

**THE EFFECT OF GUIDED WRITING ON WRITING SKILLS  
OF THE TENTH GRADE STUDENTS OF MA DARUL ULUM  
PALANGKA RAYA**

**THESIS**



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**THE EFFECT OF GUIDED WRITING ON WRITING SKILLS  
OF THE TENTH GRADE STUDENTS OF MA DARUL ULUM  
PALANGKA RAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of *sarjana* in English Language Education



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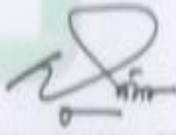
  
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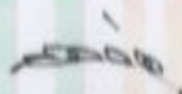
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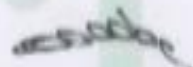
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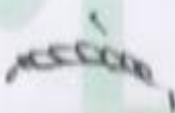
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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan  
Demikian atas perhatiannya di ucapkan terima kasih.

*Wassalammu'alaikum Wr. Wb*

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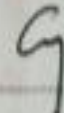
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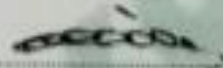
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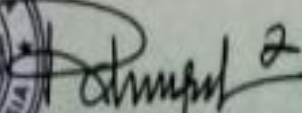
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## MOTTO AND DEDICATION

“... Watch your thoughts for they become your words

Watch your words for they become your actions

Watch your actions for they become your habits

Watch your habits for they become your character

Watch your character for they become your destiny

In other words what you think you become...”

(Margaret Hilda Thatcher)

“... So be patient. Indeed, the promise of Allah is truth. And let them not disquiet you who are not certain...”

(Q.S. Ar-Rum: 60)

This Thesis is dedicated to:

My beloved Father Madiansyah and  
My Mother Farida Wati for giving  
me the endless prayer, sacrifice. My  
Brother Muhari Efendi, S.E, thank  
you for your prayer. My beloved  
friends, thank you for your support.



## ABSTRACT

Hasanah, Amiatul, 2020. *The Effect of Guided Writing on Writing Skills of the Tenth Grade Students of MA Darul Ulum Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (1) M. Zaini Miftah, M.Pd., (2) Zaitun Qamariah, M.Pd.

**Key Words:** *Guided Writing, Writing Skill, Narrative Text.*

This study aims at finding out to Improving the Students' Achievement in Narrative Texts through Prepare, Organize, Write, Edit, Rewrite (Guided Writing) Strategy of the Tenth Grade Students of MA Darul Ulum Palangka Raya and this study was aimed at investigated "The effect of guided writing on Students Writing Skill at second semester of MA Darul Ulum Palangka Raya".

In this research, the researcher conducted quantitative approach with quasi – experimental design. The researcher designed the lesson plan, conducted the treatment, and observed the students' scores by pre-test and post-test. This research employed classroom Experimental research by using Control Class and Experimental Class. The sample of the research was the grade students of second semester of MA Darul Ulum Palangka Raya, academic year 2019/2020 (class X-IPA and class X-IPS). Class X-IPA consisted of 28 students was treated as experimental class, while class X-IPS consisted of 32 students was treated as Control class. The instruments used was Test. The test consisted of pre-test and post-test.

Based on the results of data analysis of the performance test, it has been found that most of the students in the experimental class performed mean score 75.79 higher than the mean score of control class performed mean score 53.60. these showed that students' achievement was greatly increased after the treatment.

## ABSTRAK

Hasanah, Amiatul, 2020. *Pengaruh Menulis Terbimbing pada Kemampuan Menulis di Kelas 10 MA Darul Ulum Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (1) M. Zaini Miftah, M.Pd., (2) Zaitun Qamariah, M.Pd.

**Kata Kunci:** *Menulis Terbimbing, Kemampuan Menulis, Teks Naratif*

Penelitian ini bertujuan untuk mengukur dampak Menulis Terbimbing terhadap kemampuan siswa kelas sepuluh dalam penulisan teks naratif di MA Darul Ulum Palangka Raya dan penelitian ini juga bertujuan untuk mengetahui “pengaruh menulis terbimbing terhadap keterampilan menulis siswa pada semester dua di MA Darul Ulum Palangka Raya.

Penelitian ini menggunakan penelitian kuantitatif dengan desain kuasi eksperimental. Peneliti merancang rencana pelajaran, memberi perlakuan, dan mengamati nilai siswa dengan pre-test dan post-test. Penelitian ini menggunakan penelitian eksperimental kelas dengan menggunakan kelas kontrol dan kelas eksperimental. Sampel dari penelitian ini adalah siswa kelas semester kedua MA Darul Ulum Palangka Raya, tahun akademik 2019/2020 (kelas X-IPA dan kelas X-IPS). Kelas X-IPA terdiri dari 28 siswa sebagai kelas eksperimen, sedangkan kelas X-IPS terdiri dari 32 siswa sebagai kelas kontrol. Instrumen yang digunakan adalah Test. Tes ini terdiri dari pre-Test dan post-test.

Berdasarkan hasil analisis data dari hasil tes, telah ditemukan bahwa sebagian besar siswa di kelas eksperimen mendapatkan Skor 75,79 lebih tinggi dari skor kelas kontrol yaitu 53,60. ini menunjukkan bahwa prestasi siswa sangat meningkat setelah mendapatkan tretmen.

## DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 26<sup>th</sup> 2020

Yours Faith fully



Amiatul Hasanah  
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Alhamdulillah, the Researcher like to express sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. In this right chance the researcher would like to give his the greatest thanks to:

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3. **Dr. Nurul Wahdah, M.Pd**, as the Vice Dean in Academic Affairs, for invaluable assistance both in academic and administrative matters.
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6. **M. Zaini Miftah, M.Pd**, as the First Advisor who has given guidance, suggestion, advice and encouragement during writing the thesis.
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8. All lecturers of Study Program of English Education from whom they got in-depth knowledge of English and English teaching.
9. Beloved parents for their moral support and endless prayer so that I am able to finish my study. May Allah always bless all of them. *Aminn*.
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11. The students of the Tenth Grade Students of MA Darul Ulum Palangka Raya who participated as respondents in this research.

Finally, the researcher realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the researcher really allows the readers to give critics and suggestions for this graduating paper in order to be better. The researcher hopes this paper will be useful for the readers in general.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, May 26<sup>th</sup> 2020  
The Researcher,

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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of a background of the study, the problem of the study, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

#### **A. Background of Study**

The subject of this study was MA Darul Ulum Palangka Raya, because in the tenth grade students' textbook of MA Darul Ulum Palangka Raya, students learn about Narrative text in the form of legends in the second semester.

These things was very important to be mastered in supporting our writing to be a good writing. Considering those elements of writing, there were several obstacles in making a good writing. Those obstacles were they lack of material or knowledge to write, they lack of vocabulary in making writing, they lack of ability to organize paragraph, they lack of confidence for choosing a topic and developing their ideas. As a result, they get stuck in the process of writing.

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

texts; responding to students' attempts and extending students' thinking during the process.

Guided writing is useful for a range of teaching purposes. It allows students to consider audience, purpose, topic, selection of text type, etc when planning their writing. It allows writers to focus on conventions such as spelling, punctuation, standard usage, and handwriting. It also may be used to encourage students to revise and edit their writing. The focus for each session could be on one of the 'authorial' aspects of writing, such as clarifying and extending ideas or 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 afterward and used as work samples in portfolios or records of development. They sense careworn when they have to write due to the fact they do no longer even comprehend how to get began to write. Rigg (2011) also mentioned that getting started out to write can be very difficult. Similar with Rigg's statement, Doucette (2009) additionally located that getting began is the hardest section of writing.

Buana, (2008) said that It is always better to write something once or at least twice in a day. This would preserve students' mind clean. Learn to write with ideas and reasons to hone the thinking and freely in write so that some ideas are thought and form a perfect sentences.

Rigg (2011) said that introduced that if the college students have to write, "I don't be aware of what to say" repeat for 5 minutes, that would be fine. The major purpose of free writing is to get something on the page. It was supported who noted that one way to enhance the writing talent was to practiced. In this case, the exercise will be conducted in form of the free writing activity.

So everything they think of when they write was one of the activities when they want to write not. Rigg (2011)said that introduced that if the college students have to write, "I don't be aware of what to say" repeat for 5 minutes, that would be fine. The major purpose of free writing was to get something on the page. It was supported who noted that one way to enhance the writing talent was to practiced.

