THE EFFECT OF GUIDED WRITING ON STUDENTS' WRITING PERFORMANCE (A CASE STUDY)

THESIS

Submitted by

NURMALA HAYATI
NIM. 150203197
Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by:

NURMALA HAYATI
NIM. 150203197

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,	Co-Supervisor,
Dr. Jarjani Usman, M.Sc., MS	Nidawati, M.Ag
Date : 30 / 06 / 2020	Date : 13 / 05 / 2020

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor Degree of Education in English Language Teaching

On:

Monday, 17 July 2020
26 Zulkaidah, 1441 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,	Secretary,
Dr. Jarjani Usman, M.Sc., MS	Ikhwanna Dhivah, S. Pd
Member,	Member,
Nidawati, M.Ag	Khairiah Syahabuddin, MHSc.ESL.,M.TESOL.,Ph.D

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry BandaAceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syeikh Abdur Rauf Kopelma Darussalam BandaAceh
Email: pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama	: Nurmala Hayati
NIM	: 150203197
Tempat/tanggal lahir	: Banda Aceh/ 30 Agustus 1997
Alamat	: Jln. Tandi I No. 29, Desa Ateuk Munjeng Banda Aceh 23244, Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Effect of Guided Writing on Students' Writing Performance (A Case Study)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 2 Juli 2020

Saya yang membuat surat pernyataan,

Nurmala Hayati

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, Lord of the world who has given me the blessing life to live in this world. Please and blessing be upon our prophet Muhammad SAW, his families, his companions, and his followers.

In this valuable occasion, I would like to express my gratitude and high appreciation to my literally kindest supervisors, Dr. Jarjani Usman, M.Sc., M.S.as my first supervisor and Mrs. Nidawati, M.Ag as my second supervisor who have given their time in the midst of their activities to guide, direct and response me best in completing this thesis. This thesis definitely cannot be separated from those all. Then, thank you to the extraordinary lecturers who have provided me with knowledge and all the employees of UIN Ar-Raniry who have facilitated me to study. May Allah bless them for their good deeds and worthy knowledge.

Throughout this study, infinite respect and gratitude also addressed to my grateful parents Mariany, and my late father Nurdin Bintang for their endless love, support, and encouragement. For my mother, the strongest women, your attention, prayer, and love make me patient in facing all the troubles that I found in my life.

Then, deeply thankful for my siblings, Rahmadani, Nurmawati, Fadli, and Desi Amelia, may Allah keep our togetherness.

Afterwards, I want to thank all of 2015 students of English Language Education Department, especially unit for the beautiful memories we have created together. Last but not least, sisters from other parents in my Sahabat Syurga squad for always cheering me up, witnessing me how I struggle to do my thesis every single day and always terrorising me asking when I would graduate. My Oxford squad I will never forget the memories we create during the campus lives and Zeyeng squad to Mia and Evie who are always making the craziest memes and jokes to cheer me up. Then, special thanks to Shalichina for patiently answering my countless number of questions and who have held my hand in completing the thesis. Thank you so much for the encouragement, your warmth and affection.

Finally, I realize this thesis needs more constructive ideas to reduce its weakness. I hope this thesis gives a valuable contribution to students and teachers in learning and teaching English.

Banda Aceh, July 2nd, 2020
The Writer,

Nurmala Hayati

ABSTRACT

Name	: Nurmala Hayati
NIM	: 150203197
Faculty	: *Fakultas Tarbiyah dan Keguruan*
Major	: Department of English Language Education
Thesis working title	: The Effect of Guided Writing on Students Writing Performance (A Case Study)
Main Supervisor	: Dr. Jarjani Usman, M.Sc., M.S.
Co-Supervisor	: Nidawati, M.Ag
Keywords	: Guided Writing; Recount Text, Students writing performance

This experimental study aimed to investigate the effect of the Guided Writing technique on the students' at SMPN 3 Banda Aceh writing performance and to know the students' perception of the Guided Writing technique in improving their writing performance. In selecting the participants of this study, the quasi-experimental research used. The samples were the students of class VIII-1 served as the control class and VIII-3 served as the experimental class. In collecting the data, the researcher used the tests and the questionnaire. The tests used to know the students' writing performance after implementing the Guided Writing technique. Moreover, the questionnaire used to identify the students' perception of Guided Writing techniques in improving their writing performance. The results showed that using the Guided Writing technique increased the students' writing performance that proven by the improvement of the mean score of the students' in the experimental class which is higher than the control class. The mean score in the experimental class increased from 57.67 to 76.96, while that of the control class from 61.27 to 66.36. Besides, the result of the questionnaire showed the students perceived positively regarding the implementation of the Guided Writing technique in the class. 93% of the students agreed that they are pleased to learn writing recount text by using the Guided Writing technique, and 82% of the students agreed that using the Guided Writing technique helped the students improved their ability in writing recount text.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY ..... **i**
ACKNOWLEDGEMENT ..... **ii**
ABSTRACT ..... **iv**
TABLE OF CONTENTS ..... **v**
LIST OF TABLES ..... **vii**
LIST OF APPENDICES ..... **viii**

CHAPTER 1 INTRODUCTION **1**
A. Background of Study 1
B. Research Question 6
C. Research Aim 6
D. Hypotheses 6
E. Significance of study 7
F. Key terms used 7

CHAPTER II LITERATURE REVIEW **10**
A. English Writing 10
1. The Definition of Writing 10
2. The Process of Writing 12
3. Problems of Writing 13
4. Ways of Achieving a Good Writing 14
5. Writing Performance 15
6. Types of Classroom Writing Performance 16
7. Types of Writing Text 17
B. Guided Writing 23
1. The Definition of Guided Writing 23
2. The Process of Guided Writing 25
3. The Stages of Guided Writing 26
4. The Advantages of Guided Writing 26
5. The Disadvantages of Guided Writing 27
C. Students Perception 28
1. Definition of Students Perception 28
2. The Function of Students Perception 29

CHAPTER III RESEARCH METHODOLOGY **30**
A. Research Design 30
B. Research Setting 31
C. Population and Sample 31
D. Research Instrument 33
E. Data Collection Method 35
F. Data Analysis 39

CHAPTER IV FINDINGS AND DISCUSSION 48
A. The analyses of the pre- and post-tests..... 48
B. Test of Hypothesis 54
C. The analysis of the questionnaires..... 55
D. Discussions 58

CHAPTER V CONCLUSION AND RECOMMENDATION 62
A. Conclusion 62
B. Recommendation 63

REFERENCES 64
APPENDICES

LIST OF TABLES

Table 3. 1 The Number of Second Grade Students 32

Table 3. 2 Likert Scale 39

Table 3. 3 Scoring Table 40

Table 3. 4 Scoring Technique of Writing Skill Based on Harison 41

Table 3. 5 Classification of Students' ability in Writing 44

Table 4. 1 Students' Score from Pre-test and Post-test of Students of VIII - 1 (Control Class) and VIII - 3 (Experimental Class) 48

Table 4. 2 Descriptive analysis of Pre-test in control and experimental class 44

Table 4. 3 Descriptive analysis of Post-test in control and experimental class... 51

Table 4. 4 The Frequency / Percentage of Questionnaire 56

LIST OF APPENDICES

Appendix A Appointment Letter of Supervisor

Appendix B Recommendation Letter for Conducting Research from Faculty of Tarbiyah and Teacher Training

Appendix C Replied Letter of Conducting Research from SMP Negeri 3 Banda Aceh

Appendix D t - Table

Appendix E Lesson Plan

Appendix F Instrument of Research

Appendix G Samples from analysis data collection (students' works)

Appendix H Documentation

CHAPTER I

INTRODUCTION

This chapter introduces the problem of the study, research question, research aims, scope of study, and significance of study.

A. Background of Study

In Indonesia, English is taught as a foreign language, and students need to master four primary skills, including listening, speaking, reading, and writing. Students learn it in formal schools, starting from primary education to higher education. Among the four skills, writing is frequently felt the most difficult one. According to Purwanti (2015, as cited by Sabaruddin, 2019), Indonesian students often find the writing process stressful and arduous, and they are not confident to write a text in English. Concerning this, Pirttimaa, Takala, and Ladonlahti (2015) state that if students have difficulties in theses essential academic skills, studying can become more challenging and time-consuming work. Therefore, English teachers need to find strategies to help students improve their academic skills in English writing.

Moreover, Megawati and Anugrahwati (2012) stated that factors faced the students in writing in English, such as students not interested in English, lack of vocabulary and grammar understanding, monotonous teaching techniques used, and no instructional media to support the teaching and learning process. Moreover,

according to Januartini, Nitiasih, and Suarnajaya (2013), students who engage in the writing process tend to face many problems because writing is a problematic and intricate skill. Furthermore, Mustafa, Kirana, and Bahri (2017) stated students in Indonesia face many issues, obstacles, and errors in English writing. Mustafa, Kirama, and Bahri (2017) also argue that the Indonesian curriculum syllabus becomes one of the challenges.

According to Westwood (2008, as cited by Wigati, 2017), three main categories of writing problems happened during the process and the practice, such the difficulties in developing ideas, linguistic skills, and cultural and psychological element. Nevertheless, Husin and Nurbayani (2017) identified the factors of students writing problems with external and internal factors, in which external factor refereed students lack consistency in writing, meanwhile internal factors dealt with students' low English writing proficiency. However, due to the students' lack of mastering and experiencing several obstacles during the writing process, this condition makes them have a low writing competency.

Considering the student problems in writing English, an appropriate teaching technique to help the students gain their goal of learning English is needed. Thus, students can improve their writing performance and also motivate themselves in learning writing. One suitable technique is Guided writing. According to Januartini, Nitiasih, and Suarnajaya (2013), Guided writing is appropriate for teaching writing to improve the students' competency. Moreover, Januartini, Nitiasih, and Suarnajaya

(2013) also add that the Guided Writing technique happens in the process of teaching and learning when the teacher guides the students' in producing a text. As cited by Ningsih (2016), Hartati (2011) stated that in the Guided Writing technique, the teacher contributes to a small group of students', it is to emphasize if this technique can improve the student competency and support to have more opportunities to shape a well written. To summarize, the Guided Writing technique is a suitable technique to be applied. It used to raise students' writing skills by giving them instruction and explaining to the students' needs in the writing process.

A wide range of research has been conducting to analyze the implementation of Guided Writing technique. Some studies found the advantages of Guided Writing techniques affect the process of teaching and learning rather than the conventional technique. A study conducted by Deviani, Sofian, and Suhartono (2018) found the effect of the Guided Writing technique showed the students' scores are better rather than before the technique applied. Moreover, a study conducted by Suhaebi (2016), agreed there was a better score in the experimental class than in the control class. Therefore, both findings showed the result of the data analysis in the experimental class has a significant effect after the treatment of using a Guided writing technique.

The next advantage is the Guided Writing technique showed in the study conducted in Iran by Mohammadnia and Ayaz (2015). They found that a significant result regarding the Guided Writing technique impacts the EFL learners' fluency in their written production. Furthermore, there is an improvement in their linguistic

scaffolding aspect in writing essays. In a similar study, exploring the effectiveness of providing Guided Writing techniques focus on the students writing performance, Titisari (2015) found that by applying the Guided Writing technique gave significant improvement to the students' writing skills. Titisari (2015) also concluded this technique helps students compose a text and express their ideas. In other words, students can produce well-written after the technique applied. Similarly, as a study conducted by Kamal (2019), which focused on the influence of multimedia and critical thinking pattern on Arabic guided writing learning, it showed that the students could develop their ideas in doing Arabic writing after the guided writing technique applied. Moreover, students who have high critical thinking have higher writing ability, and students can organize themselves during teaching, and learning activities.

Furthermore, the Guided Writing techniques show a beneficial in the teaching process in managing the class condition during the process. Dani (2014) showed that the Guided Writing techniques' effectiveness is that the class became more fun in learning writing and improved students' creativity and motivation in learning writing. This finding also obtained in the study conducted by Ningsih (2016). She found that through the Guided Writing technique, the students showed great interest in actively participating in the teaching and learning process. Furthermore, Milaningrum, Damayanti, and Gafur (2018) found that after the Guided Writing technique implemented, it showed that students have a better attitude in ESP writing class.

Then, the students have seen more actives and are more participate not only in group work but also in individuals' work.

Moreover, the Guided Writing technique can reduce students' anxiety in the writing process. Januartini, Nitiasih, and Suarnajaya (2013) found that the study focuses on applying the Guided Writing techniques for groups of students who have high anxiety in writing showed the Guided Writing technique appropriate for teaching students with high anxiety. Therefore, this technique is one of the best ways to improve students' confidence and reduce their stress in producing a text. As Lan, Hung, and Hsu (2011) proved, the Guided Writing techniques can help learners improve their writing skills and have better writing attitudes in terms of anxiety, motivation, and enjoyment.

There are many studies in analyzing the improvement of students' writing performance through the Guided Writing technique. The similarities of this study and previous studies are concerned with the same topic and problem. Yet, the difference between this study and the previous studies is none of those studies focused on the students writing score for the junior high school students in Banda Aceh related to Guided writing technique in improving students' English writing performance in writing recount text. Besides, based on the researcher's experience doing field teaching practice at SMPN 3 Banda Aceh, the researcher found most of the students have difficulty producing a text. Some of the problems of this case are the difficulty in expressing their ideas, thoughts, and lack students' understanding to produce well-

written. Additionally, even the school included one of the favorite schools in Banda Aceh, most of the students still have low proficiency in English, especially in writing skills. Thus, this study intends to fill the gap by taking the participants at SMPN 3 Banda Aceh, which the population is students' in grade 8.

B. Research Question

This study was guided by the following questions, including:

1. What is the effect of Guided Writing technique on writing performance of SMP 3 Banda Aceh students?
2. What are the students' perception in using Guided Writing technique in English writing?

C. Research Aim

Regarding the research question, the aims of this research are;

1. To investigate whether the Guided Writing technique effect on writing performance of SMP 3 Banda Aceh students'.
2. To find out what students' perception in using Guided Writing technique.

D. Hypotheses

To answer questions of the study in light of the theoretical, practical justifications, and the results of the previous studies, the following hypotheses are formulated:

H_A : There is a significant difference between students' who are taught by using Guided Writing technique than the students' are not taught by using Guided Writing technique.

H_O : There is no significant difference between students' who are taught by using Guided Writing technique than the students' are not taught by using Guided Writing technique.

E. Significance of study

The result of the study is expected to give benefits to the education world theoretically and practically.

Theoretically, it is expected to enrich the theories of references of teaching writing as well as to give more meaning and deep understanding generally for the readers and especially for the English teachers to find out the innovative and creative technique that can be applied in teaching writing.

Therefore, this research is expected to give a positive and meaningful contribution to the readers and the teachers about the use of the Guided Writing technique in teaching writing.

F. Key terms used

Before going deeper into this research, some basic terms need to be defined to avoid misunderstanding.

1. Writing Performance

Writing is the process of expressing thoughts and ideas using symbols such as letters of alphabet, punctuation, and space. According to the Cambridge dictionary, writing is an activity of creating pieces of written work. Besides, in producing a well-written text, the writer must have a performance in writing. As cited in the Merriam-Webster dictionary, performance known as an action or process of carrying out or accomplishing acts, tasks, or functions.

