

IMPROVING STUDENTS' WRITING SKILL THROUGH GUIDED WRITING

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ABSTRAK

English is acknowledged as necessary language to enable the Indonesian community to involve in global communication; it is taught even from kindergarten. The students must be able to understand all skills in English. As one of the skill in learning English, writing is also very important for students. There are some problems faced by students in writing such as in organizing idea, grammar and vocabulary. To face this common problems there must be some ways and solution to improve the students' writing skill especially in Descriptive text through available method, in this case the researcher used Guided Writing Strategy to improve writing skill.

The problem in this research is “(1) How can the use of guided writing strategyable to improve writing skill of VIII A students at SMPN 01 Tlogosari academic year 2016/2017? (2) How can the use of guided writing strategy able to improve the students' active participation in writing class of the VIII A students at SMPN 01 Tlogosari academic year 2016/2017?”. Based on the problem, the research objective is

Intended “To improve the students' writing skill through Guided Writing Skill at VIII A of SMPN 01 Tlogosari academic year 2016/2017”.

The design of the research is Classroom Action Research. This research covered four stages of activities, they are planning, implementing, observing, and reflecting. The research subject is VIII A class and to obtain the research data instrument used test, observation checklist, and field notes.

The research is supposed to be successful if the average score is 72. Guided writing strategy improved students' writing skill in descriptive text in two cycles from the average of the students score is 63.6 in to 75.7 in the second cycle. Finally, it could be concluded that the use of Guided Writing Strategy could improve the VIII A students' writing skill at SMPN 01 Tlogosari academic year 2016/2017.

Key words: *Students' Writing Skill, Guided Writing Strategy*

INTRODUCTION

As one of the skills in learning English, writing is also very important for students. Harmer (2004:3) states in education context, it is worth remembering the most exams; whether they are testing foreign language abilities or other skills which rely on the student's proficiency in order to measure their knowledge. It means every task, which allow the students to produce a piece of writing, must be kept because it reflects how well the students have knowledge about certain thing. Moreover, writing is one of the four main skills that teachers often neglected. Brown (2001: 336) states that writing is a process of thinking in which writers figure out their thoughts then put them into written language. During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Based on the observation and result of the pretest, she found some problems faced by students VIII A of SMPN 01 Tlogosari when they were writing, especially in writing of descriptive text. There are some problems that make english writing as one of difficulties faced by students of VIII A at SMPN 01 Tlogosari. These problems can be influenced by some factors. The factors of the student's low skill in writing descriptive text are: *first*, lack of knowlege in writing, because the teacher taught just by giving explanation and exercises without implementing the technique in teaching and learning process. It makes students have less comprehended, interest, and it also make the students bored. *Second*, they are not able to make a good descriptive writing. Students are having problems in organizing ideas of what they are going to explain. *Third*, they are also confused by the transformation of ideas from their minds into descriptive writing. Thus, they need much time just to think of what they are going to write. In addition, they are also having poor vocabulary and lack of knowledge in grammatical rules.

The problems are important to be solved, in order to make students get more comprehension in learning to write. Also make the students think that writing is an interesting learning. To have students solved these problems, it needs another strategy which is more interesting in teaching writing. There are a lot of techniques or strategies in teaching writing. The researcher would like use "Guided Writing" in teaching writing for descriptive text. This technique gives enough opportunity for the students to be good writers. Through guided writing, students are supported during the different stages of the writing process.

Therefore, the researcher will conduct a reseach entitled "Improving students' writing skill throught guided writing of VIII A students at SMPN 1 Tlogosari academic year 2016/2017"

RESEARCH METHOD

In this thesis, kind of research uses a Classroom Action Research, because this research is intended to improve the students' writing ability during the teaching learning process. Ary (2010:514) states action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. He also mentioned the purpose of Classroom Action Research can help us to find solutions to the problems we are having in the classroom, and it is hoped able to improve students' achievement.

RESULT AND DISCUSSION

RESULT

After conducting two meetings teaching writing through guided writing, the researcher gave a test to measure the students writing descriptive text after implementing the action by guided writing strategy on the students' improvement in writing skill. In fact, there were gradual improvements from the result of the mean score in Cycle I was 63.6 became 75.7 in Cycle II, while the result of average students active participation were in Cycle I was 39.15% up to 77.3%. While the average score of preliminary study was 60. After implement this technique, there were improvements in each aspect. For the easier one, that was content. It can improved because the researcher gave picture as an additional media in teaching and learning process by guided writing and also for the second aspects, that was language use. It can improved because the researcher was giving clear explanation in descriptive text.

