcher did the interview in the beginning and the end of the research. The place of the interview is in front of the class and teacher's office. The researcher made the arrangement of the questions for the interviewee (students and teacher), analyzing the result of the interview and made transcription.

b. Recording interview data

There are three ways in which interview data can be recorded. They are simple recall, note taking, and taping.

In this research, the researcher used taping when the interview did. Taping is recording the interview through audio or video, and it will have to be listened to or watched again and also may have to be transcribed, either in whole or in part.

The researcher used audio to record the conversation between the interviewer (researcher) and the interviewee (teacher and students). Taping is the best way to do the interview, because the researcher can switch on again the record of the interview in order to make the transcript of the interview.

c. Individual and group interview

Most interviews are one-to-one, but it is also possible to have an interview with a group, which could take the form of a kind of structured discussion.

In this research, the researcher did the interview individually. It means that, the researcher did the interview one-to-one or face-to-face to the teacher and students. In the beginning of the research, the researcher asked to the teacher about the difficulties that are faced by students in learning English. The researcher asked to the students about the way they are learning English and the difficulties that are faced. In the end of the research, the researcher asked to the teacher the way she implemented the material to teach writing. The researcher asked to the students about students' response or comments about the way researcher delivered and implemented guided writing to teach writing and students' feeling when researcher taught them by using guided writing to teach writing.

d. Prior notification of questions

Interviewees may be more relaxed if they know what questions they are going to be asked. It can help them to provide fuller, more informative answer.

The researcher showed the questions first to the teacher and students before the interview happen. After the interviewee read the questions, researcher started interview the interviewee.

e. Conduct of the interview

Interview should begin and finish on time. The atmosphere should be relaxed and friendly.

The researcher did the interview as schedule that it has been made by researcher and interviewee. The location where the researcher interviewed the teacher was in the teacher's office, whereas the interview between researcher and students happened in front of the class after the lesson had finished. Both of the situations during interview were relaxed and friendly. It was quiet enough so that both of researcher and interviewee focused on the interview. The recording machine to record the conversation was in good condition. The battery was full charged and the sounds were ok, so that the researcher conducted the interview was run well.

f. Interviews: variety of focus

Powney and Watts in Wallace (1998: 149) state that interview focus is used to elicit response from the interviewee.

In this research, the interview focus that is used by researcher is:

- 1) The interview schedule. The researcher made an appointment to the interviewee.
- 2) Interviewing the teacher. The researcher asked the teacher to see and to observe the way she implemented

guided writing to teach writing. After that, the researcher asked to the teacher for her reaction and her comment at that point.

- 3) Interviewing students. The researcher implemented guided writing to teach writing in each meeting for two cycles. The researcher asked students about their feeling, their comment, and their reaction before and after the implementation.

3. **Test**

To measure the students' improvement, the researcher also gave written test in the end of each cycle. The researcher asked students to write a narrative text. By analyzing them, the researcher gets information about the students' progress in writing and students' responses toward teaching learning process in the classroom.

G. **The Technique of Analyzing Data**

To analyze the data, the researcher used qualitative and quantitative technique. There are the explanations of qualitative and quantitative technique:

1. **Qualitative**

The researcher analyzed the process of teaching and learning writing through guided writing by analyzing the data taken from observation, field notes, interview, and photographs.

According to Cresswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

(<http://www.computing.dcu.ie/~hruskin/RM2.htm>. Adapted December 05, 2011)

According to McKernan (1996) in Burns (1999: 156-160) there are five steps in analyzing the data. They are:

a. Assembling the data

The first step is to assemble the data that the researcher has collected over the period of the research: field notes, interview, and so on. At this step, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis become more messy and coding becomes less clear cut when the researcher dealing with diary entries, classroom recording, or open-ended survey questions.

c. Comparing the data

Comparison is made to see whether themes or patterns are repeated or developed across different data gathering techniques. At this step, the researcher is able to map frequencies of occurrences, behaviors or responses. The main aim at this step is to describe and display the data rather than to interpret or explain them.

d. Building interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data.

e. Reporting the outcomes

At this step, involving presenting an account of the research for others.

2. Quantitative

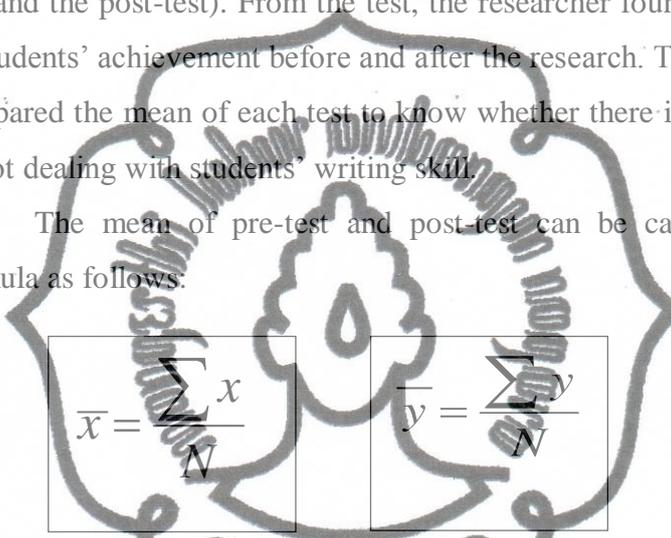
Quantitative is a related to, or expressed in terms of measured numeric value, quantity or statistical comparison derived from systematic survey, observation or analysis of the subject; this may include

probabilistic evaluation. Quantitative research is based on measurable data gathered from a wide range of sources, often followed by [objective analysis](#).

(<http://www.knowledgetransfer.net/dictionary/Statistics/en/quantitative.htm>. Adapted December 05, 2011)

There is a written test before and after each of the cycle (the pre-test and the post-test). From the test, the researcher found the comparison of students' achievement before and after the research. The researcher also compared the mean of each test to know whether there is an improvement or not dealing with students' writing skill.

The mean of pre-test and post-test can be calculated with the formula as follows:


$$\bar{x} = \frac{\sum x}{N} \qquad \bar{y} = \frac{\sum y}{N}$$

Where:

\bar{x} : Means of pre – test

\bar{y} : Means of post – test

N : Number of students

Finally, by analyzing the data from the qualitative and quantitative data, the researcher can make a conclusion whether guided writing can improve students' writing skill or not. If almost the students give positive response to the teaching learning activities and their post-test score is higher than pre-test score, the implantation of guided writing is successful, but if the students give negative response during the lesson and their post-test is lower than pre-test, the implantation of guided writing texts is not successful.

CHAPTER IV

THE RESULT OF THE STUDY

This section tells about the investigation when the researcher did the research. In conducting the research, the researcher proposes two research questions including: 1) whether the use of guided writing technique can improve student's writing skill at the 11th grade students of SMA Negeri Colomadu; and 2) how the classroom situation when guided writing technique implemented in the writing class is. The explanation of the result of the study is broken down into two sections that are research finding and discussion.

A. Research Finding

The research was conducted collaboratively with the teacher GD, the English teacher of Grade XII IPA 4 of SMA Negeri Colomadu. In this research, the researcher became a practitioner who implemented the action of the teaching learning process in the classroom. Meanwhile, the teacher GD acted as the observer who observed the teaching learning process from the beginning of the research until the end.

The research consisted of two cycles. There were three meetings at the first cycle and two meetings in the second cycle. 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. Identifying the Problem

Before the researcher did the research, she did the observation and interview with the English teacher and also the students to identify the problems that occurred in the class during teaching learning process dealing with the students' writing ability before using guided writing. The preliminary research did by the researcher can be seen in the timetable below.

Table 4.1 Timetable of Pre-Research Observation

From of Observation	Participant	Date
Classroom Observation	Student and Teacher	January 5 th 2011
Interview	Teacher	January 15 th 2011
Interview	Students	January 18 th 2011
Pre-test	Students	March 30 th 2011

The researcher observed the classroom condition or classroom atmosphere while the teacher GD was teaching inside the class. The researcher also interviewed both of the teacher and the students to know more accurate information about the problem faced by the students in learning English. From the observation and interview, it was found that the students had problem in writing and the classroom atmosphere was less conducive for effective learning. It can be seen at the part of the interview transcript below.