Based on the problems discussed previously, the researcher takes a title **“The Effect of Guided Writing Technique on Writing Skills”**.

#### **B. Variables of the Study**

1. The independent variables (X) of study was **“Guided Writing”**.
2. The dependent variable (Y) of study was the student's score on **“Writing Skill”**.

### **C. Research Problem**

Based on the background of the study above, the researcher intentionally stated the problem of the study as follows “Is there any significant effect of Guided Writing Technique on Writing Skill of Tenth Grade students of MA Darul Ulum Palangka Raya?”

### **D. Objective of the Study**

Regarding the statement of the research problem, this study was aimed at investigating: “The effect of guided writing technique on Students Writing Skill at second students of MA Darul Ulum Palangka Raya”.

### **E. Scope and Limitation of the Study**

The study focus on investigating the used of Guided Writing in order to know the effect. In this study, researcher was focused only on the ability to write in guided writing techniques. The researcher was limited only to narrative text. So that students were only recommend to write narrative texts.

### **F. The significance of the Study**

The end result of the study were anticipated to provide a contribution to the teaching and mastering procedure of writing in English as a foreign language.

#### **1. For the Students**

Through this study the researcher expect this method can be used to help the college students in generating thoughts which may help them to write easily. Besides, it helps college students to enhance their writing ability.

## 2. For the English teacher

The researcher hopes that this technique capable to provide facts for the teacher in order to reflect on consideration on the guided writing as extra technique in instructed writing and as a contribution of the study about English language educating and learning, in particular in the way on how to enhance students' writing skill.

### **G. Definition of Key Terms**

1. Guided writing is 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 culminate in a piece of writing to build students' writing skill (Vayye, 2010,p.29).
2. Writing ability is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, reading the text, editing, and revising (Sabarun, 2011, p.41). In this study, writing means writing ability of the students make free writing technique based on teacher's comments, suggestions, and revisions on the ability to write writing text.
3. Narrative Text is imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc. Structure of the text: 1. Orientation: Introduce the character, place and time, 2. Complication: Develop a conflict, 3. Resolution: End of the conflict, 4. Coda: (if any)



shows the change that happens to the characters and the moral value of story (Sulistyo, 2013, p.171).



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This part discusses related study, writing (the nature of writing, the process of writing, the purpose of writing), Guided writing (definition of guided writing, the process of guided writing and advantages and disadvantages of guided writing), narrative text, Procedure of teaching writing, stages of writing, and text type use guided writing.

#### **A. Related Study**

There are some previous studies which are related to this study below:

First, A thesis by Vayye Langen Dyan (2010) in his study showed that guided writing could improve the students' writing skill. Through guided writing, the students showed great interest to be actively involved and participating in the teaching and learning process. The students were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher's explanation and examples. They also used more vocabularies in their writing. The improvements of the mean scores showed that there was an improvement in the students' writing skill. Therefore, it could be concluded that guided writing could improve the students' writing skill. Based on the result of the study above, the researcher suggests that English teachers had better implement guided writing in their class in order to help the students improve their writing skill.

Second, Yosep Dwi Anggara (2013) was conducted a study entitled “The Effectiveness of Guided Writing in Improving the Students’ Writing Ability”. The study method used guided writing technique and those who are taught by using a conventional technique. This study was classified as a quasi-experimental and it was conducted in one of senior high school in Yogyakarta. The result of the researcher shows that there is a significant difference in the writing ability of the students who are taught by using guided writing technique and those who are taught by using a conventional technique.

Difference from previous research, for the First In order to express the ideas in the written forms, Heaton (2008, p.135) mentions five components of writing that was be took into account, namely *language use, mechanics, vocabulary, content, and organization*. All the five writing components were used as the indicators for assessing the students’ writing performance in this research. But the Researcher Emphasizes three components of writing, namely *organization, vocabulary, grammar*.

Second , The importance of teaching these texts has been written in Depdiknas (2007): In this level, the students are required to master several types of texts in English, one of which is *descriptive text*. But researcher emphasizes the method of guided writing techniques on the ability to write that aims to measure how capable students are guided writing. Researcher also puts more emphasis on *narrative text*.

Third, L. Gerot and P. Wignell (1994) was conducted Recount Text in the form of newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters. But researcher was conducted Narrative Text in the form of Legend.

The difference between this study with Vayye Langen Dyan and Yosep's thesis are subject of this study is tenth-grade students of MA Darul Ulum Palangka Raya, this study will emphasize guided writing using legend on writing narrative text and this type research is Quasi-Experiment. Meanwhile, the subject of Vayye Langen Dyan and Yosep's thesis only emphasized improved writing ability using guided writing. And the last, Johana Yosafa's international journal is about one of the main constraints faced by writing teachers is providing timely one-to-one feedback on the students writing pieces at the different stages of a writing process.

## **B. Writing**

### **1. The Nature of Writing**

Writing was known as a means of communication. Writing was not a directed communication form between two people or more. In the academic world, (Reid, 2001, p. 8) said that writing is an important skill used to support other skills in language learning. Through writing people can communicate their ideas, thinking, arguments, and message to other people in the world. They can also transfer and exchange the information and knowledge one to another. People can explored their individual potentials and express their ideas in their writings.

Writing is intellectual and emotional exhibitionism. Regardless the form of a work, it reveals thoughts and values of its creator. Even with lies, exaggerations, and omissions, a researcher cannot hide his or her thought process. The moment the first word is recorded, the author becomes both powerful and vulnerable. When people read, they tried to guess who an author was (Rahmawati, 2009, p. 8).

In addition, Tarigan (2000:7) states “ Writing is a language skill that is used for indirect communication. The result, the researcher must think first about the topic, try to know the topic and find some information about the topic.

There were several elements of writing, including grammar, paragraph organization, and vocabulary. Also, there were mechanics of writing which were necessary in making a good writing. Those were punctuation, capitalization, spelling, cohesion, unity, and organization. In this case, the researcher focused on some of writing elements, there are vocabulary, grammar, and paragraph organization in writing skill. The researcher wanted to improve these elements because those elements make many students get confused in writing. Also, the researcher ever did an interview to the teacher in English that the students’ problems in writing are about lack of vocabulary, grammar, and paragraph organization. To overcome the students’ problem in writing, there were many technique that can be used the created a good class atmosphere and to guide the students to the material that being taught.

So, these were very important to be mastered in supporting our writing to be a good writing. Considering, those elements of writing, there were several obstacles in making a good writing. Those obstacles were they lack of material or knowledge to write, they lack of confidence for choosing a topic and developing their ideas. As a result, they get stuck, in the process of writing. These problems happened in MA Darul Ulum Palangka Raya. The researcher conducted the research in MA Darul Ulum Palangka Raya particularly the students at the second semester students' to improve their writing skill.

## **2. Writing Skill**

Writing Skill is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, reading the text, editing, and revising (Sabarun, 2011, p.41). In this study, writing means writing ability of the students make free writing technique based on teacher's comments, suggestions, and revisions on the ability to write writing text.

## **3. Writing Process**

Harmer (2004, p.4-5) declares that process of writing has four main elements. Those are planning, drafting, editing, and final version.

### **a. Planning**

Pre-writing can stimulate thoughts for getting started. It was moves students away from having to face blank page toward generating tentative ideas and gathering information for writing.

#### b. Drafting

At the drafting stages, the researcher focuses on the fluency of writing and was not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

#### c. Editing

So, students was engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Editing within process writing was meaningful because students can see the connection between such an exercise and their own writing in that correction was not done for its own sake but as part of process of making communication as clear and unambiguous as possible.

Reflecting and revising were often help by other readers (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make an appropriate revision.

#### d. Revision

Once the students were edited their draft, making the changes they consider to be necessary, they were produced their final version. This may look considerably different from both the original plan and the first draft because things have changed in editing processes. However, the student was now ready to send the written text to its intended audience.

Editing within process writing was meaningful because students can see the connection between such an exercise and their own writing in that correction



was not done for its own sake but as part of process of making communication as clear and unambiguous as possible. The students edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations.

### **C. Guided Writing**

#### **1. The Definition of Guided Writing**

There are some theories related to Guided Writing. Guided writing loosens the teacher's control but still offers a series of stimulators, for example, by asking students a series of questions. Douglas (1994, p.328) On the other definition guided writing is the third writing step after imitative writing and dictation. It is called guided writing because the short written responses of the pupils are guided by the teacher. From the definitions above, it can be concluded that guided writing is a process of writing after imitative writing and dictation guided by the teacher with stimulators.

