

# THE EFFECT OF GUIDED WRITING STRATEGY ON STUDENTS' ABILITY IN WRITING PROCEDURE TEXT

*Pengaruh Penggunaan Guided Writing Strategy Terhadap Kemampuan Siswa Dalam Menulisteks Prosedur.*

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## ABSTRACT

*This study was aimed to find the empirical evidence of the effect of of guided writing strategy on students' ability in writing Procedur text. The method that was used was a quantitative method. The design of this study was experimental study. This study was conducted in SMA Swasta Budi Agung Medan . The number of the sample of the sudy was 50 students of eleventh grade. The instrument of this study was tests. The tests were divided into two, there were pre-test and post-test. The data that were obtained from the tests were analyzed by using SPSS 20 program. The result of the study showed that the mean score of post test in control class was 61 while the mean score of post-test in experimental was 71 .Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha ( $\alpha$ ) 0.05, then Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. In this study, the result of sig. 2 tailed was 0.002 and it proved that  $p < \alpha$ . It showed that there was a significant effect of guided writing strategy on students' ability in writing procedure text.*

*Keywords: Writing, Guided Strategy*

## ABSTRAK

*Penelitian ini bertujuan untuk menemukan bukti empiris tentang pengaruh penggunaan guided writing strategy terhadap kemampuan siswa dalam menulis. Metode yang digunakan adalah metode kuantitatif. Desain dalam penelitian ini adalah eksperimental. Penelitian ini dilaksanakan di SMA Swasta Budi Agung Medan. Jumlah sampel dari penelitian ini adalah 50 siswa kelas sebelas. Instrumen penelitian ini adalah tes. Tes dibagi menjadi dua, yakni pre-test dan pos-test. Data yang diperoleh dari tes dianalisa dengan menggunakan program SPSS 20. Hasil analisa menunjukkan bahwa nilai rata-rata pada control class adalah 61 sedangkan nilai rata-rata dari experimental class adalah 71. Berdasarkan kriteria uji hipotesis bahwa jika t-hitung > t-tabel maka hipotesa diterima dan hasil kalkulasi t-hitung = 4,76 sehingga lebih besar dari t-tabel (p) lebih rendah dari alpha ( $\alpha$ ) 0.05, maka Ho (Null Hypothesis) ditolak dan Ha (Alternative Hypothesis) diterima. Dalam penelitian ini, hasil dari sig. 2 tailed adalah 4,76 dan hal ini membuktikan bahwa  $p < \alpha$ . Ini menunjukkan bahwa terdapat pengaruh positif dari Guided writing strategy terhadap kemampuan siswa dalam menulis.*

## 1. INTRODUCTION

Humans use one of the language products known as communication. As a means of communication, it connects people to interact with each other. It is used to express ideas, thoughts, and feelings. As a good language master, we should be able to master 4 (four) abilities in language, including reading, listening, speaking, and writing. Writing is also used to share and exchange information in written forms. It can be said that writing is important in communication.

Based on the research, the author found the matter, it is necessary to provide a teaching strategy that helps students to take action in the classroom activity to increase the students' writing ability. In this case, the writer proposes a Guided Writing Strategy (GWS) as a strategy to increase students' writing ability in the classroom. The writer chooses this strategy because GWS is a good learning strategy that can help the students to solve their problems in writing. In this learning strategy, students were given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes, and draft copies as an alternative to simply giving them an essay title and leaving them to get on with it. The teacher guides the students to improve their writing skills.

### Writing

Writing is one of the important language skills that should be mastered by everyone who wants to be the experienced writer. Weigle (2002) defines writing is seen not just as a standardized system of communication, but also as an essential tool for learning. In other hand, Greene and hisfriends (1963) saidwriting isone means of expressing the mind. Effectiveness of thought, and thus the writing depend on the natural ability as well individual experience. Meanwhile, Hyland (2003) defines writing is way of sharing personal meaning sand writing courses emphasize the power of individual to construct his or her own views on a topic. It means that writing is process to inform a meaning from individuals think to reader, its can beview from a topic that their written.

### Guided Writing Strategy (GWS)

Barnes (2006) states that guided writing strategy is a very important classroom tool for helping students to become better writers. Guided writing is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving them an essay title and leaving them to get on with it. The teacher guide the students to improve their writing skills.

Tompkins and Hoskinson (in Muhdar, 2008) said that guided writing strategy is a writing activity that provides the broadest opportunity to students to choose and develop topics they enjoy so, students feel ownership and responsibility for their writing.

## 2. RESEARCH METHODOLOGY

### Research Design

The design is applied to compare the data that are gained from both groups. The experimental group is the group that is taught by using Guided Writing Strategy (GWS), while the control group is taught by using the Conventional Method.