DH : “Langsung saja ya Pak. Menurut Bapak, kemampuan siswa-siswi dalam mata pelajaran bahasa Inggris bagaimana Pak?”

GD : “Menurut saya kemampuan siswa dalam bahasa Inggris ada yang menonjol, tapi banyak juga yang masih kurang mba. Soalnya kan bahasa asing, kalau nggak tau artinya.. Yawis ... gak tau maksudnya apa.”

DH : “Kalau diantara listening, speaking, writing, dan reading skill yang paling susah dijumpai anak-anak apa Pak?”

GD : “Mmm.. sebenarnya anak-anak itu bermasalah di tiap-tiap skillnya, tapi anu mbak., *writing itu lho Mbak. Kemampuan menulis siswa yang masih sangat kurang dibandingkan skill yang lain seperti listening, speaking, dan reading. Padahal*

menulis atau writing kan juga penting, untuk menulis lamaran pekerjaan misalnya.”

DH : “Kenapa bisa begitu Pak? Apa alasannya kok writing menjadi aspek yang paling susah untuk siswa?”

GD : “Ya itu tahunya dari pekerjaan anak-anak Mbak. Setiap diberi tugas, trus saya koreksi, nilainya memang masih jelek-jelek. Alasannya mungkin karena mereka itu belum bisa buat kalimat dengan baik. Misalnya saja pas membuat paragraf narrative, nah kalo buat narrative kan harus pakai Past, dan untuk membuat kalimat Past Tense itu kan ada perubahan kata kerjanya, nah siswa-siswa itu sering buat kesalahan di situ.”

DH : “Ohh Jadi Tenses-nya ya Pak?”

GD : “Ya begitulah ..”

DH : “Selain itu, apakah ada lagi Pak?”

GD : “Vocab-nya mbak .. Ya seperti yang saya sampaikan tadi.. Kalau siswa gak tau artinya, ya gak bisa.”

DH : “Kalau menghadapi masalah-masalah seperti itu, usaha apa yang Bapak sudah Bapak lakukan?”

GD : “Saya sering memberi tahu anak-anak untuk membawa kamus setiap pelajaran bahasa Inggris, trus anak-anak sekarang kan hapenya sudah canggih-canggih, jadi saya juga memberi mereka software kamus untuk mereka.”

DH : “Kalau teknik mengajar yang Bapak sampaikan untuk mengajar writing seperti apa Pak?”

GD : “Teknik? Saya belum pernah pakai teknik khusus.”

DH : “Jadi kalau Bapak sedang mengajar writing seperti apa Pak?”

*GD : “Ya saya jelaskan dulu materi-materinya, setelah itu mengerjakan LKS seperti biasa. Nanti untuk praktek
commit to user”*

menulisnya biasanya saya memberi tugas untuk dikerjakan di rumah.”

DH : “Bagaimana dengan suasana di kelas ketika Bapak mengajar bahasa Inggris?”

GD : “Suasana kelas kadang mendukung proses pembelajaran, tetapi terkadang siswa ramai sendiri. Setiap pelajaran bahasa Inggris saya selalu mewajibkan siswa untuk membawa kamus agar mereka bisa mencari makna kata jika mereka menemui kesulitan pada vocabulary baru, namun ada beberapa siswa yang tidak membawa kamus sehingga pinjam meminjam dengan temannya membuat situasi kelas menjadi ramai. Namun, sering kali siswa bosan dan tidak mau memperhatikan penjelasan dari saya”

The researcher also interviewed the students to crosscheck between the student's and teacher's information. From the student's interview, it was found that the students gave similar information with what the teacher had said in the previous meeting. The students said that they were not able to use appropriate grammar and vocabulary. The part of student's interview script can be shown below:

The interview between researcher (DH) and 1st interviewee.

DH : “Ehmm writing ya, lalu kesulitan apa yang kamu jumpai pada writing?”

NAK : “Banyak banget, terutama kalau disuruh ngarang, kadang gak tau kata-katanya, trus aku males banget buka kamus dan juga grammarku acak-acakan.”

The interview between researcher (DH) and 2nd interviewee.

DH : “Lalu kesulitan apa yang kamu jumpai pada writing?”

EKD : “Ya pas buat kalimatnya itu mbak. Nek lupa pas harus pake rumus yang mana kan jadi salah mbak. Trus sama itu,

vocab-nya, kalau gak tau artinya bingung juga mesti pakai kata-kata apa, iya kalau pas boleh buka kamus gitu enak .. Kalo pas tes semesteran, kan gak boleh bawa kamus, paling diem-diem buka hape.. hahahaaha”

The interview between researcher (DH) and 3rd interviewee.

RU : “Trus buat kalimatnya itu juga susah, susah banget malah.. Kalau lupa polanya, bingung juga tuh harus pakai yang mana.”

DH : “Grammar ya maksud kamu?”

RU : “Iya, ehh .. Pokoknya yang Past Past Present itu lho miss.”

The interview between researcher (DH) and 4th interviewee.

DH : “Lalu kesulitan apa yang kamu jumpai pada writing?”

KAM : “Buat kalimatnya itu yang susah.”

The interview between researcher (DH) and 5th interviewee.

DH : “Kenapa? Memang kesulitan apa yang kamu jumpai pada writing?”

LYP : “Paling susah kalau gak tau vocab-nya. Kalau sudah mentok gak tau, pasti buka kamus.”

By interviewing the students, the other problem which is faced by the students could be seen. The students told that they still had difficulty in their spelling. They tended to write something based on what they had listened. That was way they did some mistakes in their spelling while they were writing. The conversation that showed the student’s difficulty could be seen below.

The interview between researcher (DH) and 3rd interviewee.

DH : “Lalu kesulitan apa yang kamu jumpai pada writing?”

RU : “Banyak banget miss. Apalagi kalau bahasa inggris itu tulisan sama yang diucapkan kan beda, kadang salah tulis.”

Besides interviewing the teacher and the students, the researcher also observed the classroom situation while teaching learning process happened by writing the field note. Those actions had purpose for describing the atmosphere when the teacher taught the students inside the class. The researcher also identified the latest students' writing to gain the specific information about the students' writing skill. The summary of situation before the research can be seen below.

Table 4.2 Situation before Research

The Students' Indicators	Descriptions
<i>1. Problem in Language Skill</i>	
a. Students had problem in term of language use.	Students were not able to use the appropriate pattern of tenses. For example: When the students wrote past action, they used incorrect verb such as " <i>Suddenly the hawker wake up and shock</i> "
b. Students had problem in mechanical aspects, like incorrect capitalization, punctuation, and spelling.	Students did not pay attention with the rule of writing, such as; they did not realize in using capital letter in the beginning of the sentence, using comma, giving full stop in the end of sentence, and misspelling while they are writing some words. For example: The student wrote " <i>a prince kissed a with goose.</i> " She misspelled in the word 'with'. Probably she wanted to say 'white' goose.
c. Students lacked of vocabularies.	Students were not able to use suitable word in their writing. They used less English expression, so that their word order did not appropriate occasionally. For example: " <i>Finished, Marry and prince go to the castel and they life happily forever.</i> "

<p>d. The students' writing texts had poor organization.</p>	<p>Students were not able to organize their writing well. Sometimes the first sentence was not connected with the second sentence and the other sentences. Moreover, their writing did not give clear information and tended to make reader confusing.</p>
<p>2. <i>Writing Class Atmosphere</i></p>	
<p>a. Students spent long time to start simple paragraph and unfinished it in time.</p>	<p>Students were difficult to build the ideas, so that they did not know what should be written. They tried to see the other students' work or search the example inside their work book or English book.</p>
<p>b. Students wrote all of the paragraphs in Indonesian first, and then they translated it into English.</p>	<p>Students did not have self confidence to write their idea in English directly. They were less practicing in writing English, so that they were more comfortable to write in Indonesian. After that, they asked to the teacher how to translate their writing in English.</p>
<p>c. Students indicated that they were not too interested in the lesson.</p>	<p>Students preferred to do non-academic activities rather than focus on the lesson. Some students were busy with their own pleasure like drawing on their note or daydreaming, talking with their friend, and playing with their hand phone. Students also did not give full attention to the teacher. They were not able to focus with the teacher's explanation. They asked the teacher about the instruction more than 3 times, so that the teacher had to replay it until they understood what they were going to do.</p>
<p>d. When teacher asked to make simple paragraph, students declined it.</p>	<p>Students felt that writing was difficult to do. Students were reluctant to do the writing that was given by the teacher. They were grumbling when the teacher asked them.</p>

In the table above, it can be viewed that the students' writing skill was in low level. The observation identified that there are some problems faced by the students; (1) Students had problem in term of language use. Some of them did not use the appropriate pattern of tenses, article, preposition, pronoun, adverb, adjective, noun, conjunction, etc; (2) students had problem in mechanical aspects; like incorrect capitalization, punctuation, and spelling. They were not aware with the simple rule of writing; (3) students also lacked vocabularies. They did not use the suitable English expression when they expressed their idea; and (4) their writing texts had poor organization. They could not give clear information and tended to make reader confusing.