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

grammatical awareness of a second language, particularly at the lower levels of language proficiency.

Based on definitions above, guided writing can be defined as a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminate in a piece of writing to build students' writing skill.

## **2. The Process of Guided Writing**

Adrian (1997) was conducted to progress beyond very controlled writing exercises to freer paragraph writing, 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.

Reid (1993) was conducted there are typically guided writing exercises in widely used textbooks include the following:

- a. Model Paragraph

At the beginning, the teacher provides a short text as a model paragraph and briefly explains how a text can be used as a model for writing. The 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

The 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

The teacher may give a series of exercises which focus on vocabulary building and sentence structure knowledge related to the 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 the teacher, but change all information that is not correct for them. Students may follow the model paragraph which is similar but involves some changes. They may take as many structures and words from the model as they can use in their paragraph.

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

Some advantages and disadvantages of guided writing based on explanations above are as follows: First, on the positive side, students appreciate the models or examples that show what they have to do in writing.

Students' vocabulary building is involved in the process of writing preparation so that students may build their self-confidence in composing writing. Students may quickly go through the exercises orally so that students can see how they work. In oral preparation, it can be done in different ways according to the interest and ability of the class. Furthermore, ideas about what to write come from the students themselves. This makes the activity much more interesting and involves the class more.

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

The application of the principles of guided writing may enhance students' grammatical awareness and sentence structure knowledge of a second language, particularly at the lower levels of language proficiency. Despite guided writing's beneficial role in helping the students to produce written work with confidence, there are some disadvantages about guided writing. The model text given by teacher might be too limiting, especially if the object of writing has quite different features. This may lead students either to follow the text too closely (and so write something which sounds unnatural) or to move away from it too much (and so make many mistakes). It is also criticized for limiting learners' creative thoughts about the content of the writing. Another

disadvantage of guided writing is the exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the language and will, therefore, be able to transfer the repeated guided skills to original utterances.

Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes. Furthermore, guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students in discovering the texts' true message due to the structural aspect of the text.

#### **D. Narrative Text**

##### **a. Definition of Narrative Text**

A narrative was a story. Mostly narrative were imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc. Structure of the text: 1). Orientation: Introduce the character, place and time, 2). Complication: Develop a conflict, 3). Resolution: End of the conflict, 4). Coda: (if any) shows the change that happens to the characters and the moral value of story. All language in the world passes their own rules in order to meaning. Full regular, more precious and nice to be heard and pronounced with the rules, the

language's usage usually with also be controlled in communication. Like other language both English and Indonesian have their rules.

The equation of Narrative Text and Recount Text:

As a little explained above there were similarities that were owned by Narrative Text and Recount Text, the similarities between the two types of text were:

1. Included in the text class Narration. Narration is a group of English texts that describe events in the past.
2. Using Past Tense. Because the two texts belong to the Narration groups that tell of events in the past, the use of their Tenses is also affected by using Past Tense.
3. The communicative objectives of Narrative Text and Recount Text are the same, namely to retell experiences or events in the past with the aim of informing or entertaining.
4. Language structure The Narrative Text and Recount Text always starts with Orientation or the introduction of characters, places and times of events.
5. Finally, Narrative Text and Recount Text have similarities to linguistic characteristics, such as:
  - Use action verb (action verbs), for example: went, slept, ran, etc;
  - Use Time Connectives and Conjunction to sort the events that are told.  
For example: then, before, after, soon, etc;
  - Use Adverbs and Adverbial Phrase to show the location of events or events. For example: here, in the mountain, etc.



**Table 2.1: The Different between Narrative and Recount Text**

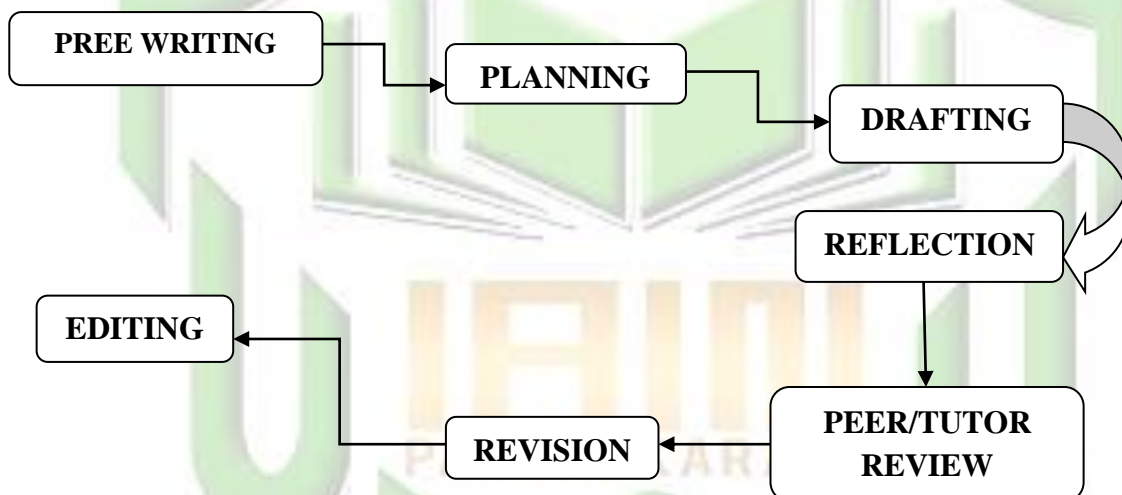
Definition	“Narrative Text” is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers.	“Recount Text” is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.
Generic Structure	<b>Orientation:</b> Introducing the participants and informing the time and place. <b>Complication:</b> Describing the rising crises which the participants have to do with. <b>Resolution:</b> Showing the way of participants to solve the crises, better or worse.	<b>Orientation:</b> Introducing the participants, place and time. <b>Events:</b> Describing series of events that happened in the past. <b>Reorientation:</b> It is optional: Starting personal comment of the writer to the story.
Language Features	<ul style="list-style-type: none"> <li>- Using processes verbs</li> <li>- Using temporal conjunction</li> <li>- Using simple past tense</li> </ul>	<p>Introducing personal participant;</p> <p>Using chronological connection;</p> <p>The, first, etc.</p> <p>Using linking verbs</p> <p>Using action verb</p> <p>Using simple past</p>



## 6. Teaching Procedure of Writing

In English as Foreign Language (EFL) classroom, process writing was dominated the teaching writing. Process writing approaches involve some steps of activities. There were several authors dealing with this approach. Coffin et. Al (2003: 33-34) explains that writing process includes eight different stages. They was pre-writing, planning, drafting, reflecting, peer or tutor reviewing, revising, and editing/proofreading. The following diagram shows the stages of process writing approach.

**Figure 2.2 : Procedure of Teaching Writing**



In line with this, Harmer (2004: 4) suggests that the process writing has four main elements. They are planning, drafting, editing (reflecting and revising), and final version. Brown(2001: 337) mentions that the process writing always involves prewriting, drafting, and revising, and editing. Johnson (2008:179) also cites the fivestep writing process. They are prewriting,

drafting, revising, editing, and publishing. Further, Coffin et. Al (2003: 34-34) explain the stages of process writing:

- 1). Prewriting is to find the ideas, collect information, and organize the thoughts. Prewriting strategies include brainstorming, free-writing and journal writing. After that, the next stage is that the students begin to organize by mind mapping, clustering, and branching.
- 2). Drafting. In drafting, students develop the meaning using ideas in pre-writing strategies, narrow down the broad focus, and remove or add information.
- 3). Peer review. In this stage, students seek and respond to others while a text is under development. Peer review can be in the form of oral or written comment by peers using guidelines from the teacher.
- 4). Reflection. It means that letting the piece of writing sit for a while before coming back to it with fresh mind. Reflection time allows the students to see the gaps in the writing task.
- 5). Editing and proofreading. Students should attend with the mechanic of writing, including formatting and language accuracy. The final stages include polishing the text.

## 7. Stages of Teaching Writing

Writing as a study room undertaking accommodates three fundamental writing stages: pre-writing, writing, and post-writing (Seow, 2002:316).