Table 1. Model of Research

Group	Pre-test	Treatment	Post-test
Experimental Group	X1	√	X2
Control Group	Y1	-	Y2

Where:

X 1 : Pre-test of experimental group

Y 1 : Pre-test of control group

X 2 : post-test of experimental group

Y 2 : post-test of control group

√ : using GWS on teaching writing

- : without using GWS on teaching writing

### The Population of Research

The population of this research was the eleventh grade of SMA Budi Agung Medan in the academic year 2020/2021.

### The Sample of Research

The researcher selected two groups of students from the population as a sample in this research. There are two parallel classes of the eleventh-grade students namely XI - A and XI - B with a total number were 25 students in each class. The total number of the population was 50 students that were divided into 2 classes. The process of selection has been chosen by the sampling technique. The sample of this research was selected by total sampling. Two classes were chosen according to their respective class students.

#### Data Collection

The data was collected in some steps. Firstly, the students were directed to write the procedure text. That passage was used in the pre-test and post-test. The pre-test was given to the control group and the experimental group was taught by using Guided Writing Strategy (GWS) treatment, while the students in the control group were taught conventional method. Then, the post-test was given after the treatment to measure some changes of participants in each class.

#### Data Analysis

##### Control Group Data Analysis

The data below showed that there was not significant different score of pre-test and post-test. The means score of pre-test was 57 and the means of score in post-test was 61. The gap between the means score of pre-test and post-test was 3.48. The range of this data indicated that there was not significant improvement.

Table 2. Pre-test and Post-test Scores For T-Test Calculation of Control Group

No	Students' Initial	Pre-Test (T1)	Post-Test (T2)	d (T2-T1)	db (d-Ma)	db <sup>2</sup>
1	AEP	61	65	4	0.5	0.3
2	BA	55	59	4	0.5	0.3
3	DN	53	58	5	1.5	2.3
4	EC	48	54	6	2.5	6.4
5	ES	52	56	4	0.5	0.3
6	HYS	60	63	3	-0.5	0.2
7	JLP	57	60	3	-0.5	0.2
8	JT	63	64	1	-2.5	6.2
9	KH	68	71	3	-0.5	0.2
10	LPS	57	59	2	-1.5	2.2
11	MFS	65	70	5	1.5	2.3
12	MLG	52	54	2	-1.5	2.2
13	MS	47	49	2	-1.5	2.2
14	MY	50	52	2	-1.5	2.2
15	NP	52	55	3	-0.5	0.2
16	NPL	60	67	7	3.5	12.4
17	PTS	53	55	2	-1.5	2.2
18	RBM	59	62	3	-0.5	0.2
19	RDP	68	73	5	1.5	2.3
20	RES	71	76	5	1.5	2.3
21	RM	49	53	4	0.5	0.3
22	RYE	52	55	3	-0.5	0.2
23	SS	59	62	3	-0.5	0.2
24	WR	61	65	4	0.5	0.3
25	YT	55	57	2	-1.5	2.2
	Total	1,427	1,514	87	-	50
	Mean	57	61			

##### Experimental Group Data Analysis

The data below showed that there was a significant different score of pre-test and post-test. The means score of pre-test was 58 and the means of score in post-test was 71. The gap between the



Thus, the alternative hypothesis ( $H_a$ ) is accepted at the level of significance 0.05 for two tailed test and the degree of freedom ( $df$ ) =  $N_x + N_y - 2 = 48$ . means that ‘‘there is a significant effect of using Guided Writing Strategy on the students’ procedure text writing ability’’. From the result of the  $t$  the writer concludes that the hypothesis is acceptable. The  $t$ -test is higher than  $t$ -table value. Therefore, the writer states that after applying guided writing strategy in procedure text writing, the students’ writing skill improves significantly.

#### 4. RESEARCH FINDING AND DISCUSSION

Based on the data analysis above, guided writing strategy can give significant influence to the students’ achievement in procedure text writing ability. In this research, guided writing strategy can improve students’ scores in procedure text writing ability from the mean 58.48 in pre-test become 70.8 in post test. The improvement is 12.32 points. Based on the discussion above, students get improvement in text writing through guided writing strategy.

#### 5. CONCLUSIONS AND SUGGESTIONS

##### Conclusions

After doing research in SMA Swasta Budi Agung Medan, the writer can describe the improvement of students. Based on the previous discussion, the writer gets the conclusion of this research as follows:

1. Guided Writing Strategy is one of the ways that can be used to improve students' procedure text writing ability in the teaching and learning process. Guided writing strategy was able to improve the students' ability of grade XI students of SMA Budi Agung Medan in procedure text writing ability.
2. Guided writing strategy can not be conducted in one meeting, it needs time to comprehend and apply it in teaching text writing.

##### Suggestions

After doing this research, the writer finds some suggestions, they are:

1. It is suggested to English teachers can apply the guided writing strategy in writing class to improve their text writing ability.
2. Both teachers and students should be ready for applying the teaching and learning in writing by using a guided writing strategy.

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