

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four skills students must master in English language learning. It is a part of their daily activity. Writing is seen to be the most challenging skill for students to reach. According to Zemach and Islam (2005:iv), writing is one of the most difficult skills to be mastered in both first and second languages. It needs many efforts in thinking to produce an idea. Writing is a powerful instrument for students, used to express their thoughts, feelings, and judgment about what they have read, seen and experienced. Every writer has experienced being stumped while connecting one idea to the other. In addition, writing activities need to become more complex from one grade to the next (Graham, 2008:3).

Every student has a different skill in mastering writing. Some students can master this skill easily, but others probably need extra time to master this skill. It will be a challenge for the teacher to increase the students' writing skills and a challenge for writing activities. They communicate in writing to give information to each other. In addition, writing is how humans express their thoughts and feelings through signs, whether understandable for themselves or a particular system. Johnson (2008:180) states that to the greatest extent possible, providing opportunities for them is necessitated to select writing topics that they care about. These topics invite them to say what they want to say. Once they get interested in writing activities, it will be easy for them in every teaching and learning process.

Moreover, for some writers, writing is always challenging. When the students learn to write, they are not only expected to write the text in good grammar, but they should also be able to combine the text during the process of writing.

According to Brindley (2005), children cannot be expected to learn everything at once. It may take time for the students to understand it. In writing, the reader can give vital information. To have good writing skills, students must master vocabulary because it influences how clear they convey their thoughts to the reader. According to Langan (2008:16), writing is a skill. It makes sense that the more students practice writing, the better their writing will be.

Fulwiler (2002:16) describes that writing is a complex activity, variable, and multi-faced process that refuses foolproof formulation to write it. So, writing is a skill that is often done by everyone, especially by the student, such as making assignments, making notes, answering brief, easy tests, writing a report, etc. Kane (2000:17) also describes that writing is a complex activity. When thinking about a topic, one must select the word and construct sentences or drafts. Writing is difficult that requires a range of skills and tasks. Moreover, the students know how to approach a writing task by the writing process. They also learn to deliver their ideas, opinions, and feelings in a written form. It will be helpful when students have already been familiar with writing during the learning process.

Students' writing skills could be affected by many factors, one of them being the teacher's teaching technique. The technique of teaching English at SMP PGRI 3 Denpasar, based on the interview with the teacher, was still conventional. The teacher focused on using the teacher-centered learning technique. This technique required the teacher to explain the material without involving students. This teaching technique was focused on the teacher as the source of knowledge. Most students were passive in their learning, especially in writing classes, since they only listened to what the teacher said. The teacher also explained the material generally and never asked the students to practice writing.

In the teaching-learning process, the technique of teaching is prominent. It can affect the results of the lesson; one of them is the students' improvement. Therefore, teachers need to use the appropriate teaching technique. Teachers should find a technique that they can use to make an interesting and exciting class. However, based on the problem above, the researcher concluded that the teacher's technique was ineffective in teaching writing. It might happen because the teacher only explained the learning material without being guided. It made the students confused and difficult in developing their ideas. These activities prevented the students from improving their writing skills as they did not know their mistakes.

In the present study, the researcher used guided writing as the technique. This technique was focused on the students' improving on writing a paragraph, especially a procedure paragraph. Guided writing can be used to facilitate them when they write a procedure paragraph. Guided writing is a form of teaching writing in which students are given step-by-step instructions. Moreover, Reid (1993:25) states that guided writing is free writing bound to structuring sentences, direct answers to questions, and usually in paragraphs. It is one of the cooperative learning techniques in which students are asked to work in small groups to effectively engage in the learning process. It provides an essential context for teachers in the moment assessment and immediate instructional scaffolding of students.