Therefore, Nagy and Nagy (2018) cited in his article that Mohammed (2010) defines Writing Performance as the production of an author's ideas about a particular subject in writing. Then, it provided with clearly defined idea, necessary and relevant material, which considers the audience and demonstrates the correction mechanisms. In this study, writing performance constructs and reflects ideas in written form as a result of students' activities and work in each learning material they receive.

2. Guided Writing

Guided writing is a technique where the teacher involved with a group of students on a writing task. During the process, the teacher working with the group in purpose to support and guide them in creating the text. Through this technique, the students were encouraged at various stages of the teacher writing process (Januartini, Nitiasih, & Suarnajaya, 2013). In this research, guided writing is a technique to improve students' writing performance in composing recount text.

3. Students Perception

Student perceptions interpreted as the students' thoughts, beliefs, and feelings about persons, situations, and events, which includes classrooms (Hazari, 2014). It concluded that students' perception is the way the learners examine the process of teaching and learning or the way they give reflections on the process.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on the review of related theories underlying the study. The theoretical analysis covers three fundamental sections. They are English writing, Guided Writing and Students Perception. The first section includes the definition of writing, the writing process, the problems of writing, the ways of achieving good writing, the writing performance, the types of classroom writing performance, and the types of English text. The second section is the definition of Guided Writing, the process of Guided writing, the stages of Guided Writing, the advantages and the disadvantages of using Guided writing technique. The third is the students' perception

A. English Writing

1. The Definition of Writing

Writing is a process of sharing information, ideas, or thoughts that written grammatically. There were various definitions of writing stated by some experts. The first definition is given by Tarigan (1994, as cited in Faisal and Suwandita, 2013) journal entitled The Effectiveness of Fresh Technique to Teach Descriptive Paragraph. He calls writing as the skill of language where the writer and the reader can communicate indirectly. Therefore, writing allows people in different patterns to share their information, opinions, beliefs, feelings, arguments, and explanations

without having face to face with other people. As quoted in Arsyad, Nadrun, and Budi (2015)

> "Writing is a tool discovery. We stimulate out thought process by the act of writing and top into information and image we have in our unconscious mind. Writing helps us to "harvest" what we know. Writing generates new ideas by helping us to make connection and see relationships. Writing helps us to recognize our ideas and clarify concepts. By writing ideas we can arrange them into coherent form. Writing on a subject make actives learners rather than passive receivers of information" Hairston (1986, p.5).

According to Huy (2015), writing is a skill. When a person does writing, the other skills, such as speaking, listening, and reading, are also improved. As an example, a student who in the process of learning writing, direct, or indirectly, their reading skills also developed. Then, Huy (2015) adds that writing is an activity of metacognitive aspects used in an individual's competencies, such as knowledge, skills, strategies, and the ability to coordinate many processes. Therefore, a competency of a writer is conveying by their ideas or thought showed in their writing. As stated by Zamani (2016), writing skill is a productive skill because it evolves in a process-like manner.

As one of the four English skills, writing became the most difficult skill to be learned by the students. English writing appears as a big challenge and considered a difficult subject. Therefore, students need many opportunities to develop their English writing skills. As Sadiku (2015) states in his journal, students need more practice to improve their English writing skills. Thus, having a good writing skill in English may be more challenging for students because they have to accomplish their

educational and employable requirements. Therefore, they need to improve their writing skills with more practice and learn through experience to get better writing performance.

2. The Process of Writing

Some experts are proposing several writing processes. As explains by Hermilinda and Aziz (2018), during the 1980s to 2000s, many scholars developed several models of the writing process. Moreover, according to Kallestinova (2017), there are three-stage of the writing process: pre-writing, drafting, and revising. Nevertheless, according to Williams (2003, as cited by Abas and Aziz, 2016), the writing process is:

a. Pre-writing stage, in this section, the writer needs to prepare a few things such as planning what to write, getting the ideas, selecting the supporting ideas.
b. In the planning stage, when the writer finishes the pre-writing stage, they have to check and evaluate the idea to make sure the idea match with the main topic.
c. Drafting stage, after the writer finishes the pre-writing and the planning stage, usually, the writer knows precisely their desires. The writer will start to write the introduction, body, and conclusion paragraph.
d. Pausing stage, for this stage, the writer generally uses this phase to examine what they have already written, doing a correction or revising and editing the written.

e. The reading stage, this phase aimed to make sure the ideas are covered in the text, adding some ideas, or checking the spelling, grammar, and punctuation.

f. Revising stage, to make a text appropriates to what the author wants, the writer will reconsider the arguments, review the evidence, refine the purpose, reorganize the presentation, and revive stale prose.

g. Editing stage, the writer in this phase has to reread all the paragraphs by checking the punctuation, spelling, grammar errors, and sentence structure.

h. Publishing stage, as the last stage, the text finally ready to submit and publish.

However, according to Harmer (2004:4), a writing process is represented in the following way.

Planning → drafting → editing → final draft

Nevertheless, Abas and Aziz (2018) stated that not all writers do the same steps. The reason is each person must have their techniques for the writing process. From the explanation above, it can conclude that writing is a process of a product that turns out ideas into words in a piece of paper.

3. Problems of Writing

As one of the essential skills that the student who learns English should master, many students face writing as a problem that affects their writing performance. As cited in Toba, Noor, and Sanu (2019) journal, Nasser (2019) found that the writing issues of ESL students indicate that their mistakes are related to grammar, punctuation, and orthography, and handwriting. Then, as Musa (2010, cited by Al-

Khairy, 2013), several factors which considered the difficulty to teach in writing are a comprehensive command of grammar, grasp on spellings and punctuation, use of appropriate vocabulary, suitable style to meet the expected readers' expectations and organizational skills. From the two statements, it can conclude that writing is difficult because it requires a great ability to choose the correct words and phrases.

Moreover, other writing problems are students' writing anxiety. As Berk and Ünal (2017) stated, writing anxiety affects the students' writing attitudes and behaviors. Therefore, Duran and Karataş (2019) said the writing problems that affect both students' academically and socially must tackle. Thus, the students' writing problems need to be solved by learning more about the basics of writing, writing a good sentence, and being supported and assisted by the teacher.

4. Ways of Achieving a Good Writing

Good writing is when the text successfully delivers the ideas, information, and goals to the reader. The notion of good writing is coherence, cohesion, and unity. As stated by Boardman (2018, cited by Saragih, Silalahi, and Pardede, 2014), there are some characteristics of good writing or paragraph, there are:

a. Coherence, in the paragraph, must have the supporting sentences. Moreover, each of the sentences should put in order. Then, making the topic stays in line, with a transparent process of the writing. Therefore, the reader can understand the ideas quickly or easily. Oshima and Hogue (2006) stated, "coherence achieved when the sentences and ideas are connected and flows together

smoothly. Each sentence should move from one sentence to the next one logically and smoothly. There must be no sudden jumps". Then, coherence is a connection that the writer uses to connect ideas, sentences, and paragraphs.

b. Cohesion, good writing is when all the supporting sentences connect in their support of the topic sentence.

c. Unity, well-written paragraph characteristics also have to be unity. It means that all the supporting sentence should relate to the topic sentence.

5. Writing Performance

Writing is not only an essential skill but also known as a difficult skill to be achieved by the language learner. Moreover, students in school expected to have good writing proficiency. Writing performance or writing competence is the students' ability to make meaningful words and phrases and create coherent paragraphs (Domantani & Ramos, 2018). Nevertheless, in some conditions, the student often struggles to express their ideas in writing test. In other situations, because of their poor writing performance, students often have difficulty conveying their thought (Nagy, 2018). To have excellent writing performance, students have to solve their lack of proficiency in writing performance and need to appropriate to the criteria of excellent writing performance. As stated by Nik, Sani, Chik, Jusoff, and Hasbollah (2010), the requirements for excellent writing performance are that the writer needs to have the expertise in the content, organization, vocabulary, and language use of the text. However, as Deane (2018) cited, the factors of writing performance that focus

on developmental theories are; Fundamental literacy skills, content language, regulation of attention, motivation and effort (Berninger, 1999; Kellog, 2001; McCutchen, 1996).

6. Types of Classroom Writing Performance

According to Brown (2000), the categories of classroom writing performance are imitative, intensive, self-writing, display writing, and real writing. The following is the explanation of five types:

a. Imitative

For the students at the beginning level of learning to write, this type usually applied. In this type, the students only copy whatever the teacher dictates. Therefore, the advantage is helping the first learner to improve their necessary skills, such as English spelling, pronunciation, and reinforce phrases (Ferdousi, 2017).

b. Intensive

Intensive known as controlled writing is a type that focuses on grammatical patterns, sentence structure, punctuation, and word order (Juriah, 2015). For example, as stated by Ferdousi (2017), the teachers usually ask the students to submit a paragraph requested to alter or change into a particular structure.

c. Self-writing

In this category, the students are allowed to write in their ways. Diary, journal, and note-taking are the example of self-writing. According to Ferdousi (2017), diary, journal, and personal data included in this type.

d. Display writing

Short answer exercise, essay examination, and research reports are the elements of display writing.

e. Real writing

Real writing aimed to convey or communicate the message to the reader. There are three categories of actual writing, including academic, technical, and personal writing.

7. Types of Writing Text

Hyland and Tse (2004) state that writing divided into four types; expository, descriptive, persuasive and creative.

a. Expository Writing Text

Expository text is a subject-oriented text that this text aims at explaining facts and statistical information, cause and effect relationships, clear reasons, or examples of an object (Mariconda & Williamson, 2015). Expository paragraphs are usually written in the third person point of view and written without emotion because they are relevant facts and figures but do not include the writer's opinions. This text is

frequently provided in the textbook and article to show how to do something. Expository writing can also be found in: Textbooks Journalism (except for opinion and editorial items), business writing; technical writing; and essays Instructions

The following paragraph is the example of expository text.

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

It is expository because this paragraph supplies the reader with facts and figures about its topic without providing the writer's opinion on it.

b. Descriptive Writing Text

The descriptive text focuses on describing and visualizing a thing, a character, an event, or a place in detail, in which it looks, tastes, smells and feels. Therefore, it involves many great visual words. Metaphors, similes, and symbols are also frequently used in descriptive writing (Spencer, 2005). Descriptive writing can be found in:

1. Fiction Poetry;
2. Advertising;
3. Journal; and
4. Diary writing

The following paragraph is an example of descriptive text.

In good descriptive writing, the author will not just say: “The vampire killed his lover.”

He or she will change the sentence, focusing on more details and descriptions, like: “The bloody, red-eyed vampire, sunk his rust-colored teeth into the soft skin of his lover and ended her life."

c. Persuasive Writing Text

The persuasive writing aims to convince the reader to agree with the author’s point of view. The author will express personal opinions with evidence, justifications, and reasons so that the reader will coincide with the author (Crowhurst, 1990).

Persuasive writing can be found in:

1. Advertising
2. Opinion and editorial pieces
3. Reviews
4. Job applications

Example:

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

In this paragraph, several statements are opinion rather than fact: that the Olympic Games hosted in London can provide real jobs and economic growth.

d. Narrative Writing

According to Wasko (2014), narrative writing aims to tell a story, whether that story is real or imaginary. The pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue. Narrative writing in novels, poetry, and biographies, is prevalent. The author places himself in the shoes of his character and writes as if he were that individual. They present life stories, and they contain plots and storylines. It is entertaining to read the narrative because the reader can replace the writer with themselves, and it will seem as if the story is occurring to the reader.

Narrative writing can be found in:

1. Novels
2. Short stories
3. Novellas
4. Poetry
5. Autobiographies or biographies
6. Anecdotes
7. Oral histories

Example:

As I cycled down the trail, I heard children giggling and whooping just around the bend. I crested a small hill and coasted down the curving path until I found the source of the noise. Three little girls sat in the grass by a big oak tree. They were startled to see me, and I smiled kindly to put them at ease.

“What are you doing?” I asked.

“Nothing,” they chirped in unison.

In this text, the author sets the scene on the bike trail from his or her point of view (which referred to as narrating in the first person). By using both description and dialogue, the story takes place laid out in chronological order.

Moreover, in the context of teaching English, some genres of text in English that used in the Indonesia curriculum are; narrative, descriptive, spoof, report, recount, analytical exposition, etc. Concerning the text type used in this research, the researcher used recount text. The following part is a brief explanation related to the text.

e. Recount text

1. Definition of Recount Text

Recount text is a text that tells a reader a story or an activity that happened in the past. As stated by Coogan (2006, cited in Siswita and Al-Hafizh, 2004), recount text is a type of text that was written in purposes to retell the story to the readers or audience.

Recount text itself included in a story genre. Genre is a type of text where it has the function, the structure of the text, and the characteristics of linguistics (Indahsari, 2010). The structure of recount text consists of an orientation, events, and re-orientation. Then, the text features of the recount text included who was involved, what happened, where the event took place and when it happened, noun or pronoun,

and past tense. Recount text aims to retell events in which the intentions intended to inform and entertain the readers.

2. Structure of Recount Text

In this type of text, the structure consists of orientation, events, and re-orientation.

b. Orientation

This part consists of the background information of the event. As stated by Cakrawati (2018), in the orientation, the writer provides the background information to make the reader or listener understand the text. This section should include who was involved, where it happened, and when it happened.

c. Events

According to Nisa' (2015), events usually recounted in chronological order. Then, as stated by Nurhidayat (2011), the event is a series of events explaining to the readers what happened in the story. To sum up, this part tells about what the writer wants to convey.

d. Re-orientation

Re-orientation described as the summary or the conclusion of the text and what the writer felt when it happened.

4. Difficulties in Writing Recount Text

Some factors are causing writing a recount text is difficult for students in junior high school. As stated by Husna and Multazim (2019), the difficulty of recount text occurs because the students assume that it is difficult because they have to organize their ideas. Moreover, in writing recount texts, students also have to know the generic structure and language features of that text (Harris, Ansyar, & Radjab, 2014). Even though junior high school students only learn the basics of recount text, they still face many obstacles. Siswita and Al-Hafizh (2004) explained that the factors that cause students to face many difficulties in writing recount text are the lack of vocabulary. They are too afraid of the grammatical error and have no idea to write. To solve those problems, the practical technique that the teacher uses may become an effective way to improve students' writing abilities in writing recount text.

Example:

In the Swimming Pool

Yesterday, I went to the swimming pool with my friends. I brought my bag which was full of the things I need in the swimming pool.

When we arrived there, I changed my clothes into a swimsuit. Then, I did a little warming up before getting into the pool. I used sunscreen to prevent sunlight burn my skin because this was such a hot day. In the middle of the time when swimming, I felt hungry, then I wore my bathing suit and ate the foods that I brought from home. After that, I went swimming again until I have done having fun. After swimming, I put on again my bathing suit, and went to the bathroom to rinse my body. I used shampoo to clean my hair and soap to clean my body. After that, I used a towel to dry my hair, and I combed my hair. I wore my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water.

Finally, I went home with my friends again happily.

B. Guided Writing

1. The Definition of Guided Writing

Good writing teachers work with students through guided practice, developing apprenticeships (Englert, Mariage, & Dunsmore, 2006). According to Englert and Dunsmore (2002), writing instruction should involve specific teaching in which teachers participate in modeling and promptness, and then step back to motivate learners to make decisions and solve problems while writing. Proper writing instruction should make the right writing elements and writing techniques, and it is understandable to inexperienced writers (Vaughn, Gersten, & Chard, 2000). For this reason, the guided lessons in Guided Writing refer to the fundamental nature of the guidance that experienced teachers provide when students write.

