GUIDED WRITING ACTIVITIES IN TEACHING WRITING TO SEVENTH GRADE STUDENTS OF MTsN WATULIMO TRENGGALEK

Linda Kusmiana
STAIN Tulungagung, East Java

Abstract : Guided Writing Activities is a strategy of teaching writing in which the teacher and the students cooperate in classroom activity. the teacher manages the classroom situation in order to keep students active and reach the topic target by preparing guided question. It can help the students to show their idea or thought to write.In the context of school, using guided writing activities students were given guided question from teacher to stimulate their words to develop writing skill.The students were given time 80 minutes to write descriptive text based on guide question that provided by the teacher.The purpose of the study are to: 1) Find out the students writing score before being taught applying guided writing activities 2) Find out the students writing score after being taught applying guided writing activities 3) Find out significance different score before and after being taught applying guided writing activities. The research design employed is pre- experimental design. The result shows that the total of students' scores before being taught applying guided writing activities are 2479, while the total score after being taught applying guided writing activities are 2811. The T- score is 6.695, whereas T- table with significance level 5% is 1.697. Therefore, T- score is greater than T- table. This means that Ha which states that teaching using guided writing to improve student's achievement in writing of seventh grade students of MTsN Watulimo is effective used.

Keywords: effectiveness, guided writing activities, writing achievement

English language skill has four components. They are ; listening, speaking, reading, and writing. One of four skills, writing is a skill which is used to communicate indirectly, without face to face interaction. It is also non verbal communication.Writing is considered difficult by many students, beside the students are afraid, they are feel shy. Scott (1990: 68) states that writing English has certain characteristics which seem to make it difficult for pupils. The students are afraid and shy when they are wrong both in pronunciation and written. It is really needs creative efforts from the English teachers to conduct the process of teaching become fun learning. Harmer (1990: 330) explains that in teaching writing, the English teacher will be motivate the students, creating the right conditions for the generation of ideas, persuading them of usefulness

activity, and encouraging them to make as much effort as posssible for maximum benefit. So, the English teacher have to creative efforts before teaching.

Writing is one difficult problem in English skill. In writing the students try to elaborate their idea or they must express their idea to achieve writing form. Richards and Renandya (2002: 303) state that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Many students especially beginner stages, they do not require much active production of language. Because of the consideration that English language is difficult to learn, it is appear unconfident from students to conduct writing. They are afraid how to apply the grammar structure, using correct vocabulary, etc. Determining the topic is one of simple problem for students Junior High School. Where they will do about this topic, also the students do not know what the definition of topic itself. They need some stimulation from the teacher to produce their words and it is impossible if the teacher have to guide the students one by one. It is not effective in teaching and learning process. They feel difficult to express their idea, they have any ideas that hidden in their thought.

The researcher conducted a conversation with English teacher in MTsN Watulimo, the problem are many students less idea to develop writing skill. It need stimulation from teacher to produce their words and it is impossibble if the teacher have to guide them one by one.

TEACHING WRITING

Writing is an activity that produces something from mind become meaningful a text of sentence. Make a good writing by arranged sequence sentences. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message.

Writing Problem

According to Byrne (1979:4) writing is commonly a difficult activity for most people, both in the mother tongue and in a foreingn language . It means that not only Indonesian language but also English language that writing is difficult skill for students to achieve. From this statement, Byrne has classified into three problems of writing. There are :

a. Psychological problems, essentially a solitary activity and the fact that we are required to write on our own,without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

b. Linguistic problems, in writing, we have little time to pay attention either to organizing the sentence structure or to connecting the sentence : to some extent the latter is maintained through the process of interaction. We repeat, backtrack, expand and so on, depending on how people react to what we say, while incomplete and even ungrammatical utterances are tolerated.

c. Cognitive problems, writing is learnt through a process of instruction : we have to master the written form of the language and to learn certain structures which are level in speech, or perhaps not used at all, but which are

important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

The Role of The Teacher in Teaching Writing

There are four role of teacher in the teaching writing according to Byrne (1979: 36), those are :

1. To decide how to present the activity to the class, for example, in the early stages, it will help to do a certain amount of writing students, on the blackboard or on the overhead projector.
2. To prepare the student orally. This should be regarded as a standard procedure for writing activities in the early stages.
3. To decide the writing task should be carried out. An activity may be done individually, in pairs or small groups.
4. To decide on correction procedures. It is not essential to examine everything the students write, although many students will want to have their work looked.

