

BACHELOR THESIS

**THE USE OF GUIDED WRITING TO IMPROVE
WRITING SKILL OF THE NINTH-GRADE
STUDENTS OF SMP PGRI 3 DENPASAR
IN ACADEMIC YEAR 2021/2022**



UNMAS DENPASAR

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MAHASARASWATI DENPASAR
DENPASAR
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PRE-REQUISITE TITLE

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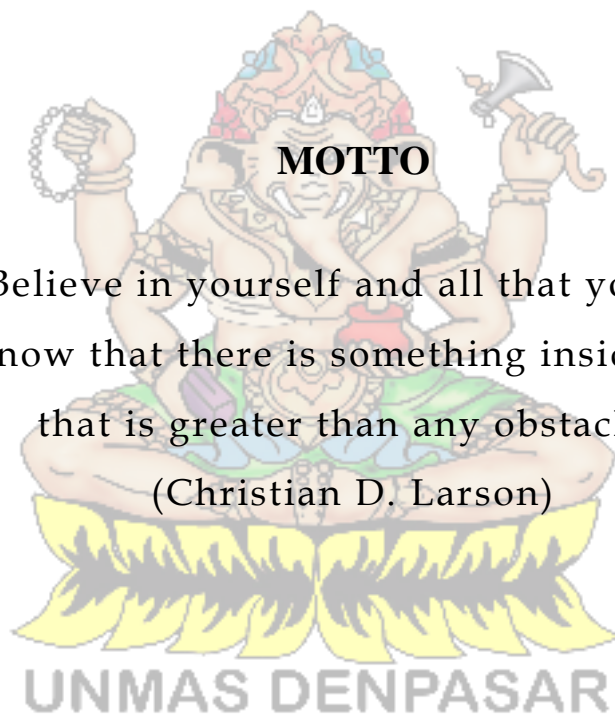
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DENPASAR
2022



MOTTO

“Believe in yourself and all that you are.
Know that there is something inside you
that is greater than any obstacle”
(Christian D. Larson)

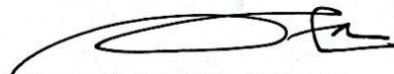
APPROVAL SHEET

1

This thesis entitled "The Use of Guided Writing to Improve Writing Skill of the Ninth-grade Students of SMP PGRI 3 Denpasar in Academic Year 2021/2022" has been approved and accepted as partial fulfillment for *Sarjana Pendidikan* Degree in English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar.

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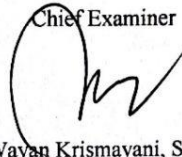
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APPROVAL SHEET

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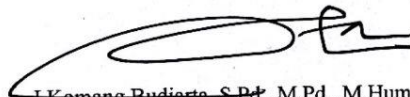
The thesis has been examined and assessed by the examiner committee of English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar in the oral examination on Tuesday, 18th January 2022.

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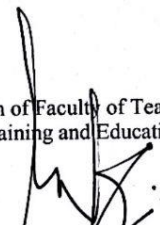
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STATEMENT OF AUTHENTICITY

The researcher hereby declares that this bachelor thesis is her own writing, and it is true and correct that there is no other's work or statement, except the work or statement that is referred in the references. All cited works have already been quoted in accordance with the ethical code of academic writing.

Denpasar, 11th January 2022
Researcher,

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Finally, the researcher deeply realizes that this thesis is certainly far from perfect. Therefore, constructive suggestions and criticism for the improvements of this bachelor thesis are highly appreciated and welcomed. The researcher hopes that in the future this thesis can be used as a reference by other researchers for their research in applying used guided to improve students’ writing skill.

Denpasar, 11th January 2022

The Researcher,

Dwita Pramestika Putri

ABSTRACT

Putri, D. P. (2021). The Use of Guided Writing to Improve Writing Skill of the Ninth-grade Students of SMP PGRI 3 Denpasar in Academic Year 2021/2022. The First Advisor: I Komang Budiarta, S.Pd., M.Pd., M.Hum. and the Second Advisor: A. A. Putri Maharani, S.Pd., M.Pd.

Writing is one of the four language skills that is pivotal and must be mastered by the students. Writing is a form of communication where the writer delivers and arrange ideas into a readable form. The present research was mainly based on the preliminary observation towards 39 subjects in the IX A class at SMP PGRI 3 Denpasar in academic year 2021/2022. The results showed that most of the subjects' writing skill was still low. Besides, the present research was intended to know whether or not the writing skill of the ninth-grade students of SMP PGRI 3 Denpasar can be improved through guided writing. To achieve the objective, the researcher conducted classroom action research that was done in two cycles. Furthermore, the required data were obtained by administering the research instruments: tests and a questionnaire. The collected data were then analyzed by comparing the pre-test and post-tests, which showed significant improvements in the subjects' mean scores from the pre-test to post-tests. Furthermore, the questionnaire results showed that the subjects responded positively toward the implementation of guided writing. Based on the results of the research instruments, it could be concluded that writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 can be improved through guided writing.

Keywords: improving, writing skill, and guided writing.

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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.