Teaching with Guided Writing technique means teaching the writing process by explicitly modeling, supporting, and practicing it within instructional writing. Guided writing tasks are commonly performed in the classroom to engage individually with the students and the entire class. Guided Writing technique practices encourage students to learn how to write by giving them a partially completed draft or another form of the task (Tyner, 2004). Guided writing technique also defined as an instructional structure for small groups addressed to students who share similar needs at a particular time (Fountas & Pinnell, 2001). According to Frase (2008, as cited by Handayani, Nyoman, and Ni Made, 2013), the students can complete a shared writing experience together, or else a teacher may organize a small

group and model writing during a Guided Writing lesson. Guided writing lessons allow the teachers to give the students struggling with similar skills a mini-lesson or a re-teaching session.

2. The Process of Guided Writing

According to Reid (1993, p.25, as cited by Dyan, 2010), there are some steps in guided writing; they are:

a. Model paragraph, the teacher provides a model of a recount text. The text may be written on board, on a carton, or copied onto the worksheet. Moreover, the first step is the students' need to concentrate on reading comprehension and then study the text's features and generic structures.
b. Comprehension section, the teacher asks some of the questions about the necessary information about the text.
c. Language-based exercise, it when the teacher gives exercise, which focuses on enriching vocabulary and structure. It can be in the form of transformation, substitution, or complete pattern drills.
d. Oral composition, the students got a suggestion to what they have to write by a discussion, and the teacher makes an outline or a list of the key expressions on the board. It is used as the basis for students' writing.

Students follow the model given by the teacher but involve some changes. Moreover, as stated by Oczkus (2007) in the implementation of a Guided Writing

technique, the teacher will give an example of how to write a good paragraph. Then, it continued by sharing ideas among the students. As a result, it can provide students with a benefit by enriched their knowledge and ideas in writing.

3. The Stages of Guided Writing

Guided writing can take place at a stage of the writing process. As Tyner (2004) stated, the Guided writing technique is an instructional writing context chiefly teaching the writing process through modeling, supporting, and practicing. Moreover, Parson (2001, p.13), state the stage of Guided writing activity as follow:

a. Procedural skill, this stage focus on establishing the students to write independently. It is by giving the students appropriate materials based on what they needed. Moreover, this stage is essential in helping the students to manage their time and writing resources.
b. Strategy skill, this stage includes a strong emphasis on word and sentence level work.
c. Craft skill, this stage contains how to identify the features of text types, genre, writing models, and how to present non-fiction information on various forms. There is a focus on how writers and illustrators communicate ideas and stories to readers.

4. The Advantages of Guided Writing

Guided writing is an essential factor in writing strategies. Holdich and Chung (2003) indicated that guided writing provides more opportunities for beginner writers

to encourage them to form and redraw texts with specific criteria and make meaningful associations between paragraph, sentence, and word choice. Most importantly, through this writing approach, the teacher should provide a way to encourage them to explore their abilities by providing the opportunities for choice, peer reaction, and further scaffolding and how to motivate learners into self-writing (Oczkus, 2007). Also, Dean (2014) claims that guided writing is an excellent technique to employ in the learning classroom. Moreover, based on the Primary National Strategy (2007), there are some advantages of using guided writing for teaching writing:

a. Enables the teacher to design the teaching to the needs of the group;
b. To facilitates the teaching and learning of an individual student, although guided writing is a group activity focused on the needs of the group, the teacher can observe and respond to individuals within the group;
c. Provides the teacher with the opportunity to extend and challenge more-able groups of children;
d. Encourages the children to be active participants in discussions about writing;
e. Builds confidence – the group are all grappling with the same issues;
f. It allows the teacher to give immediate feedback on success and discuss further areas for improvement.

5. The Disadvantages of Guided Writing

Despite the useful role of guided writing in assisting students in generating written work confidently, guided writing has several drawbacks. According to Holdich and Chung (2003), the first disadvantage of guided writing is that the teacher might give a limited model of text, especially the writing object has quite different characteristics. This situation may limit the students' creativity that they follow the text too closely. As a result, their writing might sound unnatural or become too far from the model text that leads them to make many mistakes. Furthermore, according to Reid (1993, p.27), another disadvantage of guided writing is that:

> "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. (Reid, 1993, p. 27)"

Indeed, guided writing only emphasizes the writing process. Consequently, the result of the writing activities is less suitable, particularly for students to discover the texts' real purpose because of the structural aspect of the text.

C. Students Perception

1. Definition of Students Perception

According to Nugrahaeni (2018), students' perception is their opinion toward something that the students get from the teaching and learning process and how they reach toward it. It means that students' perception is the students' point of view or thought, which emanates from what they see and feel during the class activity, in purpose to respond to what they have done and what they learned.

2. The Function of Students Perception

The function of students' perception can interpret in several ways, which one of them is as a foundation for the success of learning. As cited by Fernández, Maulana, Inda-Caro, Helms, and García (2019), by getting the students perception makes better guidance in building daily teaching and learning behavior. Then, Rioz (2012) supported that even though the students' understanding depends on how the thought can accurate for assessing teacher knowledge or planning strategies, somehow, it could be useful if we see from the teaching strategies used. Moreover, by asking the students perception, it allows the teacher to carefully consider the students' needs and knowing the difference between what the students perceive and what they prefer (Hazari, 2014). Regarding those functions, the researcher felt the need to explore students' perceptions of the implementation of the Guided Writing technique.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology used to investigate the effectiveness of guided writing techniques in improving students' writing performance. It includes four sections: research design, research setting, population, sample, research instrument, data collection methods, and data analysis.

A. Research Design

This study deals with the use of Guided writing techniques to improve writing performance. The research design applied in this study was quasi-experimental research. According to Creswell (2002), quasi-experimental research requires a comprehensive data collection, analysis, and interpretation of quantitative data.

Moreover, Sugiyono (2015) states that quasi-experimental research aims to know whether there is an effect or not on the technique used of a study by giving a treatment. Therefore, this study aims to determine the effect of students who receive the treatment (experimental class) and students who do not receive the treatment (control class). Then, both groups were given a pre-test in the first meeting and post-test in the last meeting. Moreover, the post-test investigates whether there are different results between the pre-test. The result of the two tests was analyzed using SPSS 16 Windows and some statistical formula. The treatment refers to the use of a technique named Guided Writing technique. Furthermore, this technique conclusively is shown from the improvement of students' writing scores.

This study also gave the students in the experimental class a questionnaire sheet. The questionnaires were given in the last meeting after the students had already finished the post-test. Moreover, it consists of some questions about the use of the technique and aims to determine the students' opinions on whether this technique helps the students in writing.

B. Research Setting

This study deals with the use of Guided writing techniques to improve writing performance. Therefore, the research design applied in this study was experimental research. According to Creswell (2002), the experiment research requires the detail of data collection, analysis, and interpretation of quantitative data.

C. Population and Sample

1. Population

According to Mackey and Gass (2005), the population includes all instances of individuals or situations that have characteristics. Therefore, the population of this study ware all students in the second grade for the academic year 2019 to 2020. It consists of nine classes with a total of 841 students. The number of second-grade students is as follows:

Table 3. 1

The Number of Second Grade Students

No	Class	Male	Female	Total
1	VIII-1	16	16	32
2	VIII-2	14	18	32
3	VIII-3	17	15	32
4	VIII-4	12	21	33
5	VIII-5	12	20	32
6	VIII-6	13	19	32
7	VIII-7	15	17	32
8	VIII-8	15	17	32
9	VIII-9	14	18	32
Total		128	161	289

2. Sample

The sample is a part of the population that the research takes out to examine. Thus, the sample is a group of populations selected from the target population. The technique to choose the participants in this study was a quasi-experimental research. As stated by Rogers and Revesz (2019), quasi-experimental design to identify the relationship between independent and dependent variables. Hence, in this study they were two class selected. The participants were students in VIII-1 class and VIII-3 ranging in age from 14-15 years old. Furthermore, the sample of this research was 64 students, which consisted of 32 students from class VIII-3

served as the experimental class, and 32 students from class VIII-1 served as the control class.

D. Research Instrument

In this study, the researcher used two techniques of research instrument in collecting the data, there are tests and questionnaires. As stated by Anggoro (2002), the research instrument is a tool used to gather essential data. Due to the type of this study was quasi-experimental design, this study consisted of two classes, namely experimental class and control class. The experimental class is a class which the Guided writing technique applied, while the control class were taught by using a traditional method for teaching writing. It aims to find out the significant result between the experimental class and the control class. The first instrument used to collect the data was a written test (pre-test and post-test) focused on writing recount text. Then, the second instrument was a questionnaire which there 10 close-ended questions delivered only to the students in the experimental class.

The first instrument for collecting the data in this study was by asking the students in both classes to write a recount text based on the composition of a determined topic. The time allocation for each meetings was 2 x 40 minutes for four meetings. Then, the first and fourth meetings which were used for pre-test and post-test were not included as the treatment. Following Reid (1993), the process of Guided Writing technique was done in four process, these were; model

paragraph, comprehension section, language-based exercise, and oral composition.

In the first meeting, after the researcher gave a lesson, the researcher gave a pre-test to the students to get a baseline for the writing performance of all the participants. The pre-test was by asking the students to do a writing task in terms of a recount text entitled "Bad Experience". In the second, which started the treatment, the researcher continued to explain the definition of recount text and the purpose, generic structure, language features, and characteristics of recount text to the experimental class. Furthermore, the researcher explained the various aspects of writing, namely, content, vocabulary, grammar, spelling, and punctuation. Then, the researcher explained the first process of the Guided Writing technique, which is a model paragraph. From the second and the third meeting, the researcher continued further steps in the Guided Writing technique.

At the last meeting, the researcher gave a post-test for both classes to determine the progress of the teaching process and measure the students' writing performance. The post-test task was by asking the students to write a recount text entitled "Holiday Experience".

Moreover, as the second instrument, some questionnaire sheets were delivered only to the experimental class participants. It aimed to investigate the students' perception after the technique applied. Moreover, in the questionnaire sheets, the questions were set out in a very systematic way that had ten questions to be

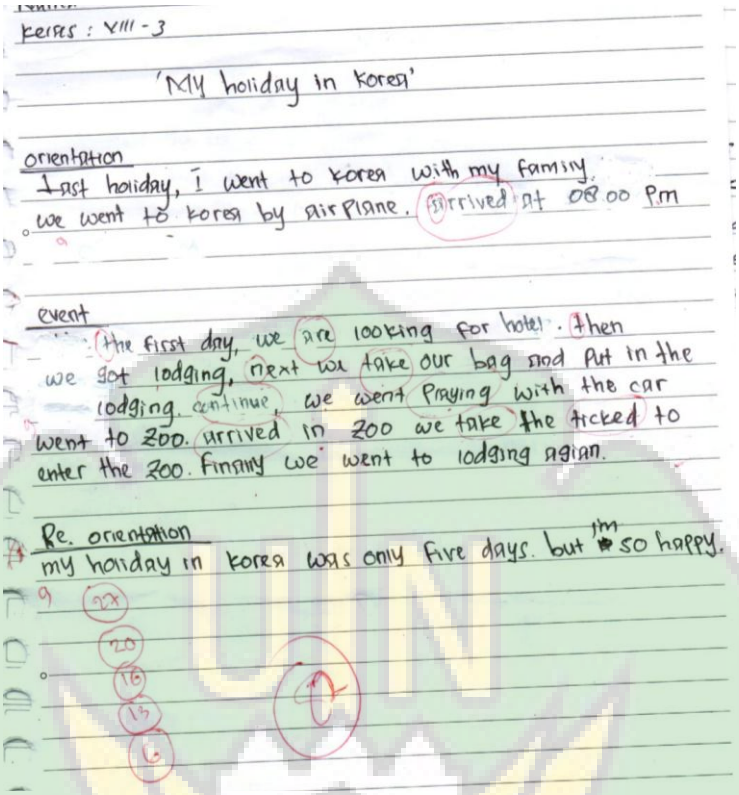
answered. Then, students were asked to read the questions and then chose the answer based on their opinion.

E. Data Collection Method

1. Test

In this study, a test designed to measure the students' ability in writing. Thus, the test requires the teacher to describe their students' performance to reveal how well the students' learning targeted content (Cruickshank, Jenkins, & Metcalf, 2006). Meanwhile, the technique used in this research eliciting the data concerning students' writing skills was a written test. In this research, the applied tests were pre-test and post-test.

To know the students' writing ability, the researcher gave the pre-test and the post-test for both classes. First, the researcher gave a brief explanation concerning the language features and generic structure of recount text. Then, the students had to make a recount text entitled ***"My Bad Experience".*** Then, to check the difference score between the experimental class and the control class, the researcher provided a post-test in the last meeting. The students had to make a recount text with the topic ***"Holiday Experience".*** The sample of the test as follows:


Kelas : VIII - 3

'My holiday in Korea'

orientation

last holiday, I went to Korea with my faminy. we went to Korea by airplane. arrived at 08.00 pm

event

the first day, we are looking for hotel. then we got lodging, next we take our bag and put in the lodging. continue, we went playing with the car went to zoo. arrived in zoo we take the ticked to enter the zoo. finally we went to lodging again.

Re. orientation

my holiday in Korea was only five days. but im so happy.

a. In experimental Class

In this study, the experimental class was a class given a treatment of the Guided Writing technique. The following stages are the stage of the implementation of the Guided Writing technique applied in the experimental class:

1. First meeting

The first meeting for the experimental class conducted on March 4th, 2020. There were 34 students in the class. For the first time, the researcher greeted the students and introduced herself to them. Then, the researcher explained about recount text and gave a test to the students. In the pre-test, the researcher asked the students to write about “My Bad Experience”.

2. Second and Third meetings

The second and third meetings were for the treatment of experimental teaching by using the Guided writing technique.

3. Fourth meeting

Finally, at the four fourth meeting on March 13th, 2020, the researcher administered the post-test to the experimental class to find out whether there was an improvement in students' writing performance by using guided writing techniques. The researcher asked the student to write a recount text about "Holiday Experience".

b. In control class

The researcher also did four meetings for this class. The first meeting in the control class conducted on March 3rd, 2020. For the first meeting, the researcher greeted the students, checked the attendance list, and introduced herself. After doing it, the researcher started the class by explaining about recount text.

While in control class, the second meeting held on March 6th, 2020, and the third meeting held on March 10th, 2020. The researcher explained the material about recount text and asked them to write about recount text based on their experience and the information they had. The last meeting held on March 13th, 2020, the students also did the post-test.