### 1. Pre-writing

Pre-writing is possibly the most important part of the writing technique as it lays a basis for the writing that is to come. During this stage, researcher set up the cause of the work, generates thoughts for the topic as well as writing an outline for the piece (Wilson, 2013:7). Daniels (2012:1) states that the most important pre-writing techniques that do away with confusion and limit researcher block whilst true writing was: brainstorming, free writing, listing, clustering, questioning and outlining.

### 2. Writing Stage

In the writing phase of the process, the focal point must be on the greater degree factors of writing (content and cohesion instead than spelling, handwriting, and mechanics) (Tyner, two 2008: 2 ). Drafting , responding, revising , editing, and evaluating are the major steps of the writing stage (Seow, 2002:316).

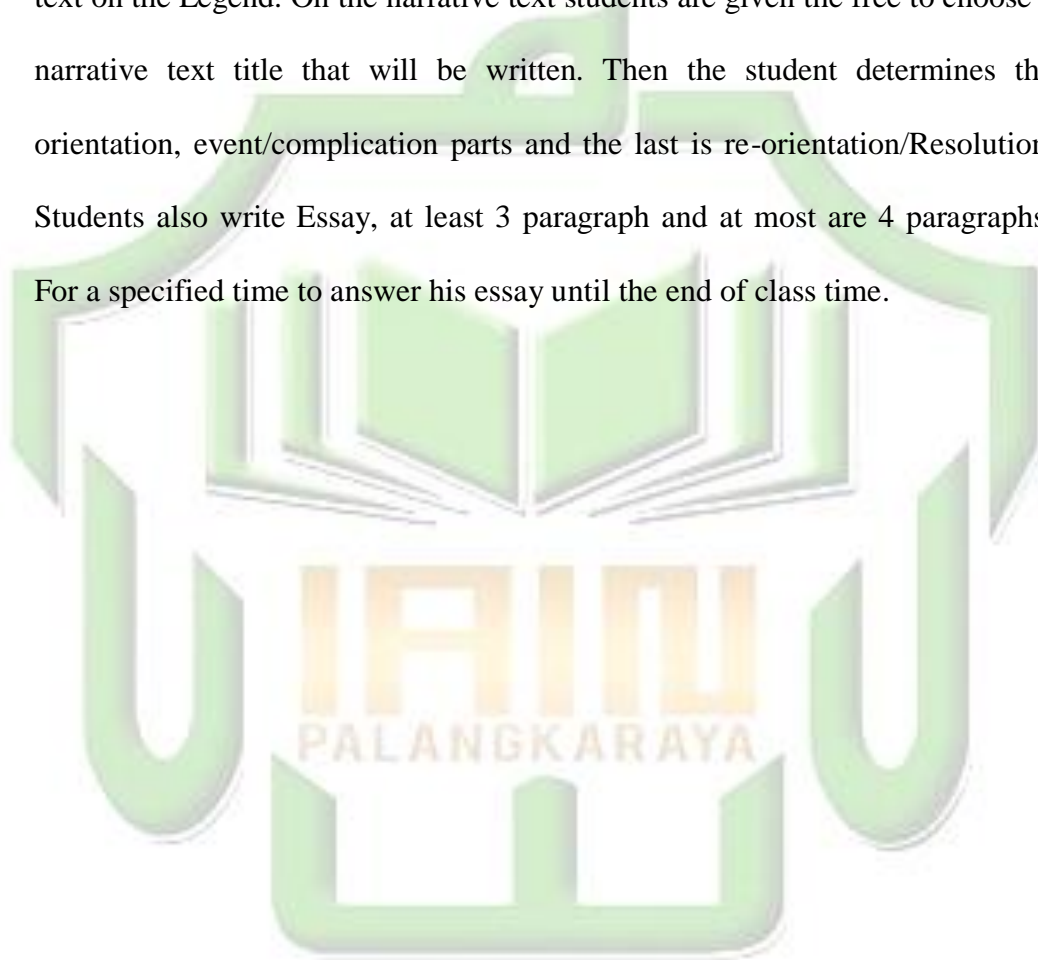
### 3. Post-writing

Post-writing constitutes any lecture room exercise that the teacher and college students can do with the completed portions of writing. This includes publishing, sharing, studying aloud, reworking texts for stage performances, or simply displaying texts on notice-boards. The post-writing stage is a plat form for recognizing students' work as essential and rewarding (ibid).

### **8. Text Type of Guided Writing**

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.

The type of text used in the free writing technique is a type of Narrative text on the Legend. On the narrative text students are given the free to choose a narrative text title that will be written. Then the student determines the orientation, event/complication parts and the last is re-orientation/Resolution. Students also write Essay, at least 3 paragraph and at most are 4 paragraphs. For a specified time to answer his essay until the end of class time.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consist of research design, variables of the study, population and sample of the study, research instruments, data collection procedures, data analysis procedures, and techniques of data analysis.

#### **A. Research Design**

In this study, the Design was Quantitative Research. In Quantitative research, method which used Experimental Design (Quasi Experiment). Quasi experimental design was an experimental research design in which the writer cannot assign participants randomly but with the existed group. Participants were devided into control and experimental group. Pretest and post-test were given to control and experimental group.

In experimental design another design that can be used with intact class groups. For example, the experimental class might used methods A and B, respectively, for the first half of the experiment class receives treatments in the order AB, and exchange method for the second half in the order BA. The distinctive feature of this design was that all subjects will receive all experimental treatments but in a different order. In effect, this design involves a series of replications; so at the end of the experiment group will expose to each other.

It was an order in which treatment condition experience are various across subjects, so that treatment was experiences in each ordinal position by different sets of subjects. In this sense, the same student take two different

measure in various order. The data take from the same student on different tasks at a period of time.

**Table 3.1: Design of Pre-test and Post-test of Experiment and Control Class**

Non-randomized	Pre-test	Treatment	Post-test
Experiment	Y1	X1	Y2
Control	Y1	-	Y2

X1 = Treatment

Y1 = Pre-test

Y2= Post-test

## **B. Population and Sample of the Study**

Population was the larger groups to which a researcher wish to generalize. In the present study, the population of the study was all the tenth grade students of the second semester of MA Darul Ulum Palangka Raya. The population was the students who took Writing Skill course of second semester. Therefore, the study was call population research. The researcher chose the IPA class and IPS class as the sample (Cluster sampling) of the study, because they take writing II, in which the Essay Writing was taught.

The population of the study was the Second Semester Students of tenth grade students of MA Darul Ulum Palangka Raya of the Technique the students. Sample will be taken by use guided Writing on Writing Skill. The design researcher used Experiment, because researcher want to help students solve problems in writing, therefore a test (Pre-test and Post-test) was help which will development of students who have difficulty writing. In an Experiment, researcher applied Quasi Experimental Design. The sample consisted of two classes (Experimental class and Control class). Researcher given Pre-test and Post-test to both classes, but treatment was applied only to the Experimental class. In this study, researcher used two variables presented. They were dependent and independent variables. The dependent variable was "Writing Skill". Meanwhile, independent variable was "Guided Writing". In this research, having purpose (the aimed of the test was to measure the students skill in wiring).



**a. Population of the Study**

**Table 3.2: Population**

No	Class	Number
1	X-IPA	28
2	X-IPS	32
3	X- AGAMA 1	32
4	X-AGAMA 2	32
Total		124

**b. Sample of the Study**

**Table 3.3: Sample of Experiment and Control Class**

No	Class	Number
1	X-IPA	28
2	X-IPS	32
Total		60

### C. Research Instruments

This part explained the test, as a research instrument to collected the data. It was covered the test, scoring rubric and test validity and reliability.

#### 1. Test

The test consisted of the instructions/ directions and statements the subjects addressed in their writing and alternative topics to be chosen. In this sense, the students chose one topics that interest them. The researcher asked the students to develop the topic into essay about 4 to 5 paragraph . The allocated time to do writing test until the end f class time.

To analysis data the researcher used T-Test, statistical calculation was chosen because the study compares the mean of one group. The conclusion the study shown the rejection or acceptance of the hypothesis, the researcher used T-Test the formula as follow:

$$T_0 = \frac{MX1 - MX2}{Semx1 - Semx2}$$

This score based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured (Ary, 2010, p.201). The data needed to prove and support this study. By this collecting data, the Researcher can measure the effect of Guided Writing on the tenth grade students' skill in writing narrative text at MA Darul Ulum Palangka Raya. The types of the test was in the form of writing test, especially writing narrative text. Since the research design of this study was counterbalanced design, the researcher was given pre-test and post-test to the students.