Teaching Writing Using Guided Question Activity

This is a new technique which is combination of two techniques. They are guided activity and guided questions. Guided activity is a technique that always is practiced by the teacher that purposed to make a controlled classroom. Guided activity is usually called guided practice. Scott and Ytreberg (1996: 38) state that guided practice follows on directly from controlled practice and will often be done either in pairs or in small group. Guided practice usually give the pupil some sort of choice, but the choice of language is pictures or object or miming to help the pupils understand the content and practice the words.

Fountas and Pinnel (2001) in Fahima (2011) explain that : Guided writing is defined in this study as instruction presented to small, temporary groups of students who share similar needs at a particular point of time. Guided writing provides an important context for teacher " in the moment " assessment and guidance of student writing ; to observe students during specific writing events.

Testing Writing

In obtaining reliable scoring of writing, the process of scoring can be done either holistically or analytically. Holistic scoring involves the assignment of a single score to a piece of writing on the basis of an overall impression on it. It has the advantage of being very rapid. Method of scoring which require a separate score for each of a number of aspects of a writing task is said to be analytic. In this study the researcher used analytic scoring guide, because by using analytic scoring guide the researcher can get student's writing score more complete and detail, also the researcher easy to revise student's work quickly.

METHOD

The approach applied in this study is quantitative. This study used a experimental design using quantitative approach with one group Pretest – Posttest design. According to Ary (2006 : 26) experiment study is scientific investigation in which an investigator manipulates and construct one or more independent variables and observes the dependent variable or variables for variation concominant to the manipulation of the independent variables. Experimental research can be done in labolatory, in the class, and in the field. In this study the experimental research has been done in the class with taking students as population.

According to Prasetyo (2008: 160) there are many kinds of experimental research design that is Classical experimental design, Pre experimental design and Quasi experimental and special design. Experimental research is unique in two very important respects. It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it one or more dependent variables. An experimental usually involves two groups of subject, an experimental group and a comparison group, although it is possible to conduct an experiment with one group. This study used pre-experimental design in the form of one- group pretest- posttest design using quantitative approach. In pre-test and post-test group the observation do two times, before giving treatment called pre-test and after giving treatment called post-test. In this study the researcher just puts one group and uses pre test and post test to see the result of the treatment. The subjects is not randomized, and there is no pre treatment.

In this study, the researcher wanted to know the effectiveness of using guided writing in teaching writing by conducting pre- experimental research. The impact was assessed by providing a specific treatment. The effectiveness of the strategy was known after knowing the significant differences between the students who were taught before and after applying guided writing strategy.

Population and Sampling

The population of this study was all the first graders of MTsN Watulimo, there were five classes, the researcher took the seventh A class as sample of this research which consist of 36 because the English teacher has recommended the researcher to took them to be the sample. The students of seventh A class had average proficiency in studying English.

In this research, the researcher used purposive sampling technique. The researcher took one class of five classes from the Seventh Grade Students of MTsN Watulimo, exactly seventh A class, because students of the seventh A class had average proficiency in studying English and had homogeneity than other class, there are 36 students consist of 12 boys and 24 girls.

Data Source

In this research, the researcher was used quantitative data. This data was used to know the students's achievement in writing before and after being taught by using guided writing strategy. In this study the data was students' scores of the seventh A grade students at MTsN Watulimo from writing test (pre-test and post-test).

Validity and Reliability Testing

In this research, the researcher checked content and construct validities. To measure whether the test has a good validity, the researcher analyzed the test from content validity, construct validity and face validity.

To measure the reliability of the instrument, the researchers used inter-rater reliability where the two scorers did the scoring and two sets of scores gotten from the two scorers were calculated to get the correlation coefficient. The two scorers were the English teacher of 7th grade students and the researcher itself.