2. Questionnaire

The questionnaire sheets were delivered to the students in the experimental class. The treatment applied after the completion of the post-test. Moreover, it was conducted in purpose to know their opinions about using Guided Writing technique in learning writing recount text. There were several items with closed-ended questions aimed to verify and confirm the information in a simple answer. The questionnaire was formulated into 10 questions and provided in Bahasa to make them easier understood the questions that given by the researcher. The sample of questionnaire as follows:

Nama : [redacted]

Kelas : VIII 3

Questionnaire

No	Pernyataan	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1	Saya menyukai Pelajaran Bahasa Inggris	✓				
2	Saya menyukai pelajaran menulis dalam Bahasa Inggris (writing)		✓			
3	Pelajaran menulis teks recount di sekolah saya menyenangkan	✓				
4	Saya tertarik dengan teknik Guided writing yang peneliti gunakan	✓				
5	Saya menyukai teknik guided writing dalam pembelajaran menulis recount text	✓				
6	Suasana kelas menjadi menyenangkan setelah diberikan pembelajaran dengan menggunakan teknik Guided writing	✓				
7	Penggunaan teknik Guided Writing dapat meningkatkan kemampuan menulis saya	✓				
8	Penggunaan teknik Guided writing dapat meningkatkan pemahaman bagaimana cara menulis yang baik	✓				
9	Penggunaan teknik Guided writing membantu saya dalam memperbaiki penulisan recount text menjadi lebih baik	✓				
10	Teknik ini perlu diterapkan dalam setiap pembelajaran menulis (*writing*) menggunakan Bahasa Inggris	✓				

The measurement in this instrument used a Likert Scale. As stated by Joshi, Kale, Chandel, and Pal (2015), the Likert Scale used to ask participants of a study to show their levels of agreement (from strongly agree and strongly disagree) with the given statement (items) on a metric scale. There is a five-level agreement in which strongly agree, agree, neutral, disagree, and strongly disagree.

Table 3. 2

Likert's Scales

Description	Scales
1. Strongly Disagree	1
2. Disagree	2
3. Neutral	3
4. Agree	4
5. Strongly Agree	5

Source: Juliandi, Irfan, and Manurung, (2014)

F. Data Analysis

The data analysis of this study was quantitative, which the data measured in numbers. Moreover, this research used some steps in analyzing data, such as analyzing scoring techniques, analyzing mean scores of pre-test and post-test and standard deviation by using SPSS 16.0 Windows, and analyzing t-test and hypothesis.

1. Scoring Technique

As the researcher mentioned before, the score had conducted in both tests (pre-test and post-test) in both classes. Moreover, to assess the result of students' writing skills, the researcher used five criteria proposed by Douglas (2004). The requirements are (1) organization, (2) content, (3) grammar, (4) vocabulary, and (5) mechanics. Each of the components is scored based on the scoring table proposed by Nursidah, Rufinus, and Sada (2003), the scored as follow:

Table 3. 3

Scoring Table

The items to be evaluated	Score
a. *Content* *Orientation* *Event* *Reorientation*	30
a. *Vocabulary*	25
b. *Grammar*	20
c. *Spelling*	15
d. *Punctuation & Capitalization*	10
Total Score	**100**

Therefore, the five criteria are essential to measuring the students' writing quality. Moreover, this study using the Harrison scoring technique to assess the students' test of writing. As cited by Nursidah, Rufinus, and Sada (2003), the scoring procedure stated by Harrison school as follow:

Table 3. 4

Scoring Technique of Writing Skill Based on Teacher Handbook of Harrison school (2016)

The items to be Evaluated	Score	Explanation
1. Content a. Orientation	10-9	- Show the complete parts of orientation that are; the people involved, the time, the places and the situation which make the readers understand and interest to read the story. - Well focused idea based on the topic of an activity.
	8-7	- Does not show one part of the orientation, e.g. there is no place. Therefore, the reader has not received the complete information from the story. - The writer focuses the idea based on the topic of an activity
	6-5	- Does not show two parts of the orientation. Therefore, the readers get confused the story given. - The writer focuses idea based on the topic of an activity.
	4-3	- Does not show three parts of the orientation. Therefore, the story is hard to understand for the readers. - The writer does not focus the idea based on the topic of an activity.
	2-0	- Directly explains the events without orientation. - The writer not focuses idea based on the topic of an activity
b. Event	10-9	- States more than two events in a logical order

		and has unity in each event that makes the story flow in coherence.
	8-7	- States two events in a logical order and has unity in each event that makes the story flow in coherence.
	6-5	- Stated two events but has no unity in each events that disturb the coherence of story
	4-3	- Stated only one event and the story has unity so the story is easy to understand
	2-0	- Stated only one event and the story has no unity so the story is not easy to understand
c. Reorientation	10-9	- Show the complete parts of reorientation that are; signals the end, summarizes the story and leaves his/her comment. Therefore, readers get the idea of story. - The idea of personal opinions about the topic or event is clear
	8-7	- Does not show one part of reorientation, but the reader still gets the idea of story - The idea of personal opinions about the topic or event is unclear
	6-5	- Does not show two parts of reorientation but the reader still gets the idea of story - The idea of personal opinions about the topic or event is unclear
	4-3	- End the story with short comment but the reader still gets the idea of story - The idea of personal opinions about the topic or event is unclear
	2-0	- End the story without any comments, signals or summary. Then, the reader does not realize that story has finished. - The idea of personal opinions about the topic or event is unclear
2. Vocabulary	25-24	- The paragraph shows that the usage of words such as noun, action verbs, conjunction and adjectives is used appropriately.
	23-22	- 1-3 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph but the meaning is not obscured.
	21-20	- 4-6 errors of words form such as noun, action verb, conjunction and adjectives show in the

		paragraph and the meaning is not obscured.
	19-18	- 7-9 errors of words form such as noun, action verb, conjunction and adjectives shows in the paragraph and the meaning is not obscured.
	17-0	- More than 9 errors of word forms, the paragraph does not show that the writer understands the usage of words such as noun action verb, and conjunction.
3. Grammar	20-19	- The paragraph contains complete sentences and correct in form of past tense.
	18-17	- Mostly complete sentences. There are 1-3 errors in form of past tense.
	16-15	- There are 4-6 errors in form of past tense.
	14-13	- There are 7-9 errors in form of past tense.
	12-0	- More than 9 errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense.
4. Spelling	15-14	- The words are correct in writing, so the writer is good in spelling.
	13-12	- Makes 1-3 errors in spelling in the story
	11-10	- Makes 4-6 errors in spelling in the story
	9-8	- Makes 7-9 errors in spelling in the story
	7-0	- Makes more than 9 errors in spelling in the story
5. Punctuation	10-9	- The paragraph shows that there are no mistakes in using period and comma and capitalization, so the paragraph is exceptionally easy to read
	8-7	- The paragraph shows that 1or 2 mistake in using period and comma and capitalization, but the paragraph is still easy to read.
	6-5	- The paragraph shows that 3 to 5 mistake in using period and comma and capitalization.
	4-3	- The paragraph shows that 5 to 7 mistake in using period and comma and capitalization.
	2-0	- The paragraph shows more than 7 mistakes in using period and comma and capitalization, the writer does not master the usage of punctuation and capitalization.

Teacher Handbook of Harrison school 2016 (as cited in Nursidah, Rufinus, and Sada, 2003)

After the researcher assessed and calculated all components through the result of the pre-test and post-test, the researcher classified the students' writing ability based on their scores. The following table is the classification of students' proficiency in writing divided into five categories, as proposed by Masidjo (1980):

Table 3. 5

Classification of Students' ability in Writing

No	Score	Value	Category
1	90 – 100	A	Excellent
2	80 – 89	B	Very good
3	65 – 79	C	Good
4	55 – 64	D	Enough
5	0 – 54	E	Bad

After finishing scoring the students' writing by using the criteria above, the researcher used some statistical procedures to calculate in this below:

2. Test

The test used as the instrument of this study to find out how the Guided Writing technique effect students' writing performance at SMPN 3 Banda Aceh. In this research, there are two tests, pre-test, and post-test. The pre-test used to know the students' pre-existing writing ability. Then, the post-test utilized to identify the

effect of the Guided Writing technique on students' writing performance in writing recount text.

The researcher used SPSS 16.0 Windows for evaluating the results of the pre-test and post-test to determine the mean score. Moreover, the researcher used several formulas for getting the results of the standard deviation and the t-test. Then, from the result of the t-test, the Hypothesis will be analyzed. The following patterns used to classify score:

a. Standard Deviation

The standard deviation used to count individual score measurements. Sudjana (2002) stated that standard deviation is a statistic that describes the total variation in a measured process characteristic. The formula of standard deviation is as follow:

$$S_d = \sqrt{\frac{\sum D^2 - \left(\sum D\right)^2 / n}{n-1}}$$

Source: Sudjana (2001, p. 95)

In which:

S_d = Standard deviation

D = difference

n = the number of samples

b. t-Test

To analyze the hypothesis, the writer used a t-test to measure the differences of the means the post-test from the experimental and control class. Hasan (2003) stated that a t-test administered to calculate the differences between the two mean scores for statistical significance. The first step was finding at-value. Then, the t-value compared with the t-table. The formula of t-value could be written as follow:

$$t = \frac{\overline{X}_b - \overline{X}_a}{S_d / \sqrt{n}}$$

Source: Massa (2016)

In which:

t = t-value

$\bar{X}_a$ = the mean pre-test score

$\bar{X}_b$ = the mean post-test score

S_d = Standard Deviation

n = the number of samples

After getting the result of t-test, the hypothesis of this study was tested by the following criteria:

1. Rejecting null hypothesis (Ho) and accepting alternative hypothesis (Ha) if the t_{value} was higher than t_{table} ($t_{value} > t_{table}$).

2. Accepting null hypothesis (Ho) and rejecting alternative hypothesis (Ha) if t_{table} was higher than t_{value} ($t_{table} > t_{value}$).

3. Questionnaire

In this research, the researcher used a questionnaire to achieve more concretes information. To count the percentage from the frequency of the answer, the researcher used a simple statistical formula with a cumulative frequency distribution method. To collect data, the researcher used the following formulas:

$$P = \frac{f}{n} \times 100\%$$

Source: Arikunto and Jabar (2010)

Where:

P = percentage

f = frequency

n = number of sample

100% = constant value

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the current study and discussion. This presentation is organized based on the hypothesis that guides this study, and the writing test was collected to investigate students writing performance. There were two tests conducted by the researcher, and those are pre-test and post-test. Then, the questionnaire sheets conducted to analyze the students' perceptions according to the researchers' technique.

A. The analyses of the pre- and post-tests

After conducting the pre-test and post-test in control class and experimental class, the students writing scores can be seen in the following table:

Table 4. 1

Students' Score from Pre-test and Post-test of Students of VIII - 1 (Control Class) and VIII - 3 (Experimental Class)

No	Control Class	Pre-test (X_a)	Post-test (X_b)	D	D2	No	Experime-ntal Class	Pre-test (X_a)	Post-test (X_b)	D	D2
1	AZR	30	50	20	400	1	FW	75	82	7	49
2	AHP	70	75	5	25	2	GFA	80	85	5	25
3	AS	50	60	10	100	3	HYP	65	75	10	100
4	CRZ	75	75	0	0	4	IFM	43	81	38	1444
5	CRZ	60	60	0	0	5	JN	78	91	13	169
6	DPL	80	85	5	25	6	MA	65	80	15	225
7	DAFJ	60	40	-20	400	7	MAZS	65	70	5	25
8	GM	70	80	10	100	8	MKF	40	65	25	625

9	HBI	80	85	5	25	9	MR	40	60	20	400
10	HK	82	80	-2	4	10	MAF	68	78	10	100
11	IWS	40	45	5	25	11	MHDS	30	75	45	2025
12	LKF	40	85	45	2025	12	MJ	40	70	30	900
13	MA	50	60	10	100	13	MN	30	75	45	2025
14	MAKA	65	70	5	25	14	NR	40	80	40	1600
15	MFK	50	50	0	0	15	NF	65	75	10	100
16	MFAF	70	75	5	25	16	PH	65	85	20	400
17	MRS	35	35	0	0	17	QFK	60	80	20	400
18	MAM	65	70	5	25	18	RFG	50	70	20	400
19	MAAT	70	75	5	25	19	RNP	79	82	3	9
20	MGM	81	85	4	16	20	RM	72	80	8	64
21	NAR	50	40	-10	100	21	RAB	60	80	20	400
22	RMS	75	80	5	25	22	SA	81	90	9	81
						23	YH	50	75	25	625
						24	ZF	74	86	12	144
						25	MS	68	82	14	196
						26	SLN	30	45	15	225
						27	BAA	45	80	35	1225
						28	MF	55	78	23	529
∑		**1348**	**1460**	**112**	**3470**	∑		**1613**	**2155**	**542**	**14510**

After the pre-test and post-test scores were calculated, from a total of 62 participants in the control and the experimental class, only 50 participants' data were used in this research. It is based on the needs of this study, where the pre-test and post-test data score needed on each participant. It aims to know the range of the writing score improvements from pre-test to the post-test. However, in this study, 12 participants did not attend the class in the pre-test or the post-test. Hence, their data does not include in this study.

1. Finding the mean score of pre-test and post-test

Based on the table presented above, the total score of the pre-test was 1348, and the post-test was 1460, in the control class. Moreover, in the experimental class, the overall pre-test score was 1613, and the post-test was 2155. Then, the researcher used the SPSS 16 Windows to determine the mean scores of pre-test and post-test. The aim of getting the mean scores of pre-test and post-test is to know whether there was a significant difference between both tests. The result of the mean score as follows:

Table 4. 2

Descriptive analysis of Pre-test in control and experimental class

Report

Pretest

	Class		
	Control	Experimental	Total
N	22	28	50
Minimum	30.00	30.00	30.00
Maximum	82.00	81.00	82.00
Median	65.00	62.50	65.00
Mean	61.27	57.61	59.22

Table 4. 3

Descriptive analysis of Post-test in control and experimental class

Report

Postest

	Class		
	Control	Experimental	Total
N	22	28	50
Minimum	35.00	45.00	35.00
Maximum	85.00	91.00	91.00
Median	72.50	80.00	75.00
Mean	66.36	76.96	72.30

Based on the tables above, it showed that between the two tests, the minimum score was 30, and the maximum score was 91. The maximum score found in Table 4.3 in the experimental class and the minimum score found in the two classes in Table 4.2. Then, the mean score for both classes and tests showed that there was a significant difference. In which, in the pre-test, the control class score was 61.27. However, in the experimental class was 57.61, moreover, in the post-test, the mean score was 76.96. Then, the control class score was 66.36. To conclude, there was a significant difference between the score in the experimental class rather than in the control class. Moreover, the result shows that the students' in the experimental class scores in the post-test got better results than in the pre-test. It means that the treatment used in this class is successful in improving the students writing performance.