1. Pre-test was preliminary test that purpose is to measure the students' score in writing before having treatment. The Test was be given to experiment group and control group with same pre-test instrument.
2. Post-test was given after a lesson or a period of instruction to determine what the students have learned. The purposed of post-test is to measure the students' score in writing after the manipulation by the teacher. Post-test was given to experiment group and control group with different post-test instrument.

Test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means of as seeing the student's performance the language. The researcher was collect the main data from pre-test and post-test. From the two tests, the researcher can find out Guided Writing on the tenth grade students' skill in writing narrative text at MA Darul Ulum Palangka Raya. A pre-test was given before treatment. By providing the pretest, the researcher was compared the scores to the post-test scores which was be gave after the treatment. A post-test as the last test was gave to get the quantitative data about their writing skill after the researcher was teach narrative text.

## 2. Scoring Rubric

To assess the students' writing product, there were three methods of scoring for judging the students' writing. In the present study, the researcher used analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a

list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in process writing. The scoring method applied in the study was developed by Weir in Weigle. The analytic scoring method applied in the study covers three components (Organization, Vocabulary, and Grammar) as described in Table 3.4:

**Table 3.4: Scoring Rubric of Writing**

No	Writing Elements	Score	Explanation
1	Organization	40	<ul style="list-style-type: none"> <li>- Overall shape and internal pattern clear. Organizational skills adequately controlled.</li> <li>- Some organizational skills in evidence, but not adequately controlled.</li> <li>- Very little organization of content. Underlying structure not sufficiently controlled.</li> <li>- No apparent organization of content.</li> </ul>
2	Vocabulary	30	<ul style="list-style-type: none"> <li>- Almost no inadequacies in vocabulary for task. Only rare in appropriacies and/or circumlocution.</li> <li>- Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical in appropriacies and/or circumlocution.</li> <li>- Frequent inadequacies in vocabulary for the</li> </ul>

			<p>task. Perhaps frequent lexical in appropriacies and/or repetition.</p> <ul style="list-style-type: none"> <li>- Vocabulary inadequacies even for the most basic parts of the intended communication.</li> </ul>
3	Grammar	30	<ul style="list-style-type: none"> <li>- Almost no grammatical inaccuracies.</li> <li>- Some grammatical inaccuracies.</li> <li>- Frequent grammatical inaccuracies.</li> <li>- Almost all grammatical patterns inaccurate.</li> </ul>

*Adapted from Assessing Writing by Weir in Weigle, C.S (2002)*

### 3. Documentation

The researcher collected some documents from the place of study. The documentation was used to collect the data. Used the document would help the researcher to describe the situation of school. The data that would be collected in this research were:

- a. Photo of teaching learning process in the class.
- b. The students' writing scores, and Lesson Plan

**Table 3.5: The source of data, instruments, and data needed**

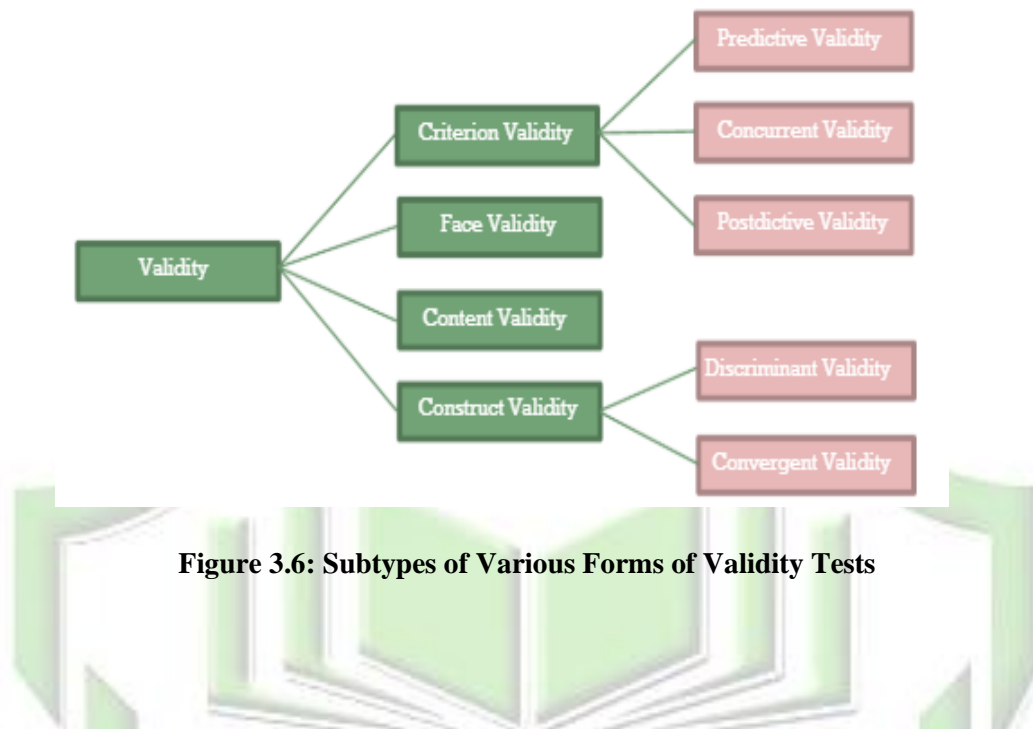
No	Source of Data	Instrument	Data Needed
1	Students of Experiment and Control Group	Pre-test	Measure writing skill of the students
2	Students of Experiment and Control Group	Post-test	Know the score of students in writing skill and effect of Free Writing Technique

#### 4. Test Validity and Reliability

The validity of a test was the extent to which it measures what was supposed to measure and nothing else. The validity was classified into content, and face validity. In this study, the validation of instrument was mainly directed to the face and content validity, that was, to make the test items (contents) match with what was supposed to measure. Related to writing test, the test content validity can be checked by examining the agreement between objectives of the course and the test used to measure the objectives. Then, in terms of the face validity, the test assigned the students to write free writing technique on writing skill. In this sense, there were some efforts to make the test construction and content valid (test validity). First, the researcher made the test be true measure. It meant that the test matched with what supposed to measure. Here, the test showed agreement between the test scores and objectives. Second, the researcher determined that the test types matched with the test objectives. After determined the test types, the researcher determined the test content suitable with the test. In this sense, the primary concern was focused on the topics of the essay. The topic selection was based on the objectives of the test, students' background knowledge and interests.

Validity explains how well the collected data covers the actual area of investigations (Ghauri and Gronhaug, 2005). Validity basically means "measure what is intended to be measured" (Field, 2005). In this paper, main types of validity namely; face validity, content validity, construct validity, criterion validity and reliability are discussed. Figure shows the

subtypes of various forms of validity tests exploring and describing in this article.



**Figure 3.6: Subtypes of Various Forms of Validity Tests**

a. Criterion Validity

Criterion or concrete validity was the extent to which a measure was related to an outcome. It measures how well one measure predicts an outcome for another measure. A test has this type of validity if it was useful for predicting performance or behavior in another situation (past, present, or future).

Criterion validity was an alternative perspective that de-emphasizes the conceptual meaning or interpretation of test scores. Test users might simply wish to use a test to differentiate between groups of people or to make predictions about future outcomes. For example, a human resources director might need to use a test to help predict which applicants are most likely to



perform well as employees. From a very practical standpoint, she focuses on the test's ability to differentiate good employees from poor employees. If the test does this well, then the test was "valid" enough for her purposes. From the traditional three-faceted view of validity, criterion validity refers to the degree to which test scores can predict specific criterion variables. From this perspective, the key to validity was the empirical association between test scores and scores on the relevant criterion variable, such as "job performance."

b. Face Validity

Face validity was a subjective judgment on the operationalization of a construct. Face validity was the degrees to which a measure appears to be related to a specific construct, in the judgment of non-experts such as test takers and representatives of the legal system. That was, a test has face validity if its contents simply look relevant to the person taking the test. It evaluates the appearance of the questionnaire in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used.