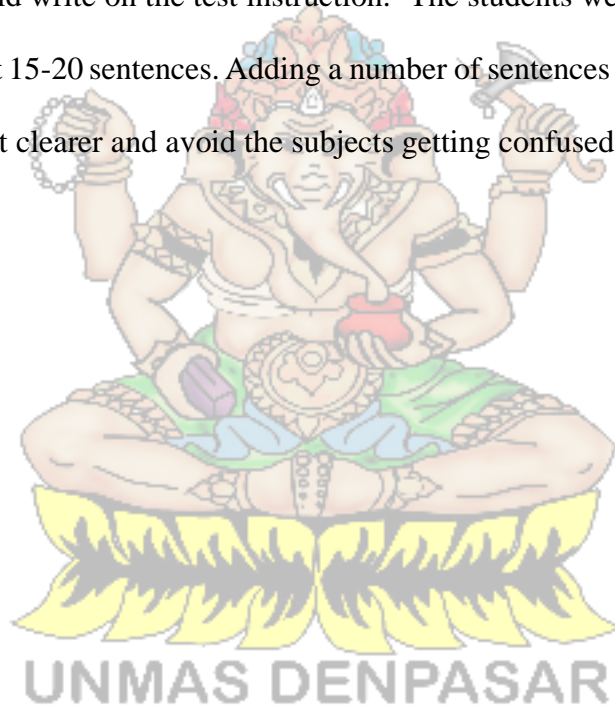
The first research was conducted by Wulandari (2018) entitled “Improving Writing Skill of the Eighth Grade Students of Sila Dharma Kuta Utara in Academic Year 2017/2018 through Guided Writing”. The objective of this study was intended of figure out whether or not the subjects’ writing skill can be improved 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.



CHAPTER III

RESEARCH METHOD

3.1 Subject of the Study

In the present study, the subjects were the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022. The subject of the study has consisted of 39 students in IX-A class. This class was chosen based on the previous interview with an English teacher of SMP PGRI 3 Denpasar. The researcher used the interview to learn about the problems students face. Based on the teacher's information, the subjects had problems. It had found that most of the students in such class have low competency in writing skills. Moreover, starting to construct their writing was also difficult for them, so their writing skills still needed improvement. Thus, the researcher applied guided writing to solve the problems which were faced by the subjects during the teaching and learning process.

3.2 Research Design

According to Kothari (2004:31), a research design is the arrangement of conditions for collecting and analyzing data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is about what, where, when, how much, by what means concerning an inquiry or a research study. In addition, the research design is the conceptual structure within which research is conducted. Research design is needed since it makes research run smoothly and efficiently. It is also used for planning the technique that is going to be used. Therefore, classroom action research was used to solve the research problem. Furthermore, classroom action research was used since the goal was to improve students' writing skills by applying an appropriate teaching technique.

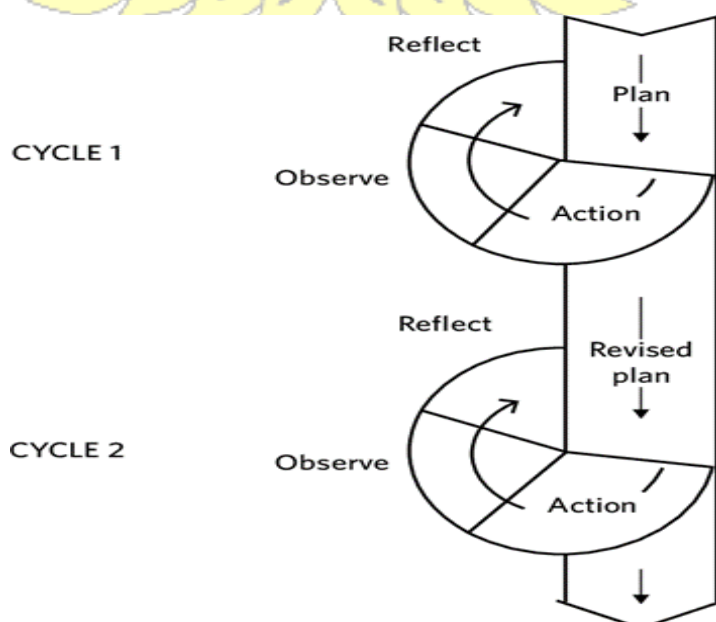
The research design used in this study is classroom action research. Meanwhile, Elliot (1991:69) defines action research as the study of a social situation to improve its quality. It means the purpose of action research is to improve the quality of the research subject. There are many definitions of classroom action research. Burns (2010:2) gives the first definition; action research is part of a broad movement that has been going on in education. It is related to the ideas of “reflective practice” and “the teacher as researcher.” Moreover, action research involves a self-reflective, critical, and systematic approach to exploring your teaching context. It means that in action research, the teacher has a role as the researcher to identify a problematic situation by doing self-reflection, critical thinking, and systematic approach to know whether their teaching strategy works.