Guided writing is an exciting technique used in the teaching-learning process. Using the technique, the researcher could focus the students' attention and make them conscious during the learning process. When the students were aware, their learning outcome would be better. Besides, this technique was guided their learning process, which could stimulate students to reveal and explain their ideas. It could help them organize their thoughts and develop their paragraph. Using this

technique, students are expected to be more understanding, motivated, and comfortable learning to write a procedure paragraph. Besides, this technique has easy-to-manage steps that do not require any expenditures. Thus, guided writing is the perfect technique that could be used to teach writing a procedure paragraph.

According to the explanation above, writing skill is really important to be learned by the students. It is believed that using appropriate techniques is the best way to increase the students' writing skills. In addition, using various types of techniques will bring positive feedback for teachers and students. In the present study, the researcher used a guided writing technique to improve the students' writing skills. Guided writing is a form of teaching writing in which learners are given step-by-step instruction, which can be used to facilitate the student when they write procedure paragraph. The researcher was interested in conducting a research entitled "The Use of Guided Writing to Improve Writing Skills of the Ninth-grade Students of SMP PGRI 3 Denpasar in Academic Year 2021/2022".

1.2 Research Problem

Based on the background of the study, the English teacher did not know which strategy was appropriate to improve the students' writing skills. The teacher just asked the students to read the example in the book and make a procedure paragraph with a different title. The learning process took much time because most of the students did not understand how to make the paragraph and were still confused about that. Students still found many difficulties in writing a paragraph, such as they had low interest or motivation in writing lessons. Besides, they were afraid of making errors since the lack of vocabulary, grammar mastery issues, and lack of creativity and flat learning without no strategy where the teaching-learning

process is teacher-centered. Thus, the researcher is interested in teaching the students, especially writing procedures. The research problem of this study can be formulated as follows: can writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 be improved through guided writing?

1.3 Objective of the Study

The research problem that has been previously formulated should be answered by conducting a scientific investigation. The objective of the present research is a statement of what the researcher wants to achieve. It should be in line with the background of the present research and it is usually declarative statement from the aforementioned research problem. In this study, writing skill is the main aspect that has to be improved by the students in order to develop their ideas in writing something. The research objective is expected to give direction concerning the present research. Thus, in line with the background of the study and the research problem mentioned above, the objective of the study was to find out whether or not writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 can be improved through guided writing.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussion. Therefore, the present study is limited to improving the writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in the academic year 2021/2022 using guided writing. It is important for the researcher to know the curriculum and the syllabus applied in the school to produce a lesson plan and prepare learning material for data collection. In the present study, SMP PGRI 3 Denpasar used the 2013 curriculum and according to the ninth-grade syllabus obtained from the English teacher. Based on

the syllabus for the first semester, it was determined that the researcher should focus mainly on the fourth main competency and basic competency.

The fourth main competency was focused on showing reasoning skills, cultivating, and presenting effectively, creative, productive, critical, independent, collaborative, communicative and solution in the realm of abstract related to development based on what is learned in school, as well as being able to implement specific tasks under direct supervision. The researcher also focused on the fourth basic competency (4.4) about capturing meaning contextually in line with social function, generic structure, language features of some procedure paragraph in spoken and written in the form of recipes and manuals which are short and simple. In the present study, the researcher focused on writing a short and simple procedure paragraph about how to make something. Besides, the procedure paragraphs should have a complete generic structure: goals, ingredients, and steps. The complete generic structure of procedure paragraph is important in this study.

1.5 Significance of the Study

The researcher was concerned with teaching writing using guided writing to the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022. The significance of the study is to know how effective the strategy is in overcoming the problem faced by the students and English teachers in improving writing skills. One of the principles and practical reflections taken into account in undertaking the present study is the significance of the expected research findings. This research is concerned with the importance of improving students' writing skills through guided writing. The results of this study are expected to be theoretically and practically useful and relevant for future teaching and learning processes.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem that was faced above. The findings of this study are expected to contribute to English teaching, especially in teaching writing skills. It is also expected to be references or guidance for future study related to classroom action research, writing skills, and used guided. The findings could disclose further research on foreign languages and are expected to be used as a basis for similar study areas. Additionally, the findings of this study are also expected to be useful in choosing an appropriate technique in teaching writing to make the writing class much more interesting to follow so that students could enjoy the class and they could learn more.