In other words, face validity refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous and clear (Oluwatayo, 2012). In order to examine the face validity, the dichotomous scale can be used with categorical option of "Yes" and "No" which indicate a favourable and unfavourable item respectively. Where

favourable item means that the item was objectively structured and can be positively classified under the thematic category. Then the collected data was analysed used Cohen's Kappa Index (CKI) in determining the face validity of the instrument. DM.et al.

For Face Validity of the test items as follow:

- a. The test use writing test (Essay Writing).
- b. The evaluation by essay test based on scoring system.
- c. Kind of the essay test is Narrative text.
- d. The language use English Language.
- e. The write of the test is suitable with syllabus of English Writing of MA Darul Ulum Palangka Raya.

c. Content validity

Content validity was defined as "the degree to which items in an instrument reflect the content universe to which the instrument will be generalized" (Straub, Boudreau et al. 2004). In the field of IS, it is highly recommended to applied content validity while the new instrument was developed. In general, content validity involves evaluation of a new survey instrument in order to ensure that it includes all the items that were essential and eliminates undesirable items to a particular construct domain (Lewis et al., 1995, Boudreau et al., 2001). The judgemental approach to establish content validity involves literature reviews and then follow-ups with the evaluation by expert judges or panels. The procedure of judgemental

approach of content validity requires researchers to be presented with experts in order to facilitate validation. However it was not always possible to have many experts of a particular research topic at one location. This poses a limitation to conduct validity on a survey instrument when experts are located in different geographical areas (Choudrie and Dwivedi, 2005). Contrastingly, a quantitative approach may allow researchers to send content validity questionnaires to experts working at different locations, whereby distance is not a limitation. In order to apply content validity following steps are followed:

1. An exhaustive literature reviews to extract the related items.
2. A content validity survey is generated (each item is assessed using three point scale (not necessary, useful but not essential and essential)).
3. The survey should sent to the experts in the same field of the research.
4. The content validity ratio (CVR) is then calculated for each item by employing Lawshe's method.
5. Items that are not significant at the critical level are eliminated. In following the critical level of Lawshe method is explained.

**Table 3.7: Signification of Content Validity**

Indicator of the Study	Type of Test	Total Question
1. Students were able to write text of narrative text in the form of legend	Performance Test	One Question

#### d. Construct Validity

It was capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. This types of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill ( Djiwandono, 2008, p.92).

If a relationship was causal, what were the particulars cause and effect behaviours or constructs involved in the relationship? Construct validity refers to how well you translated or transformed a concept, idea, or behaviour that was a construct into a functioning and operating reality, the operationalization.

In addition, reliability was the accuracy of the measurement and the consistency of results. It was the degrees of consistency with which it measures whatever it is measuring. In this case, the two raters will be employed to score the students' writing. The two raters were the researcher and the English teachers who have lot of experience in teaching English at the tenth grade students of MA Darul Ulum Palangka Raya. One important thing in used the inter rater method in rating process is focused with the training of the raters.

**Table 3.8: Syllabus of Writing Narrative Text**

No.	Basic competence	Class/Smt	Learning Material
3.1	Establish social functions, text structure and linguistic elements in the text some narrative texts involving the act of giving and request information relating to the Simple Legends of the People in accordance with the context of its use.	X/2	Narrative is a type of text that tells a story that contains imagination or delusion.
4.1	Compile oral and written texts, short and simple related to Legend Simple People according to the context of its use.	X/2	

## 2. Rater Reliability

Reliability refers to the consistency with which a test measured whatever it measured. In the present study, reliability of the writing test mainly focused on the rater reliability since the score are obtained from the judgment of two different raters. Here, the consistency in rating score was very important in measuring the students' writing skill.

Reliability is a necessary characteristic of any good test for it to be valid at all. A test must first be reliable as a measuring instrument. It is the degree of consistency with which it measures whatever it was measured (Ary, 2010, p.236). Reliability was the extent of consistency and stability of the measuring instrument. In this case, to score composition as fairly and consistently as possible, the researcher used inter rater method (test of reliability). Inter-rater

reliability is the consistency of the judgment of several raters on how they see a phenomenon or interpret the responses of the subjects.

#### **D. Data Collection Procedures**

The study was aimed at investigating the effectiveness techniques on the quality of composition written by experimental group of students. The data for this study collected through pre-test and post-test design. The pretest conducted in the first meeting of the research. And Treatment conducted in the next meeting. Post-test conducted in the final meeting.

The Essay to write was about 3 to 4 paragraphs . In the first season, the students received treatments and the second season treatments in the order The teacher asked the students re-write their writing based on the teacher's correction and peer correction. After that, the teacher was giving the score based on the students writing assessment. The post-test conducted in the final meeting of the research.

The researcher chosen the second semester students of the tenth grade students of MA Darul Ulum Palangka Raya as the sample of this research because she wanted to help them to solve their problems in writing. Besides, researcher also wanted to prove whether students' skill in writing Narrative Essay, covering essay organization, grammar, and vocabulary by using guided writing could be improved or not. Then, the researcher formulated the problem statement as follows: Can the used of guided writing improve writing skill at the second semester students of MA Darul Ulum Palangka Raya? It was to

verify that guided writing could improve writing skill at the second semester students of MA Darul Ulum Palangka Raya.

### **E. Data Analysis Procedures**

The data of the study were the students' writing scores. In this case, the data were in form quantitative data. The data analyzed by means of inferential statistics. This statistical analysis was suitable to use to answer the research problem. In this case, the researcher applied T-Test for difference score of the students.

To analysis data the researcher used T-Test, statistical calculation was chosen because the study compares the mean of one group. The step of data analysis:

- a. The researcher give examination (pre-test and post-test)
- b. The researcher calculating the result of writing test use SPSS. In SPSS program, the researcher was looking for:
  - Descriptive statistics
  - Normality Test
  - Homogeneity Test
  - Testing Hypothesis (Independent Sample Test)
- c. The researcher calculating the result of writing test use EXCEL. In Excel program, the researcher was looking for:
  - Total score
  - Highest score
  - Lowest score



- Mean
- The comparison result of Experiment and Control Class

The conclusion the study shown the rejection or acceptance of the hypothesis, the researcher used T-Test the formula as follow:

$$T_0 = \frac{MX1 - MX2}{Semx1 - Semx2}$$

#### **F. Techniques of Data Analysis**

Before analyzing data used T Test, the researcher fulfills the requirements of T-Test. They were Normality test and homogeneity test.

##### **a. Normality Test**

It was used to know the normality of the data that was going to be analyzes whether both groups have normal distribution or not. In this study to Test the normality used applied SPSS.

##### **b. Homogeneity Test**

Homogeneity test was conducted to know whether data were homogeneous or not. Levene's test assesses this assumption. It tests the null hypothesis that the population variances are equal (called homogeneity of variance). To know whether experimental and control group, come from population that have relatively same variant or not. The researcher applied SPSS program.

Based on the relationship between populations, the t test can be classified into two types of tests, namely dependent sample t-test, and independent sample t-test.

- a. Dependent sample t-test, often termed Paired Sample t-Test, was a type of statistical test that aims to compare the average of two groups that were in pairs. Paired samples can be interpreted as a sample with the same subject but experience 2 different treatments or measurements, namely measurements before and after a treatment. The requirements for this type of test were: (a) normally distributed data; (b) the two data groups were dependent (interrelated / paired); and (c) the types of data used were numeric and categorical (two groups).

The t-test formula used for paired samples is:

$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$	<p><b>KETERANGAN :</b>  <math>\bar{x}_1</math> = Rata-rata sampel 1  <math>\bar{x}_2</math> = Rata-rata sampel 2  <math>s_1</math> = Simpangan baku sampel 1  <math>s_2</math> = Simpangan baku sampel 2</p>
<p><math>s_1^2</math> = Varians sampel 1  <math>s_2^2</math> = Varians sampel 2  <math>r</math> = Korelasi antara dua sampel</p>	

- b. Independent sample t-test was a type of statistical test that aims to compare the average of two groups that were not paired with or related to each other. Non-pairing can mean that research was conducted for two different sample subjects. The principle of this test was to see the differences between the two groups of data, so before testing was conducted, it must first be known whether the variance was the same (equal variance) or the variance was different (unequal variance).