DISCUSSION

The result of writing test in Cycle I showed that the mean score of students' writing skill was 63.6 and the percentage of students who scored ≥ 72 were 46.1%, and the students' active involvement in teaching and learning process was 39.15%. It means that this research was not successful because the percentage of the students could achieve the minimum standard score $\leq 75\%$ and students could not participate more during teaching and learning process.

Therefore, the researcher investigated the cause of this matter. The data showed that students were still confused by teachers explanation that make the students still have difficulties in writing a paragraph. For example while teacher explain about Descriptive paragraph and asked to the students about what they have discussed before, all the students looked confused and could not answer the questions. From the result of the writing test the teacher concluded that most of the students still have difficulties in transforming their idea into Descriptive text and this is one of the result of students' writing test in Cycle I:

“My hobby is singing, because singing is hobby happy.” They could not transform their idea into a good paragraph. They also less in grammatical roles and vocabulary such as “I sing RAP song but I not know lyric to sing.” “I hope I know lyric RAP song so I enjoy to sing”

As stated by (Raimes, 1983:103) in this strategy, designed to allow the students to write paragraph the students are given an outline about the text with states a clear instruction for example by giving a series of picture and asked the students to look at and discuss it. In order to fix this problems the teachers using model text descriptive with a picture, and the students are expected to be able to understand the text by discussing the picture that is provided. The teacher also asked the students to write and discuss in pair as stated by (Raimes, 1983:32) that teacher asked the students to discuss in a small group what they would write in a paragraph.

It was found that implementing guided writing by providing a series of picture from teacher give significant improvement to students writing skill and also their active participant in the class. For example while the teacher explain about Descriptive paragraph using picture as media in giving the example of Descriptive paragraph, most of the students are more understand about teachers explanation. It showed on the result of the Cycle II, that the mean score of students writing skill improved from 63.6 to 75.7 and the percentage of students who score ≥ 72 was 81.4%. This improvement effected by their classroom active participation, because in this Cycle most of them are able to asking and answer the question and product the writing well.. According to (Primary National Strategy , 2007: 6) states that guided writing can encourages the students to be active participants in discussions about writing. Based on the method implemented in the Cycle II , it can be concluded that students' critical thinking improved since the teachers give a clear explanation using picture as a media in teaching descriptive text. For example while the teacher explain and give the example of Descriptive text about house, most of the students are asking about what they have discussed. Moreover, while the teacher give question about the topic that have been discussed, most of them are enthusiasm to answers the questions from the teacher.

There are 20 persons of students that active in the third meeting such as answer or asking the questions from the teacher, and paying attention or being enthusiasm to the lesson. Moreover in the last meeting, there are 21 person who were active participation in this meeting. The average score for observation checklist in this Cycle is 77.3%.

From the discussion above it can be concluded that teaching writing by using Guided Writing Strategy able to improve students writing skill at VII A of SMPN 01 TLogosari academic year 206/2017. As stated by Howard (2013:4) that "Guided writing give opportunities for young learners to generate their own ideas to retrieve information from carefully chosen resources". In fact, there were gradual improvements from the result of the mean score in Cycle I was 63.6 became 75.7 in Cycle II, while the result of average students active participation were in Cycle I was 39.15% up to 77.3%.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the discussion of the result, the implementation of Guided Writing Strategy the researcher concluded that applying Guided Writing Strategy can improve the VIII A students' writing skill at SMPN 01 Tlogosari by giving clear explanation using picture as media in teaching descriptive paragraph to build students ideas development, and Guided Writing Strategy also can improve the VIII A students' active participation at SMPN 01 Tlogosari by using picture as media in teaching process especially Descriptive text.

SUGGESTION

The suggestions based on the discussion above are divided in to three: The English teacher recommended to consider the model of guided writing strategy developed in this study as one of the many alternative strategy that can be used in teaching writing for Junior High Schools level.

The students are recommended to practice writing descriptive paragraphs with various topics outside the class hours by using guided writing strategy.

Future researcher or other English teacher who have the same problems with the teaching of writing are suggested to conduct a classroom action research concerning the application of guided writing strategy to improve the students' skill in writing.

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