Practically, the results of the present study are also expected to provide educational feedback for the teachers, students, and other researchers. For the teachers, this study's results are expected to be used as a reference in using guided as a technique in teaching writing. For the students, the research findings are expected to increase their motivation and interest in learning writing. It is also expected to be useful in improving their writing skill, specifically in writing procedure paragraph. For the other researchers, the research findings can be used as references and empirical reviews to make a better study for future research in the same field. Furthermore, it also provides an alternative source and guidance for the next prospective research to get a better and more accurate result.

1.6 Definition of Key Term

The definition of the key term is very important to be defined. Defining the key concept in research is very crucial to avoid confusion and misunderstanding. It can be used to better understand the topic to be discussed in the present study. Some

terms are operationally defined by the researcher in this study. In addition, the key terms are several typical words used in this present study. In this study, the researcher used several terms related to the topic of the study, such as writing skill and guided writing. To make a better understanding concerning this study, there are some key terms that are operationally explained as follows:

1. Writing Skill

Writing skill is operationally defined as the skill of the ninth-grade students of SMP PGRI 3 Denpasar in constructing a short and simple procedure paragraph which is how to make something. The paragraph should consist of 6 – 12 sentences and follow the generic structure of the procedure paragraph, such as goals, ingredients, and steps.

2. Guided Writing

Guided writing is defined as a teaching technique which is used to teach writing in which the students are immersed in the writing skill through giving models; they then work as a group to compose a paragraph; the teacher guides them in writing their paragraphs independently, and they share their writing with the other students.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The related theoretical review is scientifically expected to contribute some practical significance and will be conducted based on some relevant theoretical construct and empirical evidence. Furthermore, relevant theories that are required must be taken from some sources, mainly from experts, to support the present study. Review of the related theory is a crucial part of every research since it allows the readers to understand the foundation of the research problem. The theoretical review also guided the researcher in conducting and determining the present research, so this research is conducted based on supporting theories. To sum up, the present study is related to some theoretical reviews which are discussed as follows: writing skill, guided writing, procedure paragraph.

2.1.1 Writing Skill

Writing is one of the ways that people usually use for communicating. Writing is also one of the skills that has to be mastered by the students in learning a language. Developing strong writing skills is very important for students. Since it is not only helping their grades but also prepares them for a professional future. This process can deepen students' critical thinking and knowledge. As its root "write," communication through writing is usually be done in written form. When people cannot communicate by speaking, they can use a written form to communicate with others. Thus, writing is a significant skill to be studied. There are two macro skills that students should master in learning a language. Those are receptive skills: listening and reading, and productive skills: speaking and writing.

Learning several language areas is already challenging, and writers also have to think and outline their ideas. The writers need to be concerned with mastery of language areas such as spelling, grammar, vocabulary, handwriting, and punctuation skills. Writers need content as well as the direction in producing a written text (Fulwiler, 2002:19). Therefore, teachers' role is very important in helping students develop their writing skills. The writing class should be made more enjoyable, creative, and communicative. As a result, students are motivated to follow class lessons. Teachers need to motivate students to learn and improve their writing skills and set all activities in the formal assessment. Teachers can transform writing topics into something valuable to them; those topics can be contextualized.

Writing is never a one-step process (Oshima and Hogue, 2007:15). To construct an effective text, four steps should be followed. The first step is pre-writing, in which the writer must select a topic and collect ideas. Secondly, it is called the organizing step, where the writer needs to organize the ideas into a simple outline. Thirdly, it is called the writing step. A rough draft is written using the previously drafted outline as a guide. The writer also needs to write the rough draft quickly without concerning grammar, spelling, or punctuation. The last step is called revising and editing. The writer should focus on revising the text's content and organization and then editing the grammar, punctuation, and mechanics. The writer must make revisions and edits to the text to deliver a successful text.