2. Finding the score of standard deviation of two test

Next, after the researcher finds out the mean scores of pre-test and post-test, the researcher used a standard deviation to calculate how individual measurement that expected to deviate from the mean on average. The formula of standard deviation presented below:

$$S_d = \sqrt{\frac{\sum D^2 - \left(\sum D\right)^2 / n}{n-1}}$$

a. Standard deviation in the control class

$$S_d = \sqrt{\frac{\sum D^2 - \left(\sum D\right)^2 / n}{n-1}}$$

$$S_d^2 = \frac{3470 - \left(112^2\right)/22}{22-1}$$

$$= \frac{3470 - 570{,}182}{21}$$

$$= \frac{2899{,}818}{21}$$

$$= 138{,}087$$

$$S_d = \sqrt{138{,}087} = 11{,}751$$

b. Standard deviation in the experimental class

$$S_d = \sqrt{\frac{\sum D^2 - \left(\sum D\right)^2 / n}{n-1}}$$

$$S_d^2 = \frac{14510 - \left(542^2\right)/28}{28-1}$$

$$= \frac{14510 - 10491{,}571}{27}$$

$$= \frac{4018{,}429}{27}$$

$$= 148{,}831$$

$$S_d = \sqrt{148{,}831} \quad = 12{,}200$$

3. t – test Score Calculating

T score used to find out the significant differences between the pre-test and post-test. The calculation was as follow:

$$t = \frac{\overline{X}_b - \overline{X}_a}{S_d / \sqrt{n}}$$

a. t-test in the control class

$$t = \frac{\overline{X}_b - \overline{X}_a}{S_d / \sqrt{n}}$$

$$t = \frac{66{,}36 - 61{,}27}{11{,}751 / \sqrt{22}}$$

$$t = \frac{5,09}{2,505}$$

$$t = 2,032$$

b. t-test in the experimental class

$$t = \frac{\overline{X}_b - \overline{X}_a}{S_d / \sqrt{n}}$$

$$t = \frac{76,96 - 57,61}{12,200 / \sqrt{28}}$$

$$t = \frac{19,36}{2,306}$$

$$t = 8,396$$

B. Test of Hypothesis

Based on the hypothesis stated in chapter one, the writer could discuss the answer of it briefly in this section. The researcher used the result of the t-score analysis in testing the hypothesis. Moreover, examining the t-score is by referring to the t-table examination at a significant level of 5% ($\alpha = 0.05$) with the degree of freedom (df) $\rightarrow$ n-1. Then, comparing the differentiation score and the t-score that got in each class.

In the control class, as the researcher mentioned above, the t-score was 2.032, and the degree of freedom is 21, where the significant table (t5% = 2.080). Therefore, it found that the score of the t-score was lower than the t-table at the level of 5%, where

2.032 < 2.080. Because the t-score is lower than the t-table, it showed no significant differences in the writing ability in the pre-test and post-test in the control class. However, in the experimental class score, the t-score was 8.396, with the degree of freedom is 27 wherein the t-table showed 2.057. Then, it found that the t-score in the experimental class is higher than the t-table at the 5% level, where 8.396 > 2.057. It showed that there were significant differences in the ability in writing recount text using Guided writing technique. To conclude, based on the researchers' explanation, this study found a significant score difference between the students taught using the Guided writing technique and the students who taught without using the Guided writing technique. Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) refused. It means that using the Guided writing technique improved students' ability in writing recount text`.

C. The analysis of the questionnaires

The questionnaire sheets distributed to gain information on the students' responses to Guided writing techniques in the experimental class. It consisted of 10 close-ended questions related to the implementation of the prediction strategy. As mentioned in chapter III, the data of the questionnaire analyzed by using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Table 4. 4

The Frequency / Percentage of Questionnaire

No	Statement	Frequency/ Percentage (%)				
		SA	A	N	DS	SDS
1	I like English subject	12 (43%)	13 (46%)	3 (11%)	-	-
2	I like writing session in English	11 (39%)	12 (43%)	5 (18%)	-	-
3	Learning recount text in my school is interesting	11 (39%)	9 (32%)	8 (29%)	-	-
4	I interest in Guided writing technique that used by the researcher	17 (61%)	6 (21%)	5 (18%)	-	-
5	I like guided writing techniques in writing recount text.	18 (64%)	8 (29%)	2 (7%)	-	-
6	The classroom atmosphere becomes enjoyable after being given to learn using guided writing technique.	16 (57%)	9 (32%)	3 (11%)	-	-
7	The use of Guided writing technique can improve my writing ability	12 (43%)	11 (39%)	5 (18%)	-	-
8	The use of Guided writing techniques can improve my understanding of how to write well.	16 (57%)	10 (36%)	2 (7%)	-	-
9	The use of Guided writing techniques helped me to improve my writing in recount text become better.	16 (57%)	8 (29%)	4 (14%)	-	-
10	This technique needs to be applied in learning writing in English subject.	21 (75%)	6 (21%)	1 (4%)	-	-

Total	**150 (535)**	**92 (328)**	**38 (137)**	-	-
Equation Degree	**15 (53.5)**	**9.2 (32.8)**	**3.8 (13.7)**	-	-
Percentage	**53.5%**	**32.8%**	**13.7%**	-	-

Notes:

SA : Strongly agree

A : Agree

N : Neutral

DS : Disagree

SDS : Strongly Disagree

Table 4.3 shows the frequency of the answers of 30 students taught in class VIII-3 of SMP Negeri 3 Banda Aceh as in the following:

1. Strongly Agree (5) : 53.5 %
2. Agree (4) : 32.8 % +

   86.3 %
3. Neutral (3) :**13.7 %**
4. Disagree (2) : 0
5. Strongly disagree : 0

The students' answers to the questionnaires above show that the percentage of respondents strongly agree and agree with 86.3 % and neutral 13.7 %. However, the answer disagrees and strongly disagree not found. Therefore, it means that the answer strongly agrees, agree, and neutral was higher than in the answers disagrees and

strongly disagree. In other words, this technique proved that the Guided writing technique could increase students' interest and writing ability.

D. Discussions

This study aims to investigate whether the Guided Writing technique affects students' writing performance and to find out the eighth-grade students of SMPN 3 Banda Aceh perceptions in using the Guided Writing technique. Based on the findings in his research, this study found that the learning process using the Guided Writing technique showed the students better scores after the method applied. It confirms the findings of Deviani, Sofian, and Suhartono (2018) and the findings of Suhaebi (2016) study that the Guided Writing technique effectively improves student writing performance. The mean of the students' scores of students who were taught by the Guided Writing technique was higher than the students who taught without using the Guided Writing technique.

The findings of this study have similarities as well as differences with the previous studies. The results of this study are similar to Deviani, Sofian, and Suhartono (2018) study. Deviani, Sofian, and Suhartono (2018) found that the writing test mean score improved significantly after the technique applied in the experimental class. In the post-test, the mean score was 76. However, in the pre-test, the mean score was 55.2. Meanwhile, in this study, the writing test score also improved, where the mean score of the post-test was 76.96, and the mean score of the pre-test was 57.61.

Moreover, the result of this study showed that the mean score of the pre-test in the experimental class was 57.61, and the mean score of the control class was 61.27. Therefore, it means that the score in both groups is different. It showed by the result which the score in the control class is 3.66 points higher than in the experimental group.

However, after the Guided Writing technique applied in the experimental class, the researcher found the disparate mean score in the post-test. The mean score of the post-test in the experimental class was 76.69, and the control class 66.36. Thus, it showed that the score in the experimental class is better rather than the score in the control class. The explanation above shows there is a significant difference between the students' who taught by the Guided Writing technique and the students who taught without the Guided Writing technique. In terms of quantitative data, there was an improvement in the students' achievement. It showed in the results of the pre-test and post-test in both classes. These achievements prove that the implementation of the Guided Writing technique was successful in effecting students writing performance in writing recount text.

Furthermore, the researcher also examined the hypothesis by using a t-test (to). It used to measure and analyze the significant difference between two means of experimental class and control class. The result of the calculation of the t-test compared to t-table. The control class score is 2.032, and the table's critical value for the degree of freedom score 21 is t5% = 2.080. Therefore, it found that the score is lower than the table at the 5% level, where 2.032 < 2.080. However, the result of the

t-test in the experimental class is different than in the control class. The score in the experimental class is 8.389, and the critical value of the table for the degree of freedom score 27 is t5% = 2.052. Therefore, the score is higher than t-table at the level of 5%, where 8.389 > 2.052. Moreover, it showed the alternative hypothesis (Ha) is accepted, and the null hypothesis (H_0) rejected. Therefore, it answered the first research question: Applying the Guided Writing technique improved the students' writing recount text. This finding also found in a study conducted by Anggara (2013), the study analyzed the hypothesis and the data with the statistical calculation of Levene-Independent Sample of ANOVA using IBM SPSS 21 for the computer program, with the result of Sig. (2-tailed) it showed a significant score of the group was 0.002, which less than the significance level of 0.05. Therefore, Anggara (2013) found that the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted.

The findings of the current study that the researcher mentioned before showed a significant difference between guided class and unguided class. This study's results are in line with many previous studies that focused on the use of the Guided Writing technique. As a study conducted by Titisari (2015), she found that applying the Guided Writing technique improved the students' writing skills. She also concluded that guided writing helps the students compose a text and express their ideas (Titisari, 2015). In other words, students can produce text easier.

Furthermore, this technique able to increase students' motivation to learn English, especially in writing skills, showed that when the researcher taught the Guided

writing technique in the process of learning, the students' enthusiasm was higher. Therefore, it also made the students become more interested in writing and helped them to get a successful result in teaching writing. Similar findings also found by Dani (2014), his findings showed that after the technique applied, the students' learning behavior such attitudes and motivation were positively changed. Dani (2014) stated that through the Guided writing technique, the students could not only produce better text but also showed greater motivation to follow the teaching and learning process.

The students' questionnaire result showed that the percentage of answers (strongly agree and agree, and neutral) was 86.3 % and neutral 13.7 %. However, the answers (disagree and strongly disagree) not found. Therefore, it means that the answer strongly agrees and agrees, and neutral were higher than the answer strongly disagrees and disagree. In other words, this technique proved that the use of the Guided Writing technique could increase students' interest and ability in writing. Therefore, the answer showed to the successful experiment that the researcher applied to the students.

.

HAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusions of this study and recommendations for future research.

A. Conclusion

After completing this research, the researcher draws some conclusions and suggestions using the Guided Writing technique to improve students' writing skills. As presented in the first chapter, the purpose of this study is to examine the use of guided writing techniques to enhance the students' writing skills.

Based on the research results and discussions, the researcher concludes that the Guided Writing technique improved students' writing ability, which is proven by the improvement of students' learning outcomes. The mean score of the post-test for the experimental class is higher than of the pre-test (76.96 > 57.61). It showed that there is a significant difference in score between two means score. Meanwhile, the mean score of the post-test for the control class only has 5.09 points difference than the pre-test (66.36 > 61.27), which means there is no significant difference between the two means of pre-test and post-test. Therefore, the result shows that there is no significant improvement in writing for the control class. Therefore, it concluded that the development of learning outcomes was due to the Guided Writing technique.

Moreover, based on the t-test analysis, the obtained t-test score in the experimental class (8.396) is higher than the critical score at the degree of freedom

27, which is 2.052, proving that the alternative hypothesis of this study is accepted and the null hypothesis rejected. Therefore, it indicates that the Guided Writing technique positively impacts students' writing ability.

Finally, based on the questionnaire's analysis, this study found positive responses regarding the guided technique implemented in the class. 93% of the students stated that they like learning writing recount text by using the Guided Writing technique, and 7% of them choose to be neutral for this question. Moreover, 82% of the students agreed that using the Guided Writing technique helps the students improved their writing ability in writing recount text. The explanations above tell the students' perception that their writing ability improved after the Guided Writing technique applied.

B. Recommendation

The findings of this research show that there was a significant improvement in students writing ability after they were taught by applying the Guided Writing technique. Concerning to the implementation of the Guided Writing technique in this study, there are some recommendation:

1. As the researcher experience in applying the Guided Writing technique at SMPN 3 Banda Aceh, the researcher suggests to the further researchers to set a well-preparation, especially in time management. It because the implementation of the Guided Writing needs more time for the teacher to guide each student in the participants.

2. The Guided Writing technique is an appropriate for teaching technique which can use to the students at all levels. Besides, this technique helps students improve their writing skills, reduce their anxiety, and make the students more active in the process of writing. Therefore, the researcher recommends this technique to be applied in the process of teaching and learning. It is because this technique is suitable to be used to students from the beginner level to the advanced level.
3. The teacher can apply the Guided Writing technique in the writing process so the students can obtain more opportunities to learn, discover meaningful knowledge by themselves or in a group, and discuss their writing with their friend. Moreover, it enables to make the students be more active and enjoy the writing activity during the teaching and learning process.
4. Moreover, to improve students' writing skills, the students must be critical and active in class during the teaching and learning process. They should not be reluctant to ask their teacher for any difficulties that they faced in learning writing skills. Besides, the teachers must always try to create a comfortable atmosphere to make students feel enjoy and less stressed in learning.
5. For the further researcher, this technique can be implemented in exploring students' skill in writing essay as a research.

REFERENCES

Abas, I. H., & Aziz, N. H. (2018). Model of the writing process and strategies of EFL proficient student writers: A case study of Indonesian learners. *Pertanika Journal of Social Science and Humanities*, *26*(3), 1815-1842. Retrieved from http://www.pertanika.upm.edu.my/

Abas, I., & Aziz, N. H. (2016). Exploring the writing process of Indonesian EFL students: The effectiveness of think-aloud protocol. *Advances in Language and Literary Studies, 7*(2), 1-8. doi:10.7575/aiac.alls.v.7n.2p.171

Al-Khairy, M. (2013). Saudi English-major undergraduates' academic writing problems: A Taif university perspective. *English Language Teaching*, *6*(6), 1-12. Retrieved from http://dx.doi.org/10.5539/elt.v6n6p1

Anggara, Y. D. (2013). *The effectiveness of guided writing in improving the students' writing ability of the eight grade students at SMP negeri 2 Temon*. (Bachelor Thesis). Universitas Negeri Yogyakarta, Indonesia. Retrieved from http://eprints.uny.ac.id/id/eprint/25753

Anggoro, B. S. (2002). Pengembangan modul matematika dengan strategi problem solving untuk mengukur tingkat kemampuan berpikir kreatif matematis siswa. *6*(2), 1-10. Retrieved from http://ejournal.radenintan.ac.id/index.php/al-jabar/article/view/25

Arfiana, C. (2015). Improving students' skill in writing recount text by using peer review technique. *Journal of English Language Teaching, 4*(1), 1-8. doi:10.15294/elt.v4i1.7924

Arikunto, S., & Jabar, C. S. (2010). *Evaluasi program pendidikan: Pedoman teoretis praktis bagi mahasiswa dan praktisi pendidikan.* Jakarta: Bumi Jakarta.

Arsyad, A., Nadrun, & Budi. (2015). Using self-assessment technique to improve students' writing skill of the eleventh grade. *English Language Teaching Society (ELTS), 3*(2), 1-11. Retrieved from https://media.neliti.com/media/publications/241720-using-self-assessment-technique-to-impro-7caf7187.pdf

Berk, R. R., & Ünal, E. (2017). Comparison of writing anxiety and writing dispositions of sixth, seventh and eighth grade students. *International Journal of Instruction, 10*(1), 237-254.

Brown, D. H. (2000). *Principles of language learning and teaching.* New York: Longman.

Cakrawati, L. M. (2018). Recount text in SFL perspective: Pedagogical implication based on student's writing. *Register Journal*. *11*(2), 192-209.

Creswell, J. W. (2002). *Education research: planning, conducting, and evaluating quantitative and qualitative research.* Boston: Pearson Education, Inc.

Crowhurst, M. (1990). Teaching and learning the writing of persuasive / argumentative discourse. *Canadian Journal of Education, 15*, 348–359. doi:10.2307/1495109

Cruickshank, Jenkins, & Metcalf. (2006). *The act of teaching.* Boston: McGraw-Hill.

Dani, L. S. (2014). *Improving writing skill through guided writing of the eighth grade students of SMPN 2 Selat.* (Barchelor thesis). Mahasaraswati Denpasar University.