Furthermore, Ary et al. (2010:514) state that classroom action research is a process to improve education by incorporating change and involves educators working together to improve students’ own practice. In addition, Allwright and Bailey in Benson and Reinders (2011:13) mention that is research centers on the classroom and simply tries to understand what actually happens inside the classroom. The first definition of action research refers to the general meaning of action research. Meanwhile, the second and third definition given by Ary et al. (2010) and Mackey and Gass (2015) indicate the action and the practice done by teachers in their own classrooms or issues on how teachers respond to learners’ errors, how interaction occurs in the classroom, the feeling of teachers and learners during or after the teaching and learning process, and so on.

A simple way to understand action research is to examine the term itself and separate its parts, according to Pelton (2010:4). Action in action research is teaching professionally in the classroom. Almost everything in teaching routine constitutes

the action of action research, for instance, developing lesson plans, assigning homework, creating a learning environment, interacting with students, and teaching daily routine. The research part refers to methods, habits, and attitudes. According to Cohen et al. (2000:227), action research is a scientific process to evaluate, improve, and steer decision-making and practice. It means methods of collecting data, observing habits, and finding new and better ways of teaching the students. As a result, it will improve the teachers' ability to reflect on their actions.

According to Kemmis and McTaggart in Burns (2010:7), action research usually involves four broad phases in one research cycle. The first cycle can be a continuous spiral, or iterative cycle, which repeats itself until the action researcher reaches a satisfactory result and feels it is time to stop. The teaching-learning process was carried out in several cycles in which each cycle consisted of two sessions. Each session consisted of four interconnected activities: planning, action, observation, and reflection. It was important for the researcher to follow the steps of classroom action research for the research to succeed. The following picture shows the steps of a classroom action research.



According to Kemmis and McTaggart in Burns (2010:8), classroom action research involves four steps in each cycle, namely planning, action, observation, and reflection. The first step towards improvement in the research context is the planning process, where the researcher identifies the problem and develops an improvement plan. Second, the researcher researches a classroom using the teaching-learning process. In the third step, the researcher observes the effects of the previous action. In reflection, the researcher evaluates the effect of the action. These four interconnected steps are used in several cycles in the research. This cyclical research is carefully conducted to yield the expected findings.

Based on several definitions above, the researcher can conclude that classroom action research is a process that consists of four phases; planning, action, observation, and reflection to find out what works best in the classroom to help the teachers to conduct a better teaching-learning process. The researcher needed to follow the steps of classroom action research to make the research run well as planned. Regarding the fact and the explanation above, this research will be conducted using two cycles. Thus, the researcher should implement all the phases well. If it fails in cycle I, the researcher then does cycle II with a revised plan. In expectation, the research results of cycle II showed students' improvement.

3.3 Research Procedure

In conducting the present classroom action research, the research procedure must be clear to make the teaching-learning process run well. This research was conducted at the ninth-grade students of SMP PGRI 3 Denpasar in the academic year 2021/2022 used guided writing to improve their writing skills. As stated in the research design, the researcher will conduct two cycles which in each cycle consist

of two sessions. In addition, each session consists of four phases: planning, action, observation, and reflection. Classroom action research is carried out through cyclical processes. Furthermore, in order to collect the pre-existing skills of the subjects' writing, Initial reflection will be carried out through cyclical processes. Those steps can be briefly described as the following elaboration.

3.3.1 Planning

In this phase, planning was made by the researcher for the whole research study. The results of the initial reflection, as discussed previously, indicated that the subjects struggled with writing skills. Hence, the present study was conducted to overcome the problem. The researcher needed to formulate procedural planning before the teaching-learning process was conducted to make the present research efficient. The researcher tried to apply guided writing to solve the problem faced by the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022. Therefore, the researcher planned the instructional activities, which can be briefly and concisely elaborated as the following points.

1. Preparing a complete lesson plan: Based on the curriculum in the school, the researcher created a lesson plan of procedure paragraph about how to make something.
2. Preparing learning materials: the researcher prepared the materials for the classroom teaching and learning process, especially the procedure paragraph.
3. Preparing student worksheet: The researcher prepared the worksheet based on the syllabus, and the topics of this study were writing a simple procedure paragraph explaining how to make something.

4. Constructing post-tests: After each cycle, post-tests were constructed to evaluate how well the subjects had written a procedure paragraph.
5. Constructing a questionnaire: At the end of the last cycle, the questionnaire was given to the subjects to assess their response to guided writing.

3.3.2 Action

Action is the second step in classroom research procedure. It refers to what the researcher did in the online class and how the class was managed. The action phase was where the researcher applied the lesson plan that has been carefully constructed into the teaching-learning process in the classroom. In the present study, the researcher managed the class and tried to apply guided writing in teaching writing, specifically writing a procedure paragraph. This was very important activity where the researcher took an action by conducting a teaching-learning process where the researcher implemented the strategy and the plan that had been made. In relation with improving writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022, the classroom activity was classified into three parts: pre-activity, whilst activity, and post activity.

Pre-activity was the activity that was being done at the very beginning of the teaching-learning process. In this activity, the researcher invited students to enter google meet by shared the link the day before the lesson. The meeting was divided into two sessions with a total of the students were 20 students for first session and second session with a total of the students are 19 students. Before that, students were expected to fill out the absent form given by the researcher before entering Google