In daily life, writing is an important form of communication. In learning a language, students need to be able to write properly. The development of strong writing skills is imperative to students. Since it does not only help their grades but also prepares them for a professional future. This process can deepen students' critical thinking and knowledge. Moreover, students can explore and convey their

ideas in the form of written work, such as paragraphs or texts, through writing skills. However, writing is the most difficult skill to be master (Richards and Renandya, 2002:303). The difficulty lies in generating and organizing ideas and translating the ideas into a readable text. Writing skills are also influenced by students' creativity in thinking and composing words and ideas.

Some experts variously state the definitions of writing. According to Byrne (1984:1), writing forms graphic symbols such as letters and numbers arranged in certain rules into meaningful words, sentences, paragraphs, and so on. Moreover, Meyers (2005:2) states that writing is a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them. Richards and Renandya (2002:303) state that writing consists of planning, drafting, revising, and editing. As what has been stated before, writing is not only about forming graphic symbols but it is also used for communicating. As a whole, writing serves to communicate information and specific purposes between writers and readers.

Hedge (2005:10) explains that writing is more than producing accurate and complete sentences and phrases, but it is about producing whole pieces of communication to link and develop information, ideas, or arguments for a particular reader or a group of readers. Writing skills are important for students since they help their grades and prepare them for their professional future. Students could also deepen their critical thinking and knowledge through writing. Additionally, writing is a creative that involves several steps in its creation. The four steps of the writing process for producing a well-written text is pre-writing, organizing, writing, revising, and editing. These steps can be followed in making all types of texts.

Based on experts' opinions mentioned previously, the researcher concludes that writing is a complex process of organizing ideas to convey the message to the

reader by forming graphic symbols that are arranged into meaningful words, sentences, paragraphs, and so on. It is a complex process as it needs time to write something. Planning where the writer has to think about the purpose of their writing, the audience they are writing for, and the content structure. Drafting is the part when the writer lists their idea and makes it into rough writing. Revising and editing are the parts when the writer reads and thinks about their draft, whether it is appropriate or not. Then if it is not, the writer will revise or edit it.

2.1.2 Guided Writing

A teaching technique is required to make the teaching-learning process runs well. Moreover, it has an important role in helping the students understand the material well. The appropriate teaching technique must be chosen to improve the students' writing skills in writing procedure paragraphs. Various teaching techniques can be used for teaching writing. In the present study, the researcher chose guided writing as the teaching technique. This technique was applied at SMP PGRI 3 Denpasar, especially to ninth-grade students. Guided writing is a teaching technique that has simple steps to guide the students to construct a good procedure paragraph, and this teaching technique is interesting to apply.

According to Ontario Ministry of Education (2005:53), the guided writing technique follows modeled, shared, and interactive writing lessons. They occur when the teacher determines that a group of students might benefit from additional teacher support to develop particular writing skills. The guided writing group comes together to learn or practice this writing skill. When the teacher feels the group has mastered the skill, the group is disbanded. In addition, students may use writing frames or templates to scaffold their writing knowledge and application of writing

skills. A teacher provides support when the student needs additional support in guided writing lessons to make the teaching and learning process run smoothly.

Through observation and analysis of student writing, the teacher identifies a number of students who are at a similar instructional level for a particular skill. The students are grouped to review or strengthen that skill for a specific lesson. According to Ontario Ministry of Education (2005:54), guided writing groups are fluid and temporary, with membership depending on need or skill. By using guided writing, the students are not to be left alone in creating their writing, but instead, they are guided and monitored from first until the last step. It means that although the students are writing their text by themselves, the teacher still helps them in the writing process. The teacher helps them by providing learning material related to the writing subject during the teaching and learning process.