Dean, G. (2004). *Improving learning in secondary English.* London: David Fulton Publishers. Retrieved from https://www.academia.edu/41123736/Improving_Learning_in_Secondary_English

Deane, P. (2018). The challenges of writing in school: Conceptualizing writing development within a sociocognitive framework. *Educational Psychologist, 53*(4), 280-300. doi:10.1080/00461520.2018.1513844

Deviani, D., Sofian, & Suhartono, L. (2018). *The effectiveness of guided writing technique in teaching writing report text*. Tanjungpura University, Pontianak.

Domantani, M. D., & Ramos, L. Q. (2018). English writing performance of grade 11 students. *Journal of Advanced Studies, 1*(1), 1-19.

Duran, E., & Karataş, A. (2019). Elimination of writing difficulty in primary school: An action research. *International Journal of Progressive Education*, *15*(5), 288-300.

Dyan, V. L. (2010). *Improving writing skill through guided writing (A classroom action research at the third year of SMU negeri I Karanganyar in the academic year of 2009/2010),* (Barchelor thesis). Sebelas Maret University, Surakarta. Retrieved 3, 20, 2020, from https://core.ac.uk/download/pdf/12351756.pdf

Englert, C. S., & Dunsmore, K. (2002). A diversity of teaching and learning paths: Teaching writing in situated activity. *Advances in Research on Teaching, 9*, 81-130. doi:10.1016/S1479-3687(02)80006-2.

Englert, C. S., Mariage, T., & Dunsmore, K. (2006). Tenets of sociocultural theory in writing instruction research. *Handbook of Writing Research*, 208-221. The Guilford Press.

Faisal, & Suwandita, K. (2013). The effectiveness of FRESH technique to teach descriptive paragraph. *Journal of Education and Learning, 7*(4), 239-248. doi:10.11591/edulearn.v7i4.199

Faustin, M. (2013). Promoting university students' collaborative learning through instructor-guided writing groups. *International Journal of Higher Education, 2*(3), 1-11. doi:10.5430/ijhe.v2n3p1

Ferdousi, R. (2017). *Writing performance in English composition class: A comparative study of Bangla medium and english medium school*. (Bachelor thesis). BRAC University, Dhaka, Bangladesh. Retrieved from http://hdl.handle.net/10361/9577

Fernández-García, C.-M., Maulana, R., Inda-Caro, M., Helms-Lorenz, M., & García-Pérez, O. (2019). Student perceptions of secondary education teaching effectiveness: General profile, the role of personal factors, and educational level. *Frontiers in Psychology, 10*, 1-11. Retrieved from https://www.frontiersin.org/article/10.3389/fpsyg.2019.00533

Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers: Teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.

Handayani, A. A., Nyoman, D., & Ni Made, R. (2013). The effect of guided writing strategy and students' achievement motivation on students' writing competency. *Language Teaching Research*. Vol. 1, pp. 1-12. Retrieved [accessed on 6/01/2015]., from http://ejournal.undiksha.ac.id/

Harmer, J. (2004). *How to teach writing.* England: Pearson Education Limited.

Harris, A., Ansyar, M., & Radjab, D. (2014). An analysis of students' difficulities in writing recount text at tenth grade of SMA N 1 Sungai limau. *Journal English Language Teaching, 2*(3), 55-63.

Hazari, A. (2014, January 20). Learning curve: student perceptions have a huge impact on understanding. *South China Morning Post*.

Holdich, C. E., & Chung, P. W. (2003). A 'computer tutor' to assist children develop their narrative writing skills: conferencing with HARRY. *International Journal of Human Computer Studies, 59*(5), 631–669.

Husin, M. S., & Nurbayani, E. (2017). The ability of Indonesian EFL learners in writing academic papers. *Dinamika Ilmu, 17*(2), 237-250. doi:10.21093/di.v17i2.725

Husna, A., & Multazim, A. (2019). Students' difficulities in writing recount text at inclusion classes. *LET: Linguistics, Literature and English Teaching Journal, 9*(1), 57-76.

Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at Thong Linh high school. *Asian Journal of Educational Research, 3*(2), 53-69.

Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics. 25*(2), 156-177. doi:10.1093/applin/25.2.156

Indahsari, H. N. (2010). *An analysis of participant and process in recount text.* (Barchelor thesis). PGRI University. Semarang, Indonesia.

Januartini, N., Nitiasih, P., & Suarnajaya, W. (2013). The effect of guided writing technique and anxiety upon writing competency. *Jurnal Pendidikan Bahasa Inggris. Ganesha University of Education, Bali, Vol. 1*, pp. 1-5.

Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology, 7*(4), 396-403. doi:10.9734/BJAST/2015/14975

Juliandi, A., Irfan, & Manurung, S. (2014). *Metodologi penelitian bisnis.* Medan: UMSU Press.

Juriah. (2015). Implementing controlled composition to improve vocabulary mastery of EFL students. *Dinamika Ilmu, 15*(1), 137-162. doi:10.21093/di.v15i1.200

Kallestinova, E. (2017). Crafting an argument in steps: A writing process model for graduate and professional students with LD. *Learning Disabilities: A Contemporary Journal, 15*(1), 15-37.

Kamal, M. (2019). Multimedia and critical thinking on Arabic guided writing learning. *Dinamika Ilmu, 19*(2), 211-223. doi:10.21093/di.v19i2.1568

Lan, Y.-F., Hung, C.-L., & Hsu, H.-J. (2011). Effects of guided writing strategies on students' writing attitudes based on media richness theory. *The Turkish Online Journal of Educational Technology, 10*(4), 148-164.

Mariconda, B., & Williamson, C. (2015). *The comprehensive expository writing guide.* Trumbull: Empowering Writers. Retrieved from https://www.empoweringwriters.com/wp-content/uploads/2015/09/Grades-6-8-Expository-Guide-Preview-1.pdf

Masidjo. (1980). *Penilaian pencapaian hasil belajar siswa di sekolah.* Yogyakarta: Kanisius.

Massa, S. (2016). *t-Test module.* UK: Department of Statistics.

Milaningrum, E., Damayanti, L., & Abdul, G. (2018). The impact of guided writing technique to develop students' ESP writing skills in Balikpapan state Polytechnique. *Journal of English Education and Applied Linguistics, 7*(1), 98-110. doi:10.24127/pj.v7i1

Mohammadnia, Z., & Ayaz, P. (2015). The effect of guided writing vs unguided pressured planning on EFL learners' writing fluency. *English Language Teaching, 8*(3), 169-176. doi:10.5539/elt.v8n3p169

Mustafa, F., Kirana, M., & Bahri, S. (2017). Errors in EFL writing by junior high students in Indonesia. *International Journal of Research Studies in Language Learning, 6*(1), 38-52. doi:10.5861/ijrsll.2016.1366

Nagy, A. H., & Nagy, M. (2018). *The effect of using the station rotation model on preparatory students' writing performance.* (Master's thesis). Ain Shams University, Egypt.

Nik, Y. A., Sani, B., Chik, M. N., Jusoff, K., & Hasbollah, H. R. (2010). The writing performance of undergraduates in the university of technology mara, Terengganu, Malaysia. *Journal of Languages and Culture, 1*(1), 8-14. Retrieved from http://www.academicjournals.org/JLC

Ningsih, S. (2016). Guided writing to improve the students' writing ability of junior high school students. *EFL Journal, 1*(2), 129-140. doi:10.21462/eflj.v1i2.12

Nisa', F. Z. (2015). *Improving students' writing ability in recount text by using cooperative integrated reading and composition.* (Barchelor thesis). Walisongo State Islamic University,Semarang. Retrieved from http://eprints.walisongo.ac.id/id/eprint/5069

Nugrahaeni, J. (2018). *Students' perceptions toward teacher's talk in English classroom*. (Undergraduate Thesis). The State Islamic Institue of Surakarta, Indonesia.

Nurhidayat, T. (2011). *Students' ability in writing recount based on generic structure, language features and social function*. (Bachelor Thesis). Semarang State University.

Nursidah, Rufinus, A., & Sada, C. (2003). Increasing students' ability in writing a recount text. 1-12. Retrieved from https://media.neliti.com/media/publications/214729-increasing-students-ability-in-writing-a.pdf

Oczkus, L. D. (2007). *Guided writing: practical sessions, powerful result, 16*(2), 1-4. Heinemann. Retrieved from http:// www.tesolarabia.org

Oshima, A., & Hogue, A. (2006). *Writing academic English.* New York: Pearson Education.

Parsons, S. (2001). *Bookwise 4 teacher's guide.* Cheltenham: Nelso Thornes Ltd.

Pirttimaa, R., Takala, M., & Ladonlahti, T. (2015). Students in higher education with reading and writing difficulties. *Education Inquiry, 6*(1), 5-23. doi:10.3402/edui.v6.24277

Primari National Strategy. (2007). *Improving writing with a focus on guided writing.* Retrieved 2 27, 2020, from https://dera.ioe.ac.uk/6649/8/Guided_writing_materials_Redacted.pdf

Reid, J. M. (1993). *Teaching ESL writing.* New Jersey: Prentice Hall Regents.

Rogers, J., & Revesz, A. (2019). Experimental and quasi-experimental designs. *The Routledge Handbook of Research Methods in Applied Linguistics*, 133-143. Retrieved from https://www.researchgate.net/publication/334250281

Sabaruddin. (2019). Facebook utilisation to enhance English writing skill. *English Language Teaching, 12*(8), 37-43. doi:10.5539/elt.v12n8p37

Sadiku, C. L. (2015). The importance of four skills reading, speaking, writing, listening in a season four. *European Journal of Language and Literature Studies, 1*(1), 29-31.

Saragih, N., Silalahi, R., & Pardede, H. (2014). The effectiveness of using recount text to improve writing skill for grade III students of Kalam Kudus elementary school 2 Pematangsiantar. *Journal Of Humanities And Social Science, 19*(1), 56-64. Retrieved from http://www.iosrjournals.org

Siswita, F., & Al-Hafiz, M. (2016). Teaching writing recount text to senior high school students by using "Reading-writing connection strategy". *Reading-Writing Connection Strategy, 2*(2), 62-72.

Spencer, L. (2005). *A step by step guide to descriptive writing.* NewYork: Rose Publishing Group Inc.

Sudjana. (2002). *Metode Statistika.* Bandung: Tarsito.

Sugiyono. (2015). *Metode penelitian kombinasi (Mix methods).* Bandung: Alfabeta.

Suhaebi, E. (2016). *Using guided writing strategy on students' writing descriptive text*. (Bachelor Thesis). The State Institute for Islamic Studies Sultan Maulana Hasanudin, Banten, Indonesia.

Titisari, D. A. (2015). *The effectiveness of guided writing for teaching writing recount text*, (Barchelor thesis). Semarang State University.

Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu, 19*(1), 57-73. doi:10.21093/di.v19i1.1506

Tyner, B. (2004). *Beginning reading instruction and the small-group differentiated reading model. In small group reading instruction.* Newark: International Reading Association.

Vaughn, S., Gersten, R., & Chard, D. J. (2000). The underlying message in LD intervention research: Findings from research syntheses. Exceptional children. *The Council for Exceptional Children, 67*(1), 99–114.

Wigati, F. A. (2017). Psychological interference on the student's academic writing process. *The Social Science, 12*(6), 1056-1065. doi:10.36478/sscience.2017.1056.1065

Zamani, M. (2016). Cooperative learning: Homogeneous and heterogeneous grouping of Iranian EFL learners in a writing context. *Cogent Education, 3*(1), 1-11. doi:10.1080/2331186X.2016.1149959

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 3736/UN.08/FTK/KP.07.6/03/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-15097/UN.08/FTK/KP.07.6/10/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 September 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-15097/UN.08/FTK/KP.07.6/10/2019** tanggal 15 Oktober 2019

KEDUA : Menunjuk Saudara:
1. Dr. Jarjani, S. Ag., S. Si., M. Sc., MA — Sebagai Pembimbing Pertama
2. Nidawati, M.Ag — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nurmala Hayati**
NIM	:	**150203197**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Effect of Guided Writing on Students' Writing Performance (A Case Study)**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 Maret 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 3
Jalan Nyak Adam Kamil III Neusu Jaya Telp. (0651) 21546 Banda Aceh
e-mail:smpn3@disdikbna.net website:www.disdikbna.net

Banda Aceh, 21 April 2020

Nomor : 074/ 143 / 2020

Hal : **Telah Melakukan Penelitian**

Kepada,
Yth. Dekan Fakultas Tarbiyah
dan Keguruan UIN Ar-Raniry
Darussalam Banda Aceh.

Sehubungan dengan surat saudara Nomor : B-4048/un.08/FTK/TL.00/03/2020 tanggal 18 Maret 2020, hal tersebut pada pokok surat, dengan ini menerangkan bahwa :

N a m a	:	Nurmala Hayati
NIM	:	150203197
Prodi	:	PENDIDIKAN BAHASA INGGRIS
Semester	:	X
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Alamat	:	Jalan Tandi I No. 29. Banda Aceh

Telah melakukan penelitian / mengumpulkan data untuk menyusun Skripsi dengan judul **" THE EFFECT OF GUIDED WRITING ON STUDENTS WRITING PERFORMANCE (A GASE STUDY) ".**

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 21 April 2020
Kepala Sekolah,

Rima Afriani, S. Pd., M. Pd
Pembina Tk. I
NIP. 19720519 199701 2 002

Table *t*

t Distribution: Critical Values of t

		Significance level					
Degrees of freedom	*Two-tailed test:* *One-tailed test:*	10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390
120		1.658	1.980	2.358	2.617	3.160	3.373
150		1.655	1.976	2.351	2.609	3.145	3.357
200		1.653	1.972	2.345	2.601	3.131	3.340
300		1.650	1.968	2.339	2.592	3.118	3.323
400		1.649	1.966	2.336	2.588	3.111	3.315
500		1.648	1.965	2.334	2.586	3.107	3.310
600		1.647	1.964	2.333	2.584	3.104	3.307
∞		1.645	1.960	2.326	2.576	3.090	3.291

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP NEGERI 3 BANDA ACEH
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : VIII / GANJIL
Materi Pokok : RECOUNT TEXT
Alokasi Waktu : 2 Minggu x 2 Jam Pelajaran @40Menit
(Pertemuan 1-4)

A. Tujuan Pembelajaran

Melalui kegiatan pembelajaran pada materi ini siswa diharapkan mampu:

KI I : Menghargai dan menghayatiajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotongroyong),santun,percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.

KI 4 :Memahami dan menerapkan pengetahuan (faktual,konseptualdan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.