Having these problems of writing skills, the students then consider that writing is the most difficult English subject. As they think that writing is difficult, surely it affects the class situation in learning English writing. There are some problems occurred during the teaching learning; (1) the students spent long time to start simple paragraph and unfinished it in time. They were difficult to build the ideas, so that they did not know what should be written; (2) the students wrote all of the paragraphs in Indonesian first, and then they translated it into English. They were more comfortable to write in Indonesian because they were less practicing in writing English; (3) some of the students indicated that they were not too interested in the lesson. They preferred to do non-academic activities rather than focused on the lesson. Students also did not give full attention to the teacher. They asked the teacher about the instruction more than 3 times, so that the teacher had to replay it until they understood what they were going to do; and (4) when teacher asked to make simple paragraph, the students declined it. They felt that writing was difficult to do. It made the students were reluctant to write.

The students' problem on writing also was supported with the data of pre-test (written test). The researcher held the pre-test (written test) on March 30th 2011 to gain the students' writing score. Based on the result of pre-test that was followed by 34 students, it showed that 26 students gained the score below the passing grade. Whereas the passing grade of English score in SMA

Negeri Colomadu is 65. In fact, the students written test mean score was 57,85. From the data, it can be showed that the students' writing skill of class XI Science 4 is still low.

Based on the pre-research observation, those problems are likely occurred of the use of inappropriate method or technique of teaching by the teacher. First, writing is not equally taught as subject in class but rather as homework. Second, the writing steps are not followed with any revising in students' writing. It makes the students are less practicing in writing and they do not know whether their writing has corrected or not. The statement of the teacher's way while he is teaching writing can be viewed in the interview transcript below.

The interview between researcher (DH) and the teacher (GD).

- DH : "Kalau teknik mengajar yang Bapak sampaikan untuk mengajar writing seperti apa Pak?"
- GD : "Teknik? Saya belum pernah pakai teknik khusus."
- DH : "Jadi kalau Bapak sedang mengajar writing seperti apa Pak?"
- GD : "Ya saya jelaskan dulu materi-materinya, setelah itu mengerjakan LKS seperti biasa. Nanti untuk praktek menulisnya biasanya saya memberi tugas untuk dikerjakan di rumah."

The interview between researcher (DH) and 2nd interviewee.

- DH : "Kalau sewaktu pak guru mengajar writing gimana?"
- EKD : "Mengajar writing? Pak GD itu biasanya ngerjain LKS aja gitu' i mbak .. Paling dikasih PR untuk buat paragraf apa gitu trus dikumpulkan."
- DH : "Owhh .. kalau dikasi PR seperti itu, kamu ngerjain sendiri?"

EKD : “*Kan ada internet ... heehee... Copas ngenet atau lihat-lihat buku gitu..*”

DH : “*Copas, copy paste gitu ya?*”

EKD : “*Ya gitu deh.*”

DH : “*Yahh .. berarti bukan kamu sendiri dong yang buat...*”

EKD : “*Yang penting kan ngerjain mbak.. Paling yo ra digagas... haahaaha*”

Considering the causes of the problems, then the researcher decided to use certain technique to teach writing that was guided writing. The researcher believed that guided writing was useful to overcome the problem because it was ensure the students to write by following the step by step procedure. By using guided writing technique, the target of the research that were the improvement of students' writing skill that covered some aspects of writing such as language use, mechanics, vocabulary, and organization, and also the improvement of classroom situation where the students had difficulty to start simple paragraph, they had poor self confident to write English, the indication that they were not too interested in the lesson, and their activity inside the class while teaching learning process happened can be successfully achieved. Based on the explanation above, the use of guided writing was supposed to solve the problem that occurred in teaching narrative text writing to the eleventh grade students of SMA Negeri Colomadu.

2. Implementation of the Research

The following part discusses all the implementation conducted by the researcher which put in 2 cycles. Below is the summary of process of the research.

Table 4.3 Summary of Process of the Research

Class	XI Science 4
Problem	The students' low writing skill <i>commit to user</i>

Solution	Guided Writing
Pre-research	<p>The researcher conducted pre-observation, interview, and pre-test to find the problems in learning English.</p> <ol style="list-style-type: none"> 1. Pre-observation The researcher observed the teaching and learning process when the teacher taught inside the class. 2. Interview The researcher interviewed the teacher and several students. 3. Pre-test The researcher gave pre-test to all of the members of XI IPA 4
Time of Implementation	<p><u>Cycle 1</u></p> <ol style="list-style-type: none"> 1) 1st meeting: April 2nd 2011: modeling paragraph, comprehending questions and language based exercise. 2) 2nd meeting: April 6th 2011: oral composition 3) 3rd meeting: April 9th 2011: written composition <p>Post Test 1: April 13th 2011</p> <p><u>Cycle 2</u></p> <ol style="list-style-type: none"> 1) 1st meeting: April 23rd 2011: modeling paragraph, comprehending questions, and language based exercise 2) 2nd meeting: April 27th 2011: oral composition and written composition <p>Post Test 2: May 6th 2011</p>
Overall Reflection	<p>The students got improved their writing skill. It is indicated through the reduced intensity of the problem indicators in after research. The students' writing skill got improved and so did the writing class.</p>

The research was conducted in the class XI IPA 4 of SMA Negeri Colomadu. The researcher found that the problem faced by the students was they were low in writing skill and the classroom situation was not supportive. Then, the researcher chose Guided Writing as the solution to solve the problem. In conducting the research, the researcher did the pre-research and the implementation of the research. In the pre-research, the researcher did observation and interview towards the teacher and the students to find the problems in learning

English. It was proved by pre-test given after the observation and interview. In the implementation of the research, the researcher divided it into two cycles. The first Cycle consisted of three meetings and the second cycle consisted of two meetings. In the end of every cycle, the researcher did reflection to know whether the students' writing skill and the classroom got improved or not.

After conducting the pre-test, the researcher made a plan including some activities using Guided Writing. The activities were suitable with the problems of the research so that all problems could be resolved. Below are table 4.4 and 4.5 showing the activities in using Guided Writing and the indicators of problems as being improved by the activities.

Table 4.4 List of Indicators of Problems as Being Improved by Learning Activities Using Guided Writing

Indicators	Activities	Cycle/ Meeting
A. <u>Writing Skill</u>		
1. Students had problem in term of language use.	a. Students underline the sentences which indicate Past Tense based on the text.	I / 1
	b. Students are explained about Past Tense.	I / 1
	c. Students complete the sentence using correct verb.	I / 1
	d. Students change the Simple Past into Past Progressive.	I / 1
	e. Students discuss the exercise about Past Tense with the teacher.	I / 1
	f. Every group develops the outline into paragraph.	I / 3
	g. Students are explained about passive voice.	II / 1
	h. Students do the exercise about passive voice.	II / 1
	i. Students and teacher evaluate the students' work.	II / 1

	j. Students are explained about adjective clause.	II / 1
	k. Students do the exercise about adjective clause.	II / 1
	l. Students develop their outline into paragraph.	II / 2
2. Students had problem in mechanical aspects; like incorrect capitalization, punctuation, and spelling.	a. Every group develops the outline into paragraph.	I / 3
	b. Every group checks the mechanical aspects of the paragraph from the other group.	I / 3
	c. Students develop their outline into paragraph.	II / 2
3. Students lacked of vocabularies.	a. Students choose the synonym and antonym of vocabularies related with the text.	I / 1, II / 1
	c. Every group develops the outline into paragraph.	I / 3
	d. Students choose the correct synonym.	II / 1
	e. Students develop their outline into paragraph.	II / 2
4. The students' writing texts had poor organization.	a. Students determine the generic structure of narrative text based on the guideline which printed on the worksheet.	I / 1
	b. Students are explained deeply about generic structure and language feature of narrative text.	I / 1
	c. Every group makes an outline based on their idea.	I / 2
	d. Every group revises their outline.	I / 2
	e. Every group develops the outline into paragraph.	I / 3
	f. Students make an outline based on the picture series.	II / 2
	g. Students develop their outline into paragraph.	II / 2