Method of Collecting Data and Research Instrument

In this study the researcher uses test as instrument, therefore, the researcher applied pre – test and post- test.

the researcher gave score to student's writing by using scoring guide of writing according to Isnawati (2011: 76 - 77) in the following formula below :

Element	Description	Rating
(1) Organization	• (1)Well organized, (2)very effective choice of words and word forms,(3) suitable content with the theme.	• 85 – 100 (Excellent)
	• (1)Fairly well organized, (2)effective choice of words and word forms, (3) main idea fairly clearly and accurately.	• 70– 84 (Good)
	• (1)Loosely organized, (2)adequate choice of words, (3) main idea unclear and inaccurate.	• 55 – 69 (Average)
	• (1)Ideas disconnected, (2)confused of word and word forms(3) main idea not clear or accurate and change of opinion weak.	• 50 – 54 (Poor)
(2) Vocabulary	• (1)No organization, (2)very poor knowledge of words and word forms, (3)not suitable content with the theme.	• 0 – 49 (Very poor)
(3) Content		

According to Isnawati (2011: 77) , there are limitations of the total score here to categories student's achievement, the maximum total score of writing is 100 and for students who get score more than 49 can pass the test. Passing score is scores that have to be reached by the students in the test.

Technique of Data Analysis

In this research, the writer uses a quantitative data analysis technique. The quantitative data of this research is analyzed by using statistical method. This technique is used to find the significant difference on the students' achievement after taught by using guided writing activities. The researcher used T- test.

Hypothesis Testing

From the result of this research, the df is 35 and the result in 5% significant level is 1.697. The computation above shows that the result of T- test is 6.695. To compare whether it is significance or not, the researcher uses T-table. It can be seen that "t" with significance level 5% and degree of freedom 35 is 1.697, while the T- score is 6.695. In conclusion, T- score is greater than T-table. It means, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, the alternative hypothesis (Ha) says that guided writing srtategy is accepted and effective for teaching writing.

DISSCUSSION

From the data analysis, the objective of this study is to know if there is an effect applying guided writing in teaching writing to the seventh grade students of MTsN Watulimo in academic year 2012/ 2013.

In order to gain the objectives of the study, the writer conducts an experiment in a pre-test and post-test design. The research procedures done during teaching and learning process is divided into three steps. First step is preliminary study in which the researcher conducts the preliminary study to know the students' writing ability by administrating pretest. The second step is giving treatment to the same students. The treatment here is teaching writing by guided writing strategy. The last step is giving posttest. In the posttest, the students are given a test to know their writing ability after they are treated by applying guided writing strategy.

Based on the results of the statistical computation using T- test, the results show that there is significant increase between pre-test and post-test scores. The result of T- test is 6.695. If the T- test is compared to T- table with the degree of freedom 35 as stated in hypothesis testing, the T- test 6.695 is higher than the T- table 1.697. Therefore, based on the hypothesis testing, the Ha is accepted and the Ho is rejected, the theory is verified. It means that guided writing strategy is effective for teaching writing.

After getting the treatment, the students are more enthusiastic and motivated to write; they also more enjoy when conducting writing. Students get such kinds of situation for they have good preparation before conducting writing process. Thus, the students do not inhibited about trying to say things in foreign language. In addition, they have enough confident to prove their vocabulary in teaching learning process.

In conclusion, guided writing strategy surely shows that it is effective by helping students to improve writing ability and motivate the seventh grade students MTsN Watulimo to perform their writing ability.

CONCLUSION

Based on the result of data analysis, some conclusion are drawn as follow:

1. The student's ability in writing before being taught applying guided writing is generally low. It can be seen from the score obtained by the students before being taught applying guided writing strategy that from 36 students there are 3 students get very poor score, 3 students get poor score, 10 students get average score, 16 students get good score and 4 students get excellent score.
2. The students ability in writing after being taught applying guided writing strategy is better than before. It is shown from the score obtained by the students after being taught applying guided writing strategy where a student get very poor score, a student get poor score, 4 students get average score, 19 students get good score, and 11 students get excellent score.
3. There are significant differences score of the students' achievement in writing before and after being taught applying guided writing strategy. The total score after being taught applying guide writing strategy is higher than before. It is showed by the result of T- score 6.695 that is greater than T- table 1.697. In conclusion, guided writing is effective used in teaching writing for the seventh grade students of MTsN Watulimo.

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