KI 5 :Mengolah,menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.	3.11.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau 3.11.2 Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi di waktu lampau.
4.13Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentangtindakan/kejadian yang dilakukan/ terjadi di waktu lampau, denganmemperhatikan fungsi sosial, struktur teks, dan	4.13.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan. 4.13.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis 4.13.3 Siswa mampu menulis teks *Recount* lisan dan tulis, pendek sederhana terkait kejadian di dilakukan/terjadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

C. Materi Pembelajaran

1. The definition of Recount Text: *Recount text is a text that tells the reader about a story or an activity of the writer that happened in the past.*
2. Sosial Function : *Telling or explaining about a story or an activity that happened in the past.*
3. Generic Structure:
   - Orientation: *Consists of the background information of the event, such as who was involved, where it happened, and when it happened.*
   - Event: *A series of events, ordered in a chronological sequence.*
   - Reorientation*: A personal comment about the event or what happened in the end.*

4. Languange Feature:

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

D. Metode Pembelajaran

1. Pendekatan : *Scientific approach*
2. Model : *Contextual Teaching and Learning*
3. Teknik : *Guided Writing technique*

E. Media Pembelajaran

1. Gambar / Foto terkait tempat - tempat wisata
2. Contoh Teks Recout
3. Worksheet/Lembar Kerja Peserta Didik

F. Sumber-Sumber Pembelajaran

1. Buku Siswa Bahasa Inggris kelas VIII Kurikulum 2013.
2. Kamus Bahasa Inggris
3. Website : https://freeenglishcourse.info/
   https://ekspektasia.com/

G. Langkah - Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
	Pertemuan ke-1 (2x40)	
Pendahuluan	1) Peserta didik merespon salam guru. 2) Peserta didik berdoa sesuai dengan kepercayaan masing-masing. 3) Peserta didik merespon guru dalam memeriksa kehadiran 4) Guru membahas sekilas tentang materi yang pernah dipetajari	10 Menit

	5) Guru memberikan pertanyaan tentang materi yang telah dipelajari. 6) Guru menanyakan kejadian/peristiwa yang dilakukan siswa pada hari pertama sekolah dan kejadian/peristiwa yang tidak terlupakan. 7) Siswa diberi kesempatan untuk menjawab petanyaan dari guru. 8) Guru mengaitkan jawaban siswa dengan tujuan pembalajaran. 9) Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.	
I n t i	1) Guru membacakan atau memperdengarkan contoh teks Recount "First-day school" kepada peserta didik (*Observing*) 2) Peserta didik menyimak dan menirukan guru membacakan teks recount (*Experimenting)* 3) Guru menjelaskan materi teks recount (Definition, social function and text construction). (*Observing*) – 4) Peserta didik bertanya tentang teks bacaan dan materi penjelasan guru (*Questioning)* 5) Guru meminta siswa untuk menulis satu teks recount sederhana/pendek tentang "Bad Experience". 6) Guru meminta siswa untuk memperhatikan unsur kebahasan dan struktur teks recount. 7) Peserta didik mecari informasi dengan berdiskusi dan mencermati teks recount yang dibuat (*Associating*). 8) Guru memberikan pengarahan apabila ada peserta didik yang mengalami kesulitan dalam memahami teks.	65 Menit

	9) Setiap peserta didik menyajikan hasil teks yang ditulis 10) Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi beberapa peserta didik secara bergantian untuk kemudian membacakan teks recount yang ditulis (*Communicating*	
Penutup	1) Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. (*Communicating*) 2) Guru memberikan tugas kepada setiap peserta didik untuk mengerjakan soal pada buku paket hal. 153 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 4) Peserta didik dan guru mengucapkan salam penutup.	3 menit
Pertemuan ke-2 (2x40)		
Pendahuluan	1) Peserta didik merespon salam guru. 2) Peserta didik berdoa sesuai dengan kepercayaan masing-masing. 3) Peserta didik merespon guru dalam memeriksa kehadiran 4) Guru membahas sekilas tentang materi yang pernah dipetajari 5) Guru memberikan pertanyaan tentang materi yang telah dipelajari. 6) Guru memperlihatkan foto/gambar kepada siswa terkait tempat objek atau tempat wisata. 7) Guru memberikan beberapa pertanyaan mengenai foto/gambar yang ditunjukkan, seperti "*What do you think about the picture?"*	5 Menit

	8) Siswa diberi kesempatan untuk menjawab petanyaan dari guru. 9) Guru mengaitkan jawaban siswa dengan tujuan pembalajaran dan juga menyampaikan proses terkait teknik Guided Writing yang akan digunakan. 10) Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.	
Inti	1) Guru membacakan atau memperdengarkan contoh teks recount "In the swimming pool" kepada peserta didik (*Observing*) 2) Peserta didik menyimak dan menirukan guru membacakan teks recount (*Experimenting)* 3) Guru menjelaskan materi teks recount (Definition, social function and text construction). (*Observing*) – 4) Peserta didik bertanya tentang teks bacaan dan materi penjelasan guru (*Questioning)* 5) Guru membagi kelompok peserta didik, dan setiap kelompok memiliki topik recount text yang berbeda. 6) Guru meminta siswa menulis recount text, sesuai dengan topic kelompok masing-masing. 7) Guru meminta siswa untuk menentukan dan memperhatikan generic structure dan unsur kebahasaan pada recount text. 8) Siswa menulis teks recount sesuai topic yang didapat, dan setiap anggota kelopok dapat saling membantu. 9) Peserta didik mecari informasi dengan berdiskusi dan menanyakan kepada guru (*Associating*). 10) Guru memberikan pengarahan dan bantuan apabila ada	70 menit

	peserta didik yang mengalami kesulitan dalam memahami teks dan menyusun teks dengan menggunakan teknik Guided Writing. 11) Setiap kelompok peserta didik menyajikan hasil tulisan setelah guru membantu dan membimbing siswa dalam menulis teks. 12) Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi setiap kelompok menunjuk satu perwakilan untuk kemudian membacakan teks recount yang dikerjakan (*Communicating*) 13) Peserta didik mencatat hasil informasi yang diperoleh dari presentasi kelompok.	
Penutup	1) Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. (*Communicating*) 2) Guru memberikan tugas kepada setiap peserta didik teks recount yang tertera dalam buku cetak halaman 155. 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 4) Peserta didik dan guru mengucapkan salam penutup	5 menit
	Pertemuan ke-3 (2x40)	
Pembukaan	1) Peserta didik merespon salam guru. 2) Peserta didik berdoa sesuai dengan kepercayaan masing-masing. 3) Peserta didik merespon guru dalam memeriksa kehadiran 4) Guru membahas sekilas tentang materi yang pernah dipetajari 5) Guru memberikan pertanyaan tentang materi yang telah dipelajari.	5 menit

	6) Guru menyampaikan tujuan pembalajaran dan juga menyampaikan proses terkait teknik Guided Writing yang akan digunakan. 7) Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.	
Inti	1) Guru membacakan atau memperdengarkan contoh teks recount "On Last Sunday" kepada peserta didik (*Observing*) 2) Peserta didik menyimak dan menirukan guru membacakan teks recount (*Experimenting)* 3) Guru menjelaskan materi teks recount (Definition, social function and text construction). (*Observing*) – 4) Peserta didik bertanya tentang teks bacaan dan materi penjelasan guru (*Questioning)* 5) Guru membagi kelompok peserta didik, dan setiap kelompok memiliki topik recount text yang berbeda. 6) Guru meminta siswa menulis recount text, sesuai dengan topic kelompok masing-masing. 7) Guru meminta siswa untuk menentukan dan memperhatikan generic structure dan unsur kebahasaan pada recount text. 8) Siswa menulis teks recount sesuai topic yang didapat, dan setiap anggota kelopok dapat saling membantu. 9) Peserta didik mecari informasi dengan berdiskusi dan menanyakan kepada guru (*Associating*). 10) Guru memberikan pengarahan dan bantuan apabila ada peserta didik yang mengalami kesulitan dalam memahami teks dan menyusun teks dengan menggunakan teknik	70 menit

	Guided Writing. 11) Setiap kelompok peserta didik menyajikan hasil tulisan setelah guru membantu dan membimbing siswa dalam menulis teks. 12) Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi setiap kelompok menunjuk satu perwakilan untuk kemudian membacakan teks recount yang dikerjakan (*Communicating*) 13) Peserta didik mencatat hasil informasi yang diperoleh dari presentasi kelompok.	
Penutup	1) Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. (*Communicating*) 2) Guru memberikan tugas kepada setiap peserta didik teks recount yang tertera dalam buku cetak halaman 155. 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Peserta didik dan guru mengucapkan salam penutup	5 menit
Pertemuan ke-4 (2x40)		
Pembukaan	1) Peserta didik merespon salam guru. 2) Peserta didik berdoa sesuai dengan kepercayaan masing-masing. 3) Peserta didik merespon guru dalam memeriksa kehadiran 4) Guru membahas sekilas tentang materi yang pernah dipetajari	2 menit

	5) Guru memberikan pertanyaan tentang materi yang telah dipelajari. 6) Guru memperlihatkan foto/gambar kepada siswa terkait tempat wisata dan tempat bersejarah 7) Guru memberikan beberapa pertanyaan mengenai foto/gambar yang ditunjukkan, seperti "*What do you think about the picture?"* 8) Siswa diberi kesempatan untuk menjawab petanyaan dari guru. 9) Guru mengaitkan jawaban siswa dengan tujuan pembalajaran. 10) Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.	
Inti	1) Guru membacakan atau memperdengarkan contoh teks recount "My Holiday in Bandung" kepada peserta didik (*Observing*) 2) Peserta didik menyimak dan menirukan guru membacakan teks recount (*Experimenting)* 3) Guru menjelaskan materi teks recount (Definition, social function and text construction). (*Observing*) – 4) Peserta didik bertanya tentang teks bacaan dan materi penjelasan guru (*Questioning)* 5) Guru membagi kelompok peserta didik. 6) Guru meminta siswa menulis teks recount tentang pengalaman liburan "Holiday Experience" 7) Guru meminta siswa menentukan pelaku/siapa yang terlibat, dimana dan kapan kejadian peristiwa tersebut pada orientation. Meperhatikan penggunaan temporal	76 menit

	sequence pada Event dan kesimpulan dari peristiwa tersebut pada bagian re-orientation. 8) Siswa menjawab menyusun teks recount sesuai dengan bimbingan yang diberikan guru 9) Peserta didik mecari informasi dengan berdiskusi dan mencermati teks recount yang dikerjakan (*Associating*). 10) Guru memberikan pengarahan apabila ada peserta didik yang mengalami kesulitan dalam menyusun dan menulis teks 11) Setiap Peserta didik menyelesaikan teks recount yang dikerjakan melalui bimbingan guru dala penggunaan teknik 12) Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi dengan meminta beberapa siswa untuk kemudian membacakan teks recount yang ditulis (*Communicating*) **13)** Peserta didik meperhatikan dan mendengarkan hasil presentasi.	
Penutup	1) Sebelum kelas di akhiri, peneliti meminta siswa untuk mengisi lembar pertanyaan (Questionnaire) 2) Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. (*Communicating*) 3) Peserta didikmenyimpulkan informasi tentang kegiatan pembelajaran yang telah dipelajari. 4) Peserta didik dan guru mengucapkan salam penutup	2 menit

The Instrument of the Research

(The Instrument is used for pre-test and post-test)

Tenses : Past Tense

Kind of Text : Recount Text

1. **Pre-test**

Make a recount text about a bad experience you ever had. Your recount text should consist orientation, a series of event, and re-orientation.

2. **Post-test**

Make a recount text about your unforgettable experience on holiday. Your recount text should consist orientation, a series of event, and re-orientation.

Questionnaire

Nama :

Kelas :

PETUNJUK PENGISIAN

- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara.
- Berilah tanda centang (√) pada petanyaan yang dianggap sesuai dengan diri saudara.
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami.

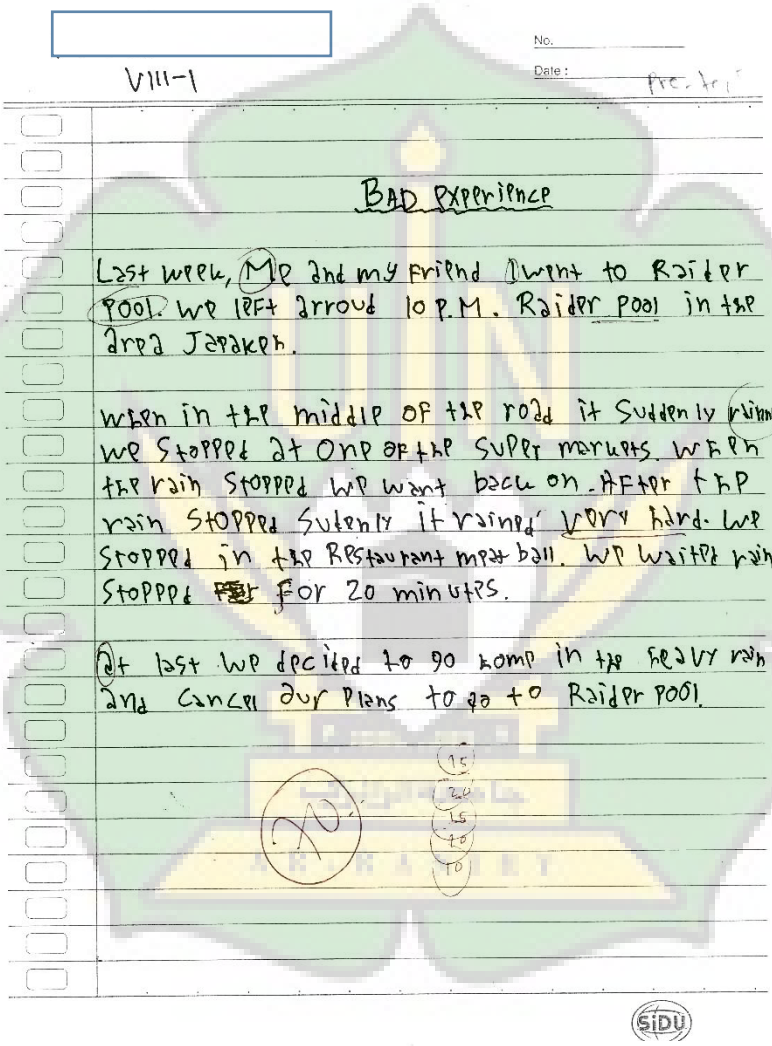
Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Pernyataan	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1	Saya menyukai Pelajaran Bahasa Inggris					
2	Saya menyukai pelajaran menulis dalam Bahasa Inggris (writing)					
3	Pelajaran menulis teks recount di sekolah saya menyenangkan					
4	Saya tertarik dengan teknik Guided writing yang peneliti gunakan					
5	Saya menyukai teknik guided writing dalam pembelajaran menulis recount text					
6	Suasana kelas menjadi menyenangkan setelah diberikan pembelajaran dengan menggunakan					

	teknik Guided writing
7	Penggunaan teknik Guided Writing dapat meningkatkan kemampuan menulis saya
8	Penggunaan teknik Guided writing dapat meningkatkan pemahaman bagaimana cara menulis yang baik
9	Penggunaan teknik Guided writing membantu saya dalam memperbaiki penulisan recount text menjadi lebih baik
10	Teknik ini perlu diterapkan dalam setiap pembelajaran menulis (*writing*) menggunakan Bahasa Inggris

Samples from analysis data collection (students' works in the control and Experimental class)

- **Pre-test from the control class**



VIII-1

No.

Date : Pre-test

BAD Experience

Last week, Me and my friend went to Raider pool. We left arroud 10 P.M. Raider pool in the area Jabaker.

When in the middle of the road it suddenly rainned. We stopped at one of the super markets. When the rain stopped we want back on. After the rain stopped sudenly it rained very hard. We stopped in the Restaurant meat ball. We waited rain stopped for 20 minutes.

At last we decided to go home in the heavy rain and cancel our plans to go to Raider pool.