B. Classroom Situation		
1. Students spent long time to start simple paragraph and unfinished it in time.	a. Every group makes an outline based on their idea.	I / 2
	b. Every group revises their outline.	I / 2
	c. Every group develops the outline into paragraph.	I / 3
	d. Students are triggered by questions related with the picture series to build up students' background knowledge.	II / 2
	e. Students make an outline based on the picture series.	II / 2
	f. Students develop their outline into paragraph.	II / 2
2. Students wrote all of the paragraphs in Indonesian first, and then they translated it into English	a. Every group makes an outline based on their idea.	I / 2
	b. Every group develops the outline into paragraph.	I / 3
	c. Students are triggered by questions related with the picture series to build up students' background knowledge.	II / 2
	d. Students make an outline based on the picture series.	II / 2
	e. Students develop their outline into paragraph.	II / 2
3. Students indicated that they were not too interested in the lesson.	a. Students are showed some interesting pictures and triggered by questions.	I / 1
	b. Students are provided of modeling narrative text and worksheet.	I / 1, II / 1
	c. Students make group of four.	I / 2
	d. Students answer the teacher's questions dealing with the outline to build up it as the oral composition.	I / 2

	e. Students are given picture series worksheet before they do writing.	II / 2
	f. Students are triggered by questions related with the picture series to build up students' background knowledge.	II / 2
4. When teacher asked to make simple paragraph, students declined it	a. Students are explained about Past Tense.	I / 1
	b. Students complete the sentence using correct verb.	I / 1
	c. Students change the Simple Past into Past Progressive.	I / 1
	d. Every group makes an outline based on their idea.	I / 2
	e. Every group develops the outline into paragraph.	I / 3
	f. Students are explained about passive voice.	II / 1
	g. Students do the exercise about passive voice.	II / 1
	h. Students are explained about adjective clause.	II / 1
	i. Students do the exercise about adjective clause.	II / 1
	j. Students make an outline based on the picture series.	II / 2
	k. Students develop their outline into paragraph.	II / 2
l. Students choose the synonym and antonym of vocabularies related with the text.	I / 1, II / 1	

a. The First Cycle

1) Planning the action

In the planning stage, the researcher made some action plans for the first cycle. This planning was made based on the problems identified on pre-research. From the pre-research, it appeared some indicators of the problems experienced by the students; they had not

mastered in term of language use, they had problem in mechanical aspects, lacked vocabularies, and had poor organization. Based on those problems, therefore, the researcher believed that the use of guided writing could solve the problem that occurred in teaching narrative text writing to the eleventh grade students of SMA Colomadu.

After conducting pretest on March 30th 2011, the researcher designed a lesson plan to teach writing in the class. The researcher planned three meetings in the first cycle. All steps in Guided Writing were included in those three meetings. 1st meeting covered model paragraph, comprehension question, and language based exercise, 2nd meeting covered oral composition, and 3rd meeting covered written composition.

Before implementing the action, the researcher prepared the materials, students' worksheet, and post test according to the lesson plan. Both materials and students' worksheet were taken from the BSE (*Buku Sekolah Elektronik*) for eleventh grade students, grammar book, and internet.

2) Implementing the action

The researcher implemented guided writing technique in teaching learning process. She separated the steps of technique in each of meeting. In first meeting, the steps consisted of giving a model paragraph, reading comprehension, vocabulary and language based exercise. In second meeting, there was oral composition. In the last of the meeting, there was written composition. Here was the description of the action implementation:

a) The first meeting

The first meeting was conducted on Saturday, 2nd April 2011 from 10.00 to 11.30 and followed by 34 students. In short, the teaching learning process ran as follows:

Opening

At 10.15 the researcher and the collaborator entered to class XI IPA 4. Both greeted the students then the collaborator as the students' English teacher introduced the researcher to them. Afterwards, the collaborator asked to start the lesson.

The researcher began the lesson by checking the students' attendance. There was no absent and all of the students followed the lesson. Then, the researcher showed the pictures and gave some questions. *"Are you familiar with these pictures?"* Some students said, *"Yes, Yes."* IVN said, *"Iu Cinderella, miss."* Several students were active to answer the researcher's questions. *"Can you tell us how the story is? Bagaimana ceritanya?"* Then IVN tried to tell the story to all of the members inside the class by using Indonesian. *"Good!"* said the researcher. *"Ada yang tau Cinderella termasuk jenis teks apa?"* The students answered, *"Recount ya miss?"* but, the other student said *"Weee.. Narrative!"* *"Yes, you are right, boy,"* said the researcher. *"Today we are going to study about it."*

Main Activity

Then, worksheets were distributed by the researcher. The researcher gave a narrative text entitle *"Why Does the Cock Eat the Millipede?"* and asked three students to read by turns in each paragraph whereas the other students scrutinized the text. Afterwards, the researcher asked the students to determine the generic structures of the text (Task 1). The diagram helped the students to find the generic structures, but there were students did not understand or might not know the narrative text well. Therefore, the researcher explained the features of narrative texts, and then together with the students finished task 1.

The researcher asked the students to do task 2 about indentifying specific information. A few minutes later, the

researcher discussed it and wanted the students to answer the questions one by one by raising their hands. “*Who wants to answer number one?*” asked the researcher. Several students raised their hand and tried to answer with the short answer.

After the students and researcher finished the discussion, the researcher continued the lesson with asked them to discuss with their chair mate to do the synonym and antonym of vocabularies related with the text. For a moment the atmosphere was noisy. Some students did not bring the dictionary, so that they tend to ask to other friends. One of the student said, “*Boleh buka hape, Miss?*” “*Why?*” the researcher asked. “*Kan di hape ada kamusnya Miss.*” “*Ok, never mind.*” The researcher walked around to see their works; some seemed very enthusiastic and most were able to do. After a while, the researcher discussed the work together.

The students were asked to return to the text. The students had to underline the sentences which indicate Past Tense. They could do it well, but while the researcher was asking what kind of Past tense it was, they could not answer it well. It indicated that the students did not know the kinds of Past Tense. Therefore, the researcher explained about Simple Past, Past Progressive, and Past Perfect Tense.

Closing

Because of limited time, researcher shortly concluded the materials at the meeting by reviewing the features of narrative text. After the researcher heard the turn-hour bell sounds, the researcher closed the lesson by giving homework to them to do task 4 and 5.

b) The second meeting

The second meeting was conducted on Wednesday, 6th April 2011 from 08.15 to 09.45 and followed by 34 students. In short, the teaching learning process ran as follows:

Opening

The lesson began by greeting and checking students' attendance. The researcher shortly reviewed previous lesson about narrative text and its characteristics. The researcher asked them to take out their worksheet that had been distributed at the previous meeting. After all students were ready with their worksheets, the researcher began to discuss the homework that was exercise of Past Tense. When the researcher got around for checking the students' homework, the researcher found that there were 5 students who did not their homework. Then the researcher pointed to a few students to answer the task directly and wrote the correct answer on the whiteboard.

Main Activity

After discussing the homework, the researcher divided the students into some groups. Today the researcher planed the teaching leaning by group work. The members of group were chosen by the researcher based on the competence of pre test score. Each group consisted of four until five students. The researcher gave the time for moving on and gathering with their groups. The condition inside the class was noisy. Afterwards, the researcher distributed the worksheet to each group and asked them to create an outline based on their own ideas. The outline had been designed based on the generic structure of narrative which consisted of orientation, evaluation, complication, and resolution. Below is the picture of the outline design:

(title) _____

(Orientation) Who : _____
When : _____
Where : _____

(Evaluation) Problems: _____

(Complication) How the problem(s) is/ are solved: _____

(Resolution) How the story ends: _____

Picture 3. The Outline Design of Narrative.