Homogeneity of variants was tested according to the formula:

$$F = \frac{S_1^2}{S_2^2}$$

Where:

F = Value Calculate

$S_1^2$  = Greatest Variant Value

$S_2^2$  = Smallest Variant Value

Data was stated to have the same variance (equal variance) if F-Calculate < F-Table, and vice versa, data variants were declared unequal variance if F-Calculate > F-Table. The shape of the variants of the two groups of data will affect the standard error value which will eventually differentiate the test formula.

a. T test for equal variance used the Polled Variance formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

b. T test for different variants (unequal variance) used the Separated

Variance formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presented the research finding and the discussion of this research based on the data gathered during the investigation. Before presenting the findings of the study, in this part the description of subjects' profile are presented. Although the descriptions of the subjects are not the needed data, they are important to picture out how the subjects view about English.

The researcher presented the data which was collected from the research in the field of study. The data presentation, data analysis, interpretation and discussion.

#### **A. Data Presentation**

The pre-test at the experiment class was conducted in X- IPA with the number of Student was 28 students on 13th, January 2020 ( at time 07.10-08.30). Then the post test at the experiment class was conducted in X-IPA with the number 28 students on 3 th February 2020 ( at time 07.10-08.30).

The pre-test at the control class was given in X-IPS with the number 32 students on 14 th January 2020 ( at time 06.30-07.50 ). Then the post test at the control class was given in X-IPS with the number of students was 32 students on 4 th February 2020 ( at time 06.30-07.50).

In this chapter the researcher presents the obtained data of the students writing score, experiment class who was taught with WRITING technique and control class who was taught without WRITING technique.

### 1. The result of Pretest and post-test of Experiment Group

**Table 4.1: Pre-Test and post test Score of Experiment Group**

No	Pre-test of Experiment Group		Post-test of Experiment Group	
	Code	Score	Code	Score
1	E01	60	E01	65
2	E02	56	E02	60
3	E03	69	E03	75
4	E04	60	E04	65
5	E05	70	E05	80
6	E06	64	E06	70
7	E07	77	E07	85
8	E08	75	E08	85
9	E09	70	E09	70
10	E10	70	E10	75
11	E11	66	E11	70
12	E12	66	E12	79
13	E13	65	E13	70
14	E14	65	E14	70
15	E15	75	E15	85

16	E16	70	E16	85
17	E17	65	E17	76
18	E18	70	E18	71
19	E19	66	E19	75
20	E20	50	E20	70
21	E21	70	E21	85
22	E22	66	E22	79
23	E23	70	E23	85
24	E24	70	E24	70
25	E25	78	E25	86
26	E26	70	E26	81
27	E27	65	E27	75
28	E28	70	E28	80
	<b>Total</b>	<b>1.888</b>	<b>Total</b>	<b>2.122</b>
	<b>Highest</b>	<b>78</b>	<b>Highest</b>	<b>86</b>
	<b>Lowest</b>	<b>50</b>	<b>Lowest</b>	<b>60</b>
	<b>Mean</b>	<b>67.43</b>	<b>Mean</b>	<b>75.79</b>

Based on the table above, it can be seen that the students pre-test score of experiment group. There was one student who got score 50, one student who got score 56, there were two students who got score 60, one student who got score 64, there were four students who got score 65, there were four students who got score 66, one student who got score 69, there were 10 students who



got score 70, two students who got score 75, and one student who got score 77 and 78.

Based on the calculation above, the highest score pre-test of experiment group was 78 and the lowest score was 50. The result of mean was 67.43, and the total score (pre-test) of experiment group was 1.888.

Based on the table above, it can be seen that the students post-test experiment group. There was one student who got score 60, there were two students who got score 65, there were 7 students who got score 70, there was one student who got score 71, there were three student who got score 75, there was one student who got score 76, there were two students who got score 79, there were two students who got score 80, there was one student who got score 81, there were six students who got score 85, and there was one student who got score 86.

Based on the calculation above, the highest score pretest of experiment group was 86 and the lowest score was 60. The result of mean was 75.79, and the total score (post-test) of experiment group was 2.122.

## 2. The result of Pretest and Post-test of Control Group

**Table 4.2: Pre-Test and post-test Score of Control Group**

No	Pre-test of Control Group		Post-test of Control Group	
	Code	Score	Code	Score
1	C01	45	C01	45
2	C02	50	C02	50

3	C03	69	C03	69
4	C04	56	C04	55
5	C05	67	C05	65
6	C06	55	C06	60
7	C07	65	C07	60
8	C08	50	C08	55
9	C09	65	C09	65
10	C10	55	C10	55
11	C11	45	C11	55
12	C12	50	C12	50
13	C13	45	C13	50
14	C14	50	C14	50
15	C15	55	C15	54
16	C16	50	C16	45
17	C17	45	C17	40
18	C18	55	C18	50
19	C19	50	C19	45
20	C20	60	C20	50
21	C21	65	C21	60
22	C22	45	C22	40
23	C23	45	C23	40
24	C24	50	C24	50
25	C25	65	C25	68
26	C26	45	C26	40

27	C27	60	C27	55
28	C28	65	C28	68
29	C29	60	C29	55
30	C30	65	C30	65
31	C31	55	C31	50
32	C32	55	C32	56
	<b>Total</b>	<b>1.757</b>	<b>Total</b>	<b>1.715</b>
	<b>Highest</b>	<b>69</b>	<b>Highest</b>	<b>69</b>
	<b>Lowest</b>	<b>45</b>	<b>Lowest</b>	<b>40</b>
	<b>Mean</b>	<b>54.91</b>	<b>Mean</b>	<b>53.60</b>

Based on the table above, it can be seen that the students pre-test score of control group. There were 7 students who got score 45, 7 students who got score 50, there were six students who got score 55, one student who got score 56, there were three students who got score 60, there were six students who got score 65, and one student who got score 67 and 69.

Based on the calculation above, the highest score pre-test of control group was 69 and the lowest score was 45. The result of mean was 54.91, and the total score (pre-test) of control group was 1.757.

Based on the table above, it can be seen that the students post-test score of control group. There were four students who got score 40, three students who got score 45, there were eight students who got score 50, one student who got score 54, there were six students who got score 55, there was one student who got score 56, there were three students who got score 60, there were three

students who got score 65, there were two students who got score 68 and one student who got score 69.

Based on the calculation above, the highest score post-test of control group was 69 and the lowest score was 40. The result of mean was 53.60, and the total score (post-test) of control group was 1.715.

**Table 4.3: The Calculation Using SPSS Program**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	28	50	78	67.43	6.009
Post-test Experiment	28	60	86	75.79	7.300
Pre-test Control	32	45	69	54.91	7.810
Post-test Control	32	40	69	53.91	8.562
Valid N (listwise)	28				

The Calculation Using SPSS Program

### 3. The Comparison Result of Experiment and Control Group

**Table 4.4: The Comparison Result of Pre-test and Post-test of Experiment Group**

No	Pre-test of Experiment Group		Post-test of Experiment Group		Improvement
	Code	Score	Code	Score	
1	E01	60	E01	65	+5
2	E02	56	E02	60	+4
3	E03	69	E03	75	+6
4	E04	60	E04	65	+5
5	E05	70	E05	80	+10

6	E06	64	E06	70	+6
7	E07	77	E07	85	+8
8	E08	75	E08	85	+10
9	E09	70	E09	70	-
10	E10	70	E10	75	+5
11	E11	66	E11	70	+4
12	E12	66	E12	79	+13
13	E13	65	E13	70	+5
14	E14	65	E14	70	+5
15	E15	75	E15	85	+10
16	E16	70	E16	85	+15
17	E17	65	E17	76	+11
18	E18	70	E18	71	+1
19	E19	66	E19	75	+9
20	E20	50	E20	70	+20
21	E21	70	E21	85	+15
22	E22	66	E22	79	+13
23	E23	70	E23	85	+15
24	E24	70	E24	70	-
25	E25	78	E25	86	+8
26	E26	70	E26	81	+11
27	E27	65	E27	75	+10
28	E28	70	E28	80	+10
	<b>Total</b>	<b>1.888</b>	<b>Total</b>	<b>2.122</b>	

**Table 4.5: The Comparison Result of Pre-test and Post-test of Control Group**

No	Pre-test of Control Group		Post-test of Control Group		Improvement
	Code	Score	Code	Score	
1	C01	45	C01	45	-
2	C02	50	C02	50	-
3	C03	69	C03	69	-
4	C04	56	C04	55	-1
5	C05	67	C05	65	-2
6	C06	55	C06	60	-5
7	C07	65	C07	60	-5
8	C08	50	C08	55	+5
9	C09	65	C09	65	-
10	C10	55	C10	55	-
11	C11	45	C11	55	+10
12	C12	50	C12	50	-
13	C13	45	C13	50	+5
14	C14	50	C14	50	-
15	C15	55	C15	54	-1
16	C16	50	C16	45	-5
17	C17	45	C17	40	-5
18	C18	55	C18	50	-5
19	C19	50	C19	45	-5
20	C20	60	C20	50	-10
21	C21	65	C21	60	-5

22	C22	45	C22	40	-5
23	C23	45	C23	40	-5
24	C24	50	C24	50	-
25	C25	65	C25	68	-3
26	C26	45	C26	40	-5
27	C27	60	C27	55	-5
28	C28	65	C28	68	-3
29	C29	60	C29	55	-5
30	C30	65	C30	65	-
31	C31	55	C31	50	-5
32	C32	55	C32	56	-1
	<b>Total</b>	<b>1.757</b>	<b>Total</b>	<b>1.715</b>	

## **B. Data Analysis**

### **1. Testing the Normality and Homogeneity**

#### **a. Normality Test**

The writer used SPSS program to measure the normality of the data.