15
20
15
10
10

20

Nama :

No. Kelas : VIII - 1

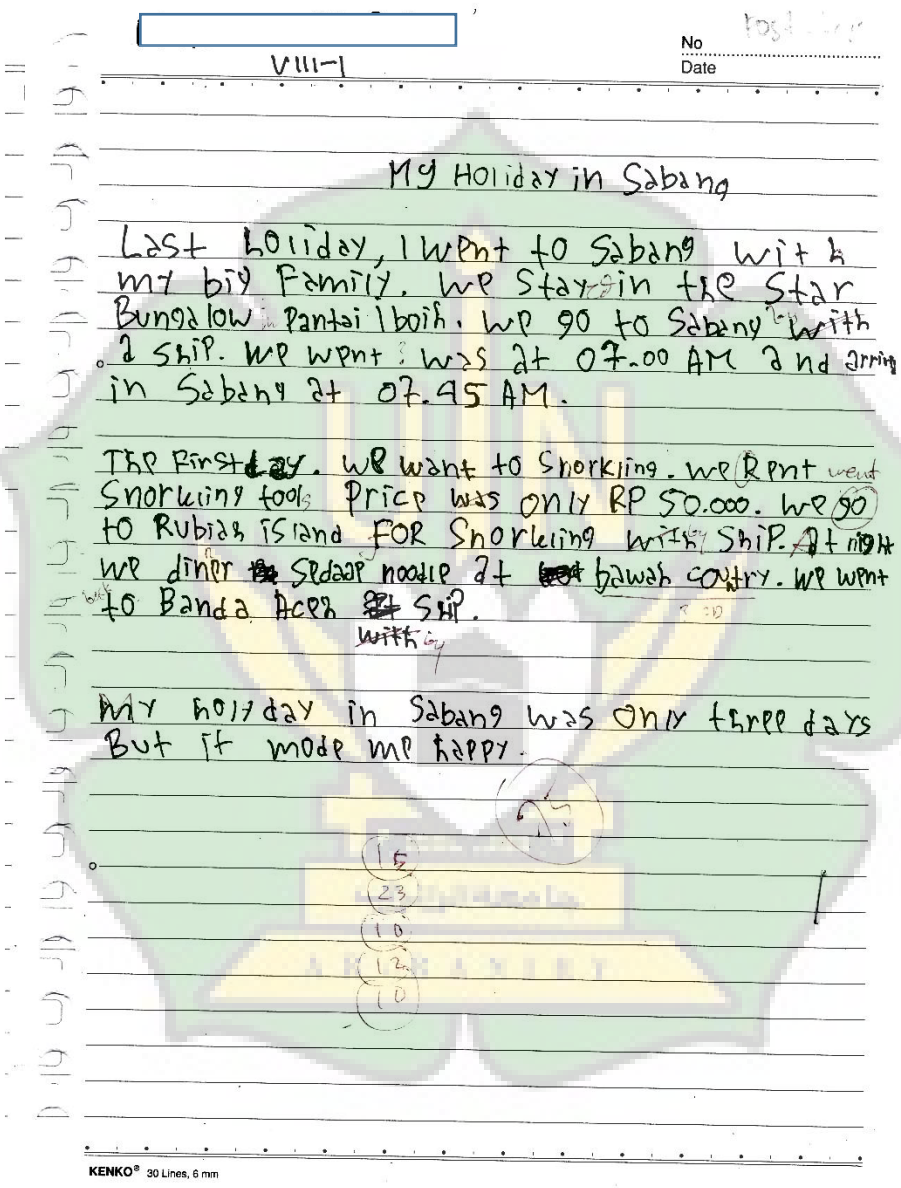
Page : Sabtu

Date : 14-03-2020

Bad experience

I had a terrible day sunday.
First, I woke up and I was making break fast and I burned my hand when I was making break fast. its make scream and make everybady woke up and come to me. my mom ask to me what hepper and I tell my mom I was burned my hand. and it was a bad experience for me.

- **Post-test from the control class**



VIII-1

No
Date

My Holiday in Sabang

Last holiday, I went to Sabang with my big family. We stay in the Star Bungalow Pantai Iboih. We go to Sabang with a ship. We went was at 07.00 AM and arrive in Sabang at 07.45 AM.

The first day. We want to Snorkling. we Rent went Snorkling tools Price was only RP 50.000. We go to Rubiah island FOR Snorkling with ship. At night we diner Sedaap noodle at bawah coutry. We went to Banda Aceh ~~at~~ ship.

My holiday in Sabang was only three days But it mode me happy.

15
23
10
12
10

KENKO® 30 Lines, 6 mm

Nama : [redacted]

Kelas : VIII-1

No

Date

My Holiday in Medan

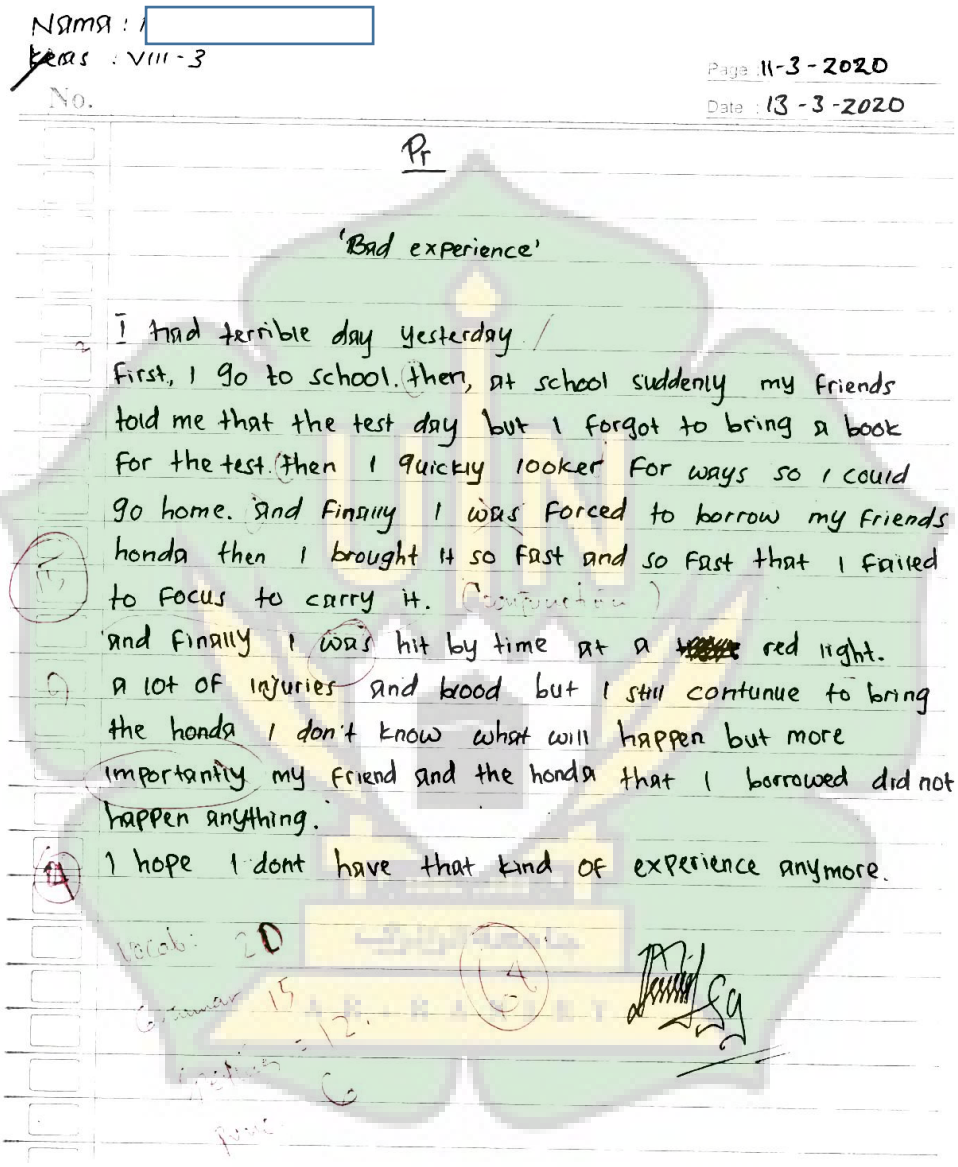
Last month, I went to Medan with my family. We went to Medan by car. The car schedule from Aceh was at 10.00 P.M. and arrived in Medan at 11.20 A.M.

The first day, After that we playing game at home. We playing game happyli. In the next day, we went to mall in Medan. we bought drers and ate with my family.

My holiday in Medan was five days but it mode me happy.

UIN AR-RANIRY

- **Pre-test from the experimental class**



Nama : [redacted]
Kelas : VIII - 3
No.
Page 11-3-2020
Date 13-3-2020

Pr

'Bad experience'

I had terrible day yesterday.
First, I go to school. then, at school suddenly my friends told me that the test day but I forgot to bring a book for the test. then I quickly looker for ways so I could go home. and Finally I was forced to borrow my friends honda then I brought it so fast and so fast that I failed to focus to carry it.
and finally I was hit by time at a red light.
a lot of injuries and blood but I still continue to bring the honda I don't know what will happen but more importantly my friend and the honda that I borrowed did not happen anything.
I hope I dont have that kind of experience anymore.

No. VIII-3

Page :

Date :

Bad Experience

Yesterday, I Went to school. But I late went to school. I late Went to school because my little sister.

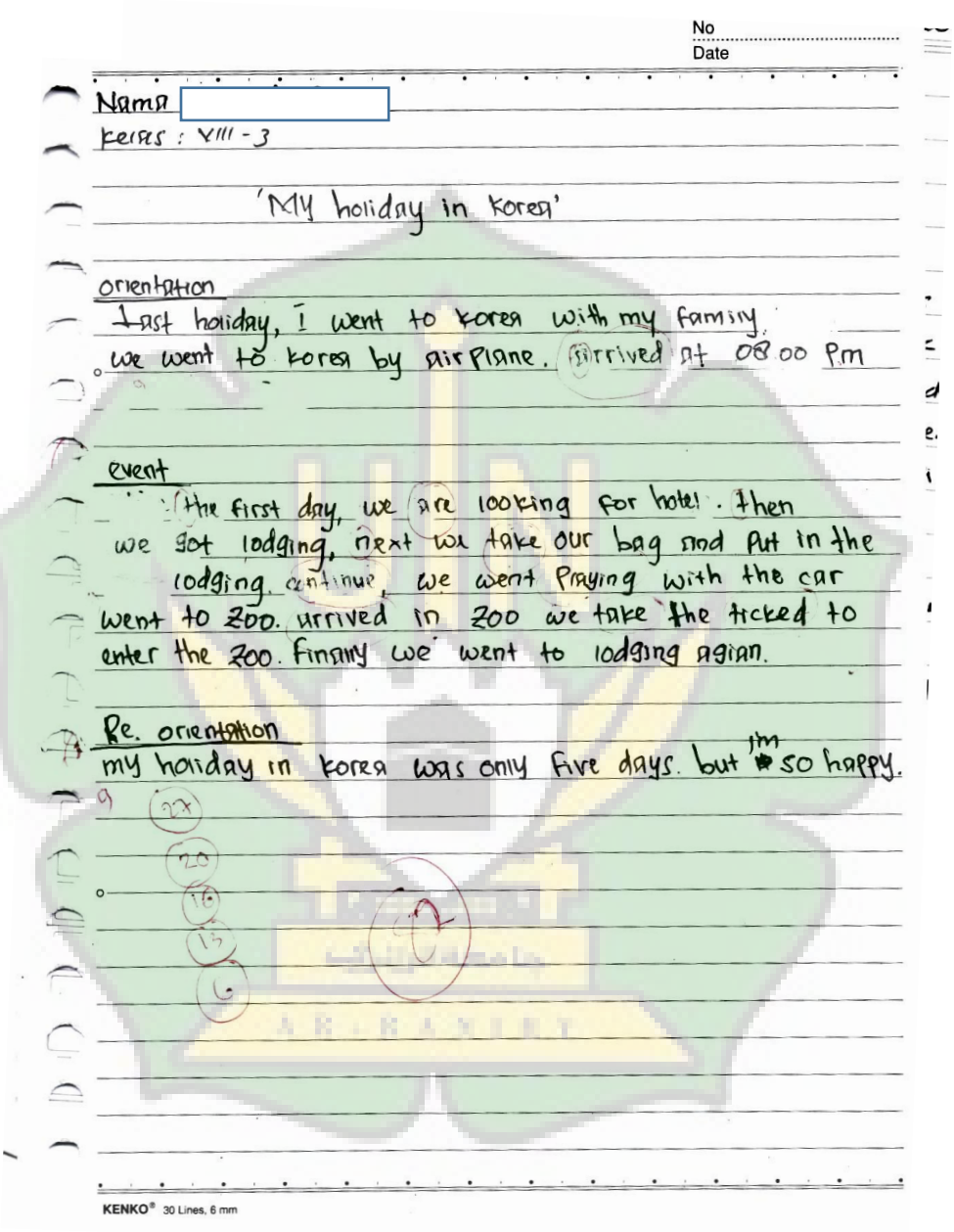
I was ready to come to school at 06:30. But my little sister not ready. I arrived at 07:50. I really shy because I late Went to school.

Finally, I get punishmen.

45

5
6
15
12
7

- **Post-test from the experimental class**



No
Date

Nama
kelas : VIII - 3

'My holiday in Korea'

orientation
last holiday, I went to korea with my famiy.
we went to korea by airplane. arrived at 08.00 pm

event
the first day, we are looking for hotel. then we got lodging, next we take our bag and put in the lodging. continue, we went Praying with the car went to zoo. arrived in zoo we take the ticked to enter the zoo. finany we went to lodging again.

Re. orientation
my holiday in korea was only five days. but I'm so happy.

KENKO® 30 Lines, 6 mm

No
Date

VIII - 3

My holiday in Medan

On holiday last year, I went to Medan with my family. In Medan, we stay in my grandmother house. We visited ~~holiday~~ Medan for three days.

The first day, we went to Lake Toba. Second day, we went to zoo. last day, we went to mall. Then, we back home.

My holiday in Medan was only three days but it made me happy.

KENKO® 30 Lines, 6 mm

Sample for Questionnaire

Nama :

Kelas : VIII - 3

Questionnaire

No	Pernyataan	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1	Saya menyukai Pelajaran Bahasa Inggris	✓				
2	Saya menyukai pelajaran menulis dalam Bahasa Inggris (writing)	✓				
3	Pelajaran menulis teks recount di sekolah saya menyenangkan	✓				
4	Saya tertarik dengan teknik Guided writing yang peneliti gunakan	✓				
5	Saya menyukai teknik guided writing dalam pembelajaran menulis recount text	✓				
6	Suasana kelas menjadi menyenangkan setelah diberikan pembelajaran dengan menggunakan teknik Guided writing	✓				
7	Penggunaan teknik Guided Writing dapat meningkatkan kemampuan menulis saya	✓				
8	Penggunaan teknik Guided writing dapat meningkatkan pemahaman bagaimana cara menulis yang baik	✓				
9	Penggunaan teknik Guided writing membantu saya dalam memperbaiki penulisan recount text menjadi lebih baik	✓				
10	Teknik ini perlu diterapkan dalam setiap pembelajaran menulis (*writing*) menggunakan Bahasa Inggris	✓				

DOCUMENTATION

Explaining the material of Recount text to the students

Doing Pre- Test

Doing Post-Test