The outline design was completed with the clue of each generic structure, so that it helped the student to create the story. Before the researcher asked the students to create their outline, the researcher explained them about the design of outline. *“Create your own story and write it on your worksheet! You only write the outline. Tulis outline atau pokok pikirannya saja. Setiap poin diisi, for example in Orientation, there are who, when, and where, diisi siapa saja tokohnya, kapan, dan di mana kejadiannya terjadi, begitu juga nanti untuk Evaluation, Complication, dan Resolution. You can write 1-2 sentences. Understand?”* The students began to discuss with their group. While the researcher was going around and controlling the students’ activity, she found that many students

looked difficult to generate the idea. Moreover, several students read narrative text from the other book then summarized and copied it.

The researcher asked two students from different group to rewrite their outline on the whiteboard. Based on their outline, the researcher built up it one by one by giving some questions such as: *Who was the actor of first outline? Where did the story take place? What was the problem? How could the problem resolved? Was it happy/sad ending?* The students answered the questions actively. Researcher also gave the same questions to 2nd outline. The students compared both of the outlines, then KA said, *"Outline kedua gak ada tempatnya, Miss."* The researcher continued to build up the outline by asking, *"What was the problem? How could the problem resolved? Was it happy/sad ending?"* There were incomplete information and unfinished problem resolved. So, the researcher asked the students to revise their outline for all groups. The researcher said, *"Both of the outlines are the example. Untuk outline yang masih belum lengkap, bisa kalian perbaiki lagi dan dilengkapi."* By the oral composition, students were able to generate the idea chronologically and complete the specific information.

Closing

After the students had finished revising their outline, the researcher collected it and summarized the lesson that they have learned today. Then, the researcher closed the lesson by greeting and saying thank you.

c) The third meeting

The third meeting was conducted on Saturday, 9th April 2011 from 10.00 to 11.30 and followed by 33 students. In short, the teaching learning process ran as follows:

Opening

After the bell rang, the researcher went straight to class XI IPA 4. In class, the researcher started the lesson by greeting and checking the students' attendance. Unfortunately, there was 1 student who was absent today. The lesson began by reviewing the material of the previous meeting.

Main Activity

A few minutes later, the researcher asked them to join in their previous group and shared their own outline. After all of group got the outline, the researcher asked them to develop their outline into narrative text. *"In the previous meeting, you had created your outline. Now, you have to develop your outline into paragraph. Do it with your group!"*

The atmosphere inside the class was noisy. Many students asked about the vocabulary and grammar to the other friends and so the teacher. The researcher viewed that they had difficulties in making sentences, especially while they are writing passive and giving additional information. There were still many errors in using past tense, they forgot to put verb past. The researcher always remembered them to use correct verb.

After all of group finished writing the narrative text, the researcher asked them to change their writing with another group. After they got their friend's group writing, then all of the students tried to revise whether they used correct mechanics aspect such as; the punctuation, capital letter, and spelling or not. *"Coba kalian koreksi karangan teman kalian, cek penggunaan tanda baca, huruf besar, dan pengejaannya."* The students started to check the writing and found some errors.

Closing

Afterwards, they collected it. The time was already up, then the researcher closed the lesson by saying thanks for their attention and say goodbye.

3) Observing the Action

During the teaching and learning process, the researcher did not only teach the students but also observed what was going on the class. The following is the details of explanation about the result of the observation.

a) 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 narrative text as model paragraph for the lesson. There were 3 students who tried to read by turns, although lot of words mispronounced. Then, the researcher asked them to do the task. Most of the students did the task well, but several students who sit on the behind of the class talked with other friends and also daydreaming. When the researcher appointed the students to answer, they did it well; moreover many students raised their hands trying to answer.

b) The second meeting

In the second meeting, the researcher focused the lesson on practicing and discussing the students' outline. The researcher asked the students to gather with their groups, then asked them to make narrative outline based on their idea. Some students had not understood what they should do, so the researcher should replay the instruction. Some students who caught the researcher's instruction started to write on their worksheet. The researcher took two

students from different groups then asked them to write their own outline on the whiteboard. The researcher gave some questions as oral composition, and then students answered actively. Nevertheless, there were some students who did not participate well during this activity. By giving oral composition, students know that their outline had not completed. So they could revise their outline.

c) **The third meeting**

The researcher asked the students to create narrative text based on the previous outline with their own group. They wrote enthusiastically based on the outline. Several of them used the vocabulary that they had got from the previous lesson. Many students asked to the researcher whether they had used grammar correctly or not. Unfortunately, for half an hour, there was still one group who had not written anything. They did not write because they were reluctant to write. They tried to find dictionary to help them and discussed the topic with their group.

4) **Reflecting the result of the observation**

The researcher did reflection to evaluate the teaching and learning process in cycle one. The result of the observation illustrated some improvements and problems during teaching and learning process in cycle one. The improvements are as follows:

a) **Students' mastery in writing narrative text**

The improvement of students' mastery in narrative text writing could be seen on the increasing of mean score from pre-test and post-test in every category such as content, organization, vocabulary, language use, and mechanic. The different result of the pre test and post test in cycle one was shown in the table below:

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Table 4.5 The Pre-test and Post-test Scores in Cycle 1

No	Categories	The highest score	Mean Pre-Test Score	Mean Post-Test Score
1	Content	30	18.65	19.47
2	Organization	20	11.38	12.72
3	Vocabulary	20	12	13.28
4	Language Use	25	12.03	14.16
5	Mechanic	5	3.79	3.97
	Total	100	57.85	63.6

Based on pre-test and post test in cycle one, it can be shown that there is an improvement in each indicator. The improvement was occurred on the content (3%), organization (7%), vocabulary (6%), language use (9%), and mechanic (4%). Those improvements indicated that the students' mastery in writing narrative text was better than previous.

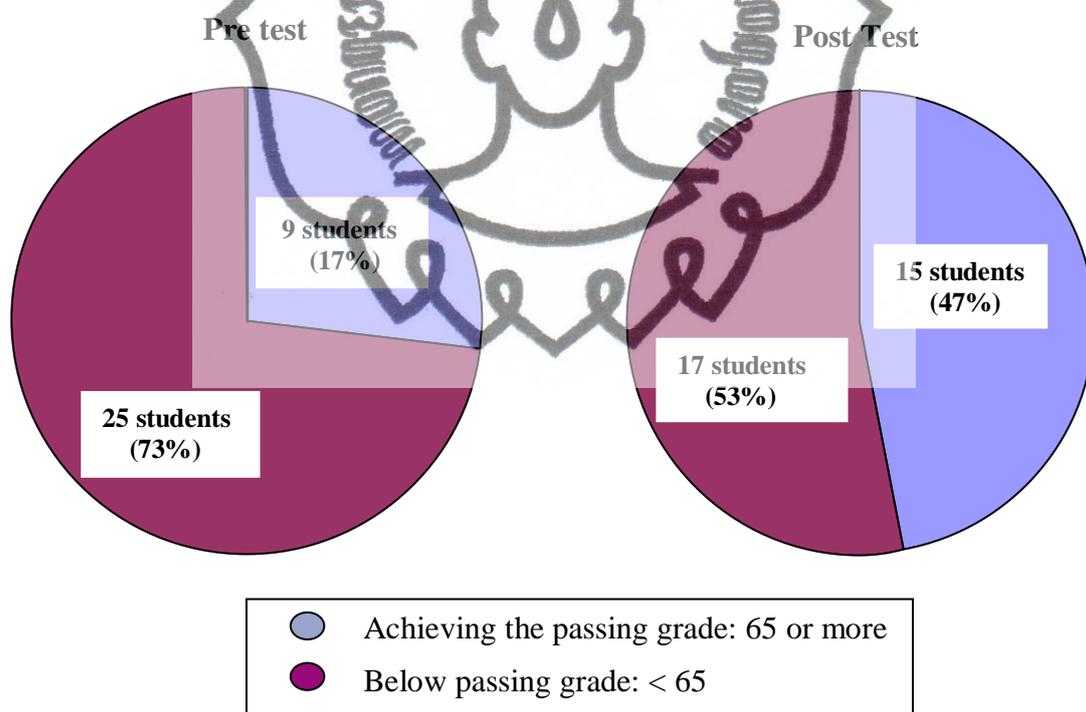
To avoid researcher's subjectivity of making student's score, the researcher collaborated with the English teacher to give score in each test. Here was the mean score in every category depending on the researcher and the English teacher.