**Table 4.7: Testing Normality of Pre-test and Post-test of  
Experiment and Control Group**

Tests of Normality							
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre-test Experiment	.191	28	.010	.916	28	.027
	Post-test Experiment	.147	28	.128	.924	28	.044
	Pre-test Control	.173	32	.016	.899	32	.006
	Post-test Control	.113	32	.200*	.947	32	.017

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the calculation used SPSS program, asymptotic significance normality of Post-test Control Group was 0.017 and Post-test Experiment Group was 0.044. Then the Normality both of class was consulted with table Shapiro-Wilk with the level of significance 5% ( $\alpha=0.05$ ), because the asymptotic significance of control group  $0.017 \geq 0.05$  and asymptotic significance of experiment group  $0.044 \geq 0.05$ . It could be concluded that the data was normal distribution.

**b. Homogeneity Test**

The researcher used SPSS program to measure the homogeneity of the data.

**Table 4.8: Testing Homogeneity of Post-test of Experiment and Control Group**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.397	1	58	.531
	Based on Median	.345	1	58	.559
	Based on Median and with adjusted df	.345	1	54.311	.559
	Based on trimmed mean	.384	1	58	.538

Case Processing Summary							
Class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Student Learning Outcomes	Post-test Experiment (PBL)	28	100.0%	0	.0%	28	100.0%
	Post-test Control (Conventional)	32	100.0%	0	.0%	32	100.0%

## 2. Testing Hypothesis

### a. Testing Hypothesis using SPSS Program

The researcher applied SPSS Program to calculate t-test in testing hypothesis of the study. The result of t-test using SPSS Program could be seen as follows:

**Table 4.9: The Calculation of T-test Using SPSS Program (Independent Samples Test)**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student Learning Outcomes	Equal variances assumed	.397	.531	10.570	58	.000	21.879	2.070	17.736	26.023
	Equal variances not assumed			10.684	57.968	.000	21.879	2.048	17.780	25.979

**Group Statistics**

Class		N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	Post-test Experiment (PBL)	28	75.79	7.300	1.380
	Post-test Control (Conventional)	32	53.91	8.562	1.514

Based on the calculation used SPSS program, students learning outcomes of post-test Experiment and post-test Control Standar Deviation of Post-test Experiment Group was 7.300 and Post-test Control Group was 8.562. Then Standar Error Mean of post-test Experiment Group was 1.380 and post-test Control Group was 1.514.

The table showed that the result of t-test calculation using SPSS Program. To know the variances score of data, the formula can be seen as followed:

If  $\alpha = 0.05 < \text{Sig}$ ,  $H_0$  accepted and  $H_a$  rejected

If  $\alpha = 0.05 > \text{Sig}$ ,  $H_a$  accepted and  $H_0$  rejected

Since the result of post-test between experimental and control group had difference score of variance, it found that  $\alpha = 0.05$  was higher than Sig. (2-tailed) or ( $0.05 > 0.000$ ) so that  $H_a$  was accepted and  $H_0$  was rejected.

### **C. Discussion**

The discussion is a discussion of the research findings by comparing your findings and the related researches. In relation to the result, the researcher would like to present discussion. Concerning students' problem in writing

above, the researcher relates to the previous studies that have been discussed in Dickson's (2001) and Ferial's study (2013). The first study found that many students still got problems of their reticence and motivation about making a writing.

The present research aimed to measure the effect of Guided Writing on Writing Skills of the Tenth Grade Students of MA Darul Ulum Palangka Raya. Based on the calculation of Independent Sample T-test using SPSS Statistic program the result show that t test of significance two tailed is lower than  $\alpha$  0,05, to know whether experiment group who was given guided writing, has better effect on students writing, than control group who was not given guided writing, it can be seen from the mean score of both group, mean score of experiment group who was given free writing technique is (75.79) higher than the mean score of control group who was not given power technique (53.60).

It could be interpreted based on the result of calculation that  $H_a$  was stating Guided Writing was effective for teaching writing narrative text of the tenth grade students at MA Darul Ulum Palangka Raya was accepted and  $H_o$  stating that Guided Writing was not effective for teaching writing narrative text of the tenth grade students at MA Darul Ulum Palangka Raya was rejected. It mean that Writing Technique was effective for teaching writing narrative text of the tenth grade students at MA Darul Ulum Palangka Raya gave significant effect at 5% and 1% significant level.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusions and suggestions on the basis of study results and discussions. The conclusion deal with the result of description of teacher' on teaching Communicative Language Teaching in teaching narrative text, the teaching learning procedure, media used on teaching learning, the teacher's problem. Meanwhile, the suggestion addressed to the teachers, the school and the future researchers and those who are interested in researching the teaching communicative language teaching in teaching narrative text to follow up the research finding of the study.

#### **A. Conclusion**

The conclusion was a basically asks us to do a few things: Restate the main idea of the paper (why you wrote this entire long piece to begin with). Summarize all the key points you made throughout the body of the paper (things that proved your thesis statement).

The result of analysis showed that there was significant effect of Guided Writing on Writing Skills in writing narrative text at tenth grade students at MA Darul Ulum Palangka Raya. It can be seen from the means score between pre-test and post-test. The mean score of post-test reached higher score than the mean score of pre-test. It indicated that the students score increased after conducting treatment. In other words, the students narrative text writing taught by Guided Writing were better than those taught by non-Guided Writing technique at tenth grade students at MA Darul Ulum Palangka Raya.

In teaching learning process at writing narrative text, Guided Writing was tool used by the writer to teach the students. It could be seen from the score of students how the used of Guided Writing gave positive effects for students writing narrative text. It meant that it has important role in teaching learning process. It was answered the problem of the study which “Is there any significant effect of Guided Writing on Writing Skill of Tenth Grade students of MA Darul Ulum Palangka Raya?”

Guided Writing for teaching effectively enhanced the writing narrative text at tenth students’ writing score of narrative text at MA Darul Ulum Palangka Raya. The students writing of narrative text were improved after they were given opportunities to use Guided Writing technique in the learning process. They wrote better narrative text using more meaningful contents within a well-organized text in the post test.

### **B. Suggestion**

The suggestions were given to the teacher, the school, the students and the future researcher.

Based on the research finding, the writer would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using Free Writing strategy can give significant difference toward students’ ability in writing narrative text. The suggestions are below:

1. For teacher at MA Darul Ulum Palangka Raya, make the most of teaching students with interested to learn methods in order to ask students to learn and used different learned media so that students are curious about the method



presented by the teacher. Even if possible make the classrooms as appealing as possible.

2. For the students, they must be to study hard effort to improve their writing skills and take a part actively in learning process in order to support their writing skills.
3. For the school, strive to facilities that support students learning so as to direct students in the learning process and if the facilities support in the learning process will make it easier for teacher to deliver the learning materials that will be teach.
4. In this thesis, the researcher realized that there were still many weaknesses that could be seen. The other researchers can improve this study with better design and different object in order to support the result findings. The other researcher also can use this research as the reference for conducting their research. Non contextualized Guided Writing was used in experiment group, it is worth for the next researchers to use contextualized Guided Writing strategy.

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