According to Reid (1993:25), guided writing is free writing bound to structuring sentences, direct answers to questions, and usually in paragraphs. Moreover, guided writing is an effective way for the students to be independent writers and develop their written works independently. The teacher guides the students, responds to their work, and can build a good relationship between them. Guided writing can be fully exploited by providing students with the language they need to complete the task with the teacher. It helps them feel certain that they are doing the right thing. They follow instructions and change or complete sentences as they write and analyze. It should be carefully targeted towards groups of students according to their current targets or specific needs as an activity.

According to Ontario Ministry of Education (2005:53), guided writing is a method that allows students to practice writing skills in a small group setting and then apply those skills under their writing. The learning stage is where the teacher

and students focus on learning the points of the language. It could be grammar, vocabulary, pronunciation, or how a written paragraph is organized. The activation stage involves activities using any language that students know. This makes it easier for students to understand and improve their writing skills. Guided writing is also an important element of the teaching sequence as exemplified in the Master Framework and is a key step between whole-class teaching and self-writing. During these guided writing sessions, students are supported to improve their writing.

In this study, guided writing was used as the teaching technique in delivering the procedure paragraph at SMP PGRI 3 Denpasar, especially for the ninth-grade students. Guided writing has step elements that take a simple way of guiding students. The guided writing steps can help students understand and get additional information according to the topic. In addition, it encourages students to write more precisely and allows them to review their understanding of writing procedure paragraphs. Furthermore, guided writing can provide clarity about learning materials and real life. To clarify the explanation, Ontario Ministry of Education (2005:53) state there are several steps of guided writing that should be procedurally carried out in this research are described as follows:

1. Students are immersed in the writing skill during the first part of the lesson through examination and discussion of models.
2. Students then work as a group to compose a paragraph, applying the writing skill.
3. The researcher then guides students in writing their own paragraphs independently by applying the writing skill.
4. The last step is for students to share their writing, as a whole group, with a partner, or with the researcher.

2.1.3 Procedure Paragraph

According to Nystrand et al. in Hyland (2015:5), a text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem is knowing what to be explicit about. It suggested that writing is influenced by the task and the writer's long-term memory. According to Hyland (2009:21), writers have goals in writing. They plan extensively, such as defining a rhetorical problem, placing it in a context, then exploring its parts, arriving at solutions, and finally translating ideas onto the page. All work can be reviewed, evaluated, and revised, even before any text has been produced planning, drafting, revising and editing are recursive, interactive and potentially simultaneous plans and text are constantly evaluated in a feedback loop the whole process is overseen by an executive control called a monitor.

Writing is the last skill in English that we cannot ignore. Fulwiler (2002:16) says writing is a complex, variable, multifaceted process that avoids foolproof formulas. When the students write a text, they should write correctly. Writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks—creating a text requires us to choose the words they use and how they put them together. If students make the right choices, then they can communicate with others. Our choice of words will depend on our purpose and context. The social function of procedure paragraph is to tell someone how to do something or how to make something and how to operate something. However, there are certain similarities within the paragraph with the same purpose. The similarities create an expectation of the general schematic structure of the paragraph that is called the generic structure of a paragraph.

According to Anderson and Anderson (1997:50), procedure paragraph is to tell someone how to do something or how to make something. The purpose is to explain how something can be done. It means that procedure paragraph is a paragraph that helps us to do something or gives us instructions how to get things done. The social function is made to be useful for people who are studying the material. Similarly, when studying procedure paragraphs, someone who studies the material will know how to make something like making food recipes easily. Additionally, to making food, it can also guide how to use something or operate something in the procedures paragraph. It is extremely beneficial for everyone who has studied the paragraph procedure to extend their communication.

According to Gerot and Wignel (1994:86), a procedure paragraph builds a process of how something is accomplished. Building is meant to build something, put or fit something together, and form together. Both have the same meaning, and there is three generic structures of procedure paragraphs are provide goals or purpose. List of materials needed to complete the procedure (not required for all procedure paragraph). The sequence of steps in the order that needs to be done because the goal is followed by a series of steps that are oriented towards achieving the goal. In writing a procedure paragraph, the generic structure is very important. In writing, accuracy is needed for perfect results of meaning delivery.

Thus, from the explanation above, it can be concluded that there are three points of generic structure of procedure paragraph that are crucial and can be stated without ones. Anderson and Anderson (1997:53) explain the generic structure consist of three points. There are the goal, materials or ingredients, and steps. The goal is an introductory statement giving the aim or goal. The goal may be the title of the paragraph. Material is the list of ingredients needed for completing the

procedure. Steps are chronological orders that should be done to achieve the goal. Because they are in one unit to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

2.2 Empirical Review

The empirical review is gaining information by doing observation based on a result in previous research. This review aims to strengthen the result topic in this present study and the function is also as the comparison because this present study is relevant and similar to the previous researcher. Empirical review in research methodology is when the researcher reviews the information and theories currently available concerning the topics and the historical background of the topic. It is important to review those researchers that can reflect the present research. This research is expected to get a better result than completed in the previous research. Some researchers described the use of guided writing strategy with pictures to improve student writing skills. The reviews can be presented as follow.

The first research was conducted by Wulandari (2018) entitled “Improving Writing Skill of the Eighth Grade Students of Sila Dharma Kuta Utara in Academic Year 2017/2018 through Guided Writing”. The objective of this study was intended of figure out whether or not the subjects’ writing skill can be improved by using guided writing strategy. Guided writing is one of many teaching techniques that can be used in classroom teaching to improve the students’ writing skills. The result of the study showed that guided writing was an effective strategy to improve their writing skills. It could be seen from the significant improvement from the pre-test compared to the post-test results after the cyclical processes. This research also figured out the guided writing could be used to improve students’ writing ability.

This study's strengths were the researcher already provided well-related theories from experts to support the statements. In addition, the researcher put clear instructions in finishing the tests. However, the steps of implementing guided writing technique in the lesson plan were unclear. The researcher only showed a model without guiding the students to read the text. Concerning the weakness above, in the present study, the researcher gave and invited the students to read a model and make small discussion with students. It would make easier to understand what they would learn in the teaching and learning process. As a result, the students would be able to achieve the minimum passing grade which has been determined.

The second research was conducted by Wati (2016) in her classroom action research entitled "Improving Writing Skill through Guided Writing of the Eighth Grade Students of SMPN 2 Ubud in Academic Year 2015/2016". The research objective was to figure out whether or not the writing skill of the eighth grade students of SMPN 2 Ubud, especially in the VIII B class, can be improved by applying a guided writing strategy. The study was successful, and the researcher showed that their writing skills significantly improved. Thus, the students' achievement improvement can also be seen from the two cycles conducted. The result of the cycles showed that the subjects' scores increased. Moreover, the teaching technique was good to improve writing skills.

Based on both researchers, the strategy was effective for the students because the researcher could improve writing skills by giving different topics. Based on both researchers, the strategy was effective for the students because the researcher could improve writing skills by giving different topics. The strategy made it the student easier to get the point from the materials. The strengths of this study were the researchers also provided a good and related theories from experts

to support the statements. In addition, the researchers gave clear instructions with a detailed specific explanation about the scoring rubric criteria that were adapted from Oshima and Hogue (2007:196). However, the researcher did not specify how many sentences the subjects should write on the test instructions. Students might be confused about how many sentences they should write in their texts, since detailed instructions were necessary to prevent this. Concerning the weakness above, in the present study, the researcher put a number of sentences and paragraph that the subjects should write on the test instruction. The students were instructed to write a text of about 15-20 sentences. Adding a number of sentences to the test instruction would make it clearer and avoid the subjects getting confused.