Table 4.6 The Post-test Scores in Cycle 1

No	Categories	The highest score	Mean Post-Test Score (by the teacher)	Mean Post-Test Score (by the researcher)
1	Content	30	19.90	19.47
2	Organization	20	13.43	12.72
3	Vocabulary	20	13.56	13.28
4	Language Use	25	14.31	14.16
5	Mechanic	5	4.03	3.97
	Total	100	65.2	63.6

b) Students' competence

The improvement of students' writing competence could be seen on the changing of the mean score. The mean score indicated the average of students' competence in mastering narrative text writing. The passing grade of writing was 65. The mean score of the pre-test (for 34 students) was 57.85. Most students (25 students or 73%) were below the passing grade, while the mean score of the post-test 1 (for 32 students) was 63.59 and 17 students below the passing grade. The result could be shown in the chart below:



Picture 3. The Diagram of Students' Competence in Cycle 1

c) Classroom situation

During the teaching learning process, it became more active when the researcher used guided writing technique. The class was noisier than before, but the noise came from their

discussion while doing the task and curiosity to ask anything about their writing.

The students were active. They raised their hand when they were asked to answer questions. Moreover, several students even came to researcher's desk to ask about some difficult vocabulary. Every student participated in group discussion, although several of them did not give full attention.

On the other hand, the researcher still found some problems experienced by the students in cycle 1 as follows:

- (1) Students still have problem in creating an outline because they feel difficult in exploring their ideas directly.
- (2) Students need more variety of words in order to enlarge their vocabulary.
- (3) Students were less experience in writing, because some of them were less productive while joining in group discussion.
- (4) Although, the result showed that there was an improvement in language use. It does not mean that the students mastered the grammar structure perfectly. Some of them were still poor in making sentence especially giving additional information and passive form.

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

b. The Second Cycle

1) Revising the plan

After conducting post test 1 on April 13th 2011, the researcher designed a lesson plan to teach writing in the class. The researcher planned two meetings in the second cycle. All steps in Guided Writing were included in those meetings. 1st meeting covered model

paragraph, comprehension question, and language based exercise, 2nd meeting covered oral composition and written composition.

Based on the result of reflection, the researcher realized that the research should be continued since some problems had not been solved yet. After formulating the problems and the causes, the researcher planned the solution of the problem. It was necessary to design a revised plan by holding the second cycle.

Some strategies were already prepared by the researcher. To overcome students' problems in developing idea, the researcher provided a picture series. The researcher also provided some exercises in grammar and vocabulary.

2) Implementing the action

The researcher implemented the action in 2 meetings. Here was the description of the action implementation:

a) The first meeting

The first meeting was conducted on April, 23rd 2011 from 10.00 to 11.30 and followed by 31 students. After the turn-bell rang, the researcher immediately went to the class.

Opening

The researcher started the meeting by greeting them and checking the attendance. Unfortunately, there are 3 students who did not follow the class. One of the students said that there were 2 students at *UKS* and the other was absent. "*Good morning students. Who is absent today?*" greeted the researcher. "*Good morning.. Itu ada yang izin miss,*" said the student. "*Ok. Never mind. Let's continue our lesson.*" The researcher reviewed the material that they had learnt before and explained that they would learn more about narrative text.

Main activity

The explanation would be focused on grammar and vocabularies. Before the researcher explained more about the lesson, she distributed the worksheet and asked the students to read the model paragraph. The researcher appointed LY, AH, and BR to read the model by turns. After they finished, the researcher asked whether there were some questions or not. Then, the students LY asked some vocabularies, such as; *paper-crane*, *luxury saloon*, and *condo*.

Afterwards, the researcher asked the students to answer the questions related to the text. Ten minutes later, the researcher pointed several students to answer the questions. All of them answered correctly, although with simple answer. Then, the researcher asked the students to do next task; that was synonym vocabulary. The researcher asked them to find two words for each row-desk, and then they had to share it to other friends. To check the students' answer, the researcher discussed it.

After that, the researcher reviewed the errors that students generally still made when writing passive voice in narrative text. Then, the researcher explained about passive voice and then asked them to do the task. By asking "*Who wants to answer number 1?*" several students raised their hands and answered it. The researcher wrote all of the correct answer on the whiteboard so that the students could copy it.

Afterwards, the researcher showed the sentence that indicated adjective clause from previous text as an example; that was "*there was once a guy who was very much in love with this girl*". The researcher said that the students generally used it when they wanted to write additional information. Then the researcher explained about the function and its grammar structure. The researcher gave them the opportunity to ask questions, but there

was no question. Then the researcher continued with asking the students to do the task about adverbial clause. The students were interested and answered the exercises directly. A few minutes later, both of students and researcher discussed it. By doing the task about grammar and vocabulary, many students seemed to begin understand.

Closing

The researcher concluded the material that had been learned and soon the bell rang. Then the researcher closed the lesson of the day by saying thanks for their attention and say goodbye.

b) The second meeting

The second meeting was conducted on April, 23rd 2011 from 08.15 to 09.45 and followed by 34 students.

Opening

The researcher opened the lesson by greeting, checking students' attendance, and reviewing the previous lesson. The researcher also told to the students that today they will try to make an outline of narrative and develop it by themselves.

Main activity

This meeting concentrated in making outline and developing the outline into narrative text. But before that, the researcher gave the worksheet to all of the students. The researcher asked the students to pay attention with the picture series which is provided in the worksheet. Then she gave some questions one by one to them as brainstorming. "*Have you ever seen the pictures?*" asked the researcher. Some of the students say, "*Yes, Miss.*" The picture seemed familiar with them. "*Ada yang tau gambar-gambar ini menceritakan cerita apa? This is the one of Indonesian stories.*" The students answered,

“Tangkuban Perahu ya?” “Good! How do you know?” asked the researcher. “Ini ada perahu-perahunya Miss, heehe,” said the students. The researcher asked, “Who are the main characters in the story?” The students answered, “Dayang Sumbi.. Sangkuriang...” Then the researcher continued the question, “What story is described in the pictures?” What conflict happened in the story? How did the story end?” The students answered enthusiastically.

After the students got a lot of information by question-answer dealing with the picture. The researcher asked the students to make an outline based on the picture by filling plot-box in the task 1. After they had finished with their own outline, then the researcher asked the students to develop it into paragraph narrative. During this activity, the students sometimes asked not only with the researcher, but also their friends dealing with vocabulary and grammar used. The researcher said, “Kalian boleh membuka catatan kalian kemarin atau menggunakan kosa kata yang berhubungan dengan cerita yang akan kalian buat.” Many students opened their dictionary and note book to remind them about the vocabulary and grammar that they had learned before. The researcher also controlled their activity.

Closing

The turn bell almost rang. The researcher asked the students to collect their worksheet. Every student had collected their own writing. Before the lesson was closed, the researcher asked about their feeling. “Gimana kira-kira karangan kalian, bisa mengerjakan?” asked the researcher. “Lumayan, Miss. Tambah mudeng,” said student QNF. “Ada gambarnya juga tadi miss, jadi gampang ngatur idenya,” add RYS, the QNF’s

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chair mate. Their response was good and a few minutes later the researcher closed the meeting by saying thanks and goodbye.

3) Observing the action

During the teaching and learning process, the researcher did not only teach the students but also observed the things happening in the class. The following is detail explanation about the result of the observation.

a) The first meeting

In this meeting, the students learn more about vocabulary and grammar. But, before that the researcher provided a model paragraph and some questions for reading comprehension. When the researcher asked the students to answer the questions, every student who was pointed also answered the questions using simple sentence. After that, the students discussed another task; that was synonym vocabulary. The vocabulary was related to the text, so it made the students were easier to comprehend the text and enlarge their vocabulary. After that, the students learned grammar structure of passive voice and adverbial clause. By doing these tasks, they seemed more understand how to use it and realized the error that they did in the past.

b) The second meeting

The second meeting in the second cycle was focused on students' outline and its elaboration. To help the students in generating idea, the researcher provided picture series in their worksheet and then gave some questions related to the picture. When the researcher threw the questions, students answered actively. The questions had similar function as oral composition, so that the students could compose the outline easily through the picture. After the students did the outline, they continued to develop the outline into narrative text. Several students opened

their note and asked the researcher about difficult vocabulary to make sure that their vocabulary was precise.

4) Reflecting the result of the observation

The result of the observation illustrated some improvements during teaching and learning process in cycle two. The improvements are as follows:

a) Students' mastery in narrative text writing

The improvement of students' mastery in narrative text writing could be seen on the improvement of mean score in every category such as content, organization, vocabulary, language use, and mechanic. The different result of the pre test and post test in cycle 2 could be seen in the table below:

Table 4.7 The Pre-test and Post-test Scores in Cycle 2

No	Categories	The highest score	Pre test Score	Post Test Score
1	Content	30	19.47	21.06
2	Organization	20	12.72	13.75
3	Vocabulary	20	13.28	13.78
4	Language Use	25	14.16	17.31
5	Mechanic	5	3.97	4.03
	Total	100	63.59	70.06

Based on pre-test and post test in cycle 2, an improvement was occurred on every category. The highest improvement was on language use (13%) followed by content (5%), organization (5%), vocabulary (3%) and mechanics (1%). Those

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improvements indicated that the students' mastery in writing narrative text was better than cycle 1.

Similar with cycle one; the researcher collaborated with the English teacher to give score in post test two. This action was to avoid the researcher's subjectivity of making student's score. Here was the mean score in every category depending on the researcher and the English teacher.

Table 4.8 The Post-test Scores in Cycle 2

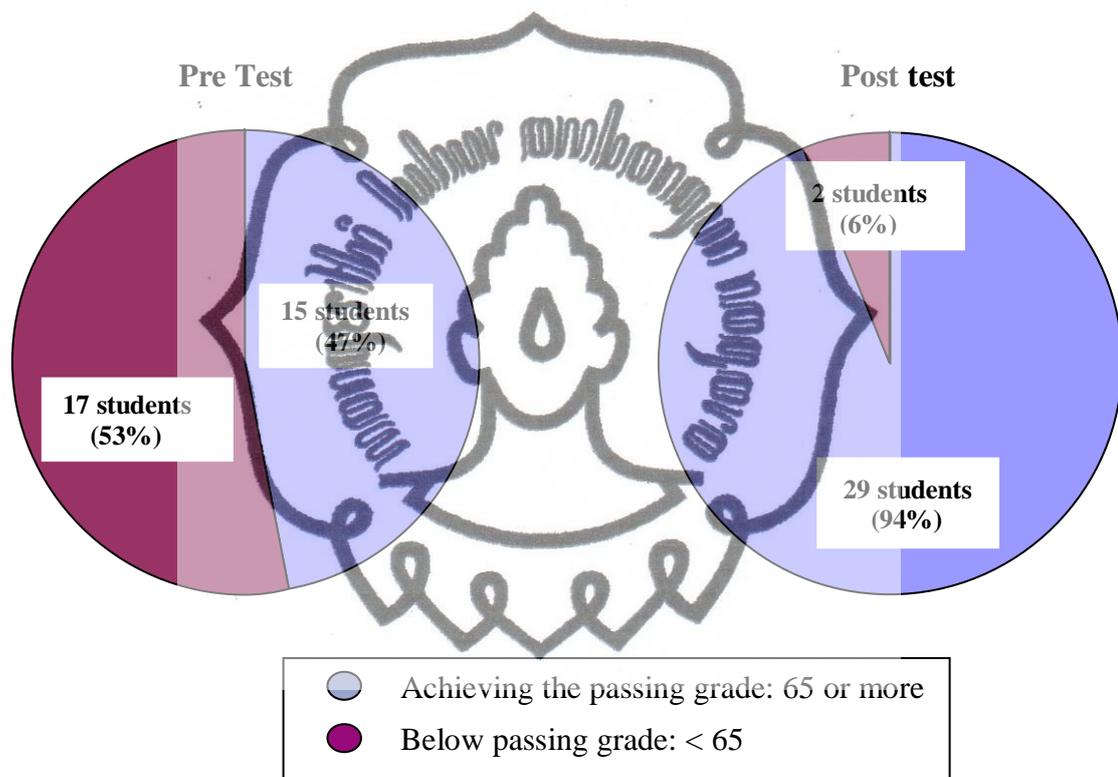
No	Categories	The highest score	Mean Post-Test Score (by the teacher)	Mean Post-Test Score (by the researcher)
1	Content	30	22	21.06
2	Organization	20	14.41	13.75
3	Vocabulary	20	14.45	13.78
4	Language Use	25	18.03	17.31
5	Mechanic	5	4.16	4.03
	Total	100	73.22	70.06

b) Student's Competence

Concerning with the students' competence, the improvement of students' writing competence could be seen on the improvement of the mean score. The mean score result of the test before cycle two was implemented was 63.59, while the mean score of the post-test or the test after cycle two was implemented was 70.06. It meant that there was an improvement score.

The post test in cycle two showed the improvement result. It was much better than before. Based on the result of the post

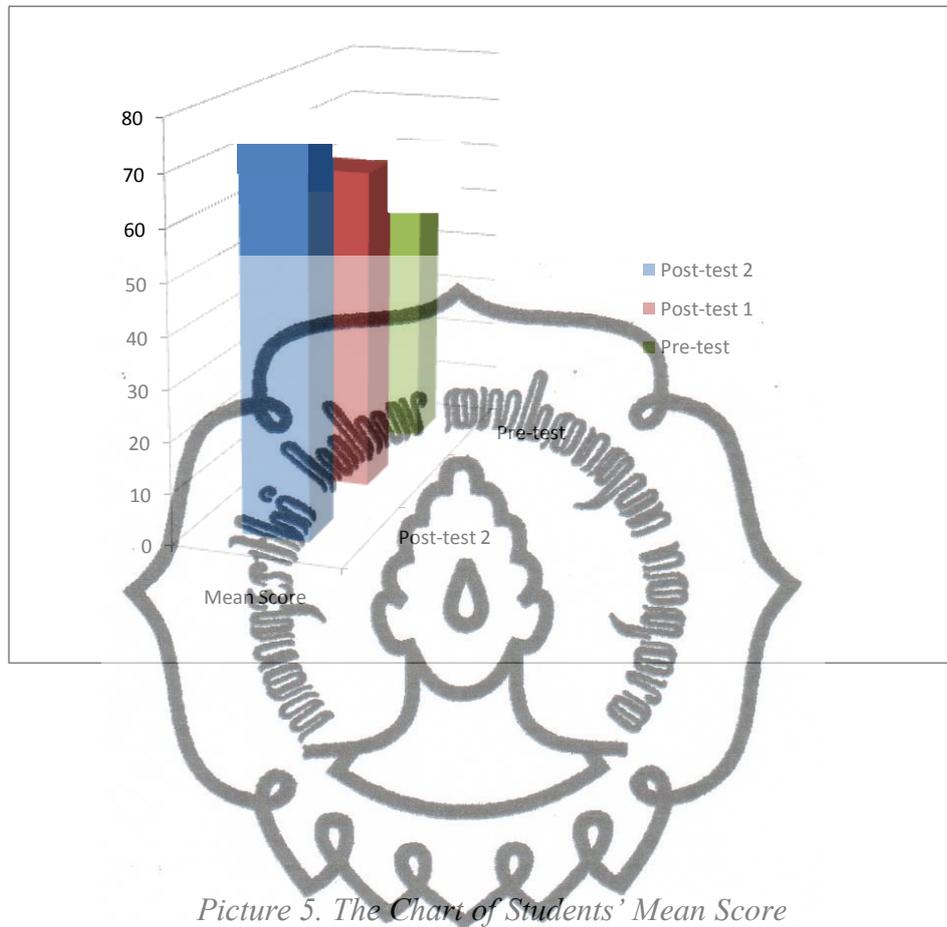
test in the cycle one by doing written test, it could be seen that the most students did not achieve the passing grade. But, in the end of the post test in the cycle two, there were 31 students from 34 students who followed the test and the most students: 29 of 31 could pass the post test. The result could be shown in the chart below:



Picture 4. The Chart of Students' Competence in Cycle 2

The result of students' improvement during teaching learning process since cycle one until cycle two was increasing. The increasing of it could be seen in the raising of mean score where the students of XI IPA 4 got 57.85 in the pre test, 63.59 in the post test 1, and 70.06 in the post test 2. The improvement of mean score of from each cycle could be viewed in the chart below:

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Picture 5. The Chart of Students' Mean Score

c) Classroom situation

Generally, the teaching learning process was conducive. The class situation was quiet while they were writing. They no longer suffered from not knowing what they should do. In this case they learned better. They seemed to understand what they should do when they were asked to make composition. Every meeting was better than the previous meeting.

The students' responses were good. They looked very interested and enthusiastic in writing narrative. Some students voluntarily participated without being ordered. If there were

some unknown vocabulary, they would ask the researcher without any hesitation. The improvement of classroom situation during teaching learning process in cycle 1 to cycle 2 can be showed in the table below:

Table 4.9 Classroom Situation Before and After the Research

Pre Research	Cycle 1	Cycle 2
<p>1. The students spent long time to start simple paragraph and unfinished it in time. They are difficult to build the ideas, and then they did not know what should be written.</p>	<p>- The students did not spend too much time to start short passages since they were taught to compose their outline by using oral composition.</p>	<p>- When the researcher provided picture series in their worksheet, the students could start their writing immediately.</p> <p>- Picture series helped them to write and make them easier to generate the idea, so that they could show their idea freely and finished their writing in time.</p>
<p>2. The students wrote all of the paragraphs in Indonesian first, and then they translated it into English.</p>	<p>- The students could write the paragraph in English without translated from Indonesian into English. Nevertheless, they often asked questions related to vocabulary and grammar used.</p>	<p>- The students could write the paragraph by themselves, although they still need to open their note related to grammar used and dictionary.</p>

<p>3. Some of the students indicated not too interested in the lesson. They prefer to do non-academic activities rather than focus on the lesson.</p>	<ul style="list-style-type: none"> - The students' responses were good. They looked very interested and enthusiastic in doing the task and writing narrative. The students were active to answer the task and teacher's question while they were ordered. - Teaching learning process became more lively & under control. The class situation was noisier than before, but the noise came from their curiosity to ask anything about their own writing. 	<ul style="list-style-type: none"> - The students' responses were good. They looked very pleased and enthusiastic in doing the task and improving their writing. There were a lot of students who voluntarily participated without being ordered. If there were some unknown vocabulary, they would ask to the researcher about it without any hesitation. - Generally, the teaching learning process was conducive. The class situation was quiet while they were writing. They seemed to understand what they should do when they were asked to make composition. Every meeting was better than the previous meeting.
<p>4. When teacher asked to make simple paragraph, the students declined it.</p>	<ul style="list-style-type: none"> - The students had been prepared well before they did the real writing by doing some exercises and steps of guided writing, so that they were confident to make paragraph. However, some students had some difficulties in generating idea and grammar (especially 	<ul style="list-style-type: none"> - The students more and more had been prepared before they did the real writing. They had learned about grammar (especially giving additional information and making passive form) and did the exercise. - They are not reluctant

	giving additional information and making passive form).	to write since they had more practice in writing and felt confident.
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By considering the improvements above, the researcher concluded that guided writing can improve students' writing skill. The students showed better attitude in writing class. It could be seen from their activeness and participation in doing task not only in individual work, but also in group work during the teaching learning process. In the student's score point of view, their score had increased step by step from below the passing grade until over the passing grade. The students had fulfilled the target; therefore the researcher decides to stop the cycle.

B. Discussion

Based on the pre-research observation, it is found that students' writing skill is still low. It was caused by 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 solve the problems 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

There are several findings which were resulted from the research. It had been identified that students' writing skill was low as could be seen from the observation result during pre-research and the mean score of pre-test. From the pre-research, the researcher found that the problems came from the teacher and the students themselves. The pre-research showed that the teacher did not use appropriate method or technique of teaching writing, the teacher only asked them to do writing as the homework without any follow up to know the student's feedback. The teacher also used monotonous technique, so the teaching learning process was boring. Beside the teacher, the problem also came from the students. The pre-research showed that the students were not willing to participate during the teaching learning process, they were unwilling to be active and it can be seen that only certain students followed the lesson well.

After the researcher did the action research by using guided writing technique to improve students' writing skill in SMA Negeri Colomadu, it can be concluded that:

1. Students' writing skill can be improved by the implementation of Guided writing technique. In this case, the students could correctly construct sentences based on the grammar explained by the researcher and practiced by the students. They also used appropriate vocabularies dealing with the topic in their writing. They could organize their idea into good organization and revised their writing to reduce their error in mechanical aspect. The improvement of students' writing skill can be seen from the improvement of mean score in every category such as content, organization, vocabulary, language use, and mechanic. It is

also supported by the increasing of score in each of test during the research. The result score of pre-test is 57.85, the mean score of post-test 1 is 63.59, and the mean score of post-tes 2 is 70.6.

2. To get those result, the guided writing technique is implemented in the following steps that are (1) introducing the type of text by giving model paragraph; (2) comprehending the content of the text by comprehension questions; (3) practice how to use the correct grammar and vocabulary building by language based exercise; (4) generating idea and revising the students' error by oral composition; and (5) developing the idea and practicing to do real writing by written composition. To support this research, other technique involved in this research is group work discussion and the media used is picture. By implemented it, the research result not only increases the students' score but also shows a positive improvement in classroom situation. The class situation during pre-research was not conducive, boring, and monotonous. They often made noise and some of them were sleepy. There was no feedback to follow up the student's writing. The students just did the writing at home as the homework and collected it. Otherwise, the class situation during implementing the technique was more lively because the students not only joined in group work discussion, but also in individual work. The students felt the different learning situation while they were joining in group work. They were not reluctant to ask with their friends and could learn together. The used of picture made them easier to generate the idea and attract the student's attention. They also had more opportunity to practice their writing by following the steps of guided writing technique. This situation successfully created a good atmosphere in English class. The students became more active and all of the students were involved in the teaching learning process.

Based on the discussion in the previous chapter and the research findings presented above, the researcher concludes that teaching students writing by using guided writing technique can improve the students' writing skill.

B. Implication

To improve students' writing skill, it is important to implement an appropriate method and technique in teaching and learning process. In this action research, the researcher found inappropriate way to teach writing by the teacher. The teacher's way was monotonous and he did not give the opportunity for student to revise their writing. Therefore, guided writing technique is an appropriate technique that can be used by the teacher in teaching writing to solve the problems. This action research showed that guided writing technique can improve students' writing skill.

The effect of using guided writing technique in the process of teaching writing is that students get the opportunity to more comprehend what they have write. By step by step procedure, the students are introduced the type of text, then they can comprehend the content of the text, practice the use of grammar and vocabulary, generate the idea, and then implement what they have learnt in the real writing. The students also can revise their writing, and then realize their own errors. Guided writing provides several exercises before the students do the real writing, so that they feel more confident to begin writing.

Guided writing has been proven to be an effective way in improving students' writing skill because it is one of the ways of accustoming students to write. The teacher should make the students accustom to write, so that they are willing to start 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.

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C. Suggestion

Based on the experiences of the researcher during the action research, the researcher proposes some suggestions for the betterment of students' writing skill as follows:

1. For the teacher

- a. The teacher should know how to enhance their ability in teaching and to develop a good atmosphere in the class, so that the students learn easily and comfortably in their class.
- b. The English teacher can use guided writing technique as an alternative technique in teaching writing and he or she must be creative to use it in order that the students are interested and are not bored in the teaching and learning process.

2. For the students

- a. To improve students' writing skill, all the students have to practice writing as much as possible. Like aphorism said that practice makes perfect.
- b. Students in general should encourage themselves to learn more, ask what they do not know and learn as much as possible.

3. For the institution of Education

An institution of education should be provided with appropriate facilities in order to support the teaching and learning process especially in learning English, so that the teaching and learning process can run effectively.

4. For the other researcher

- a. The other researchers can get a valuable experience which can be used for doing a better action research in the future.
- b. The other researchers can use this research as additional resources to conduct research about writing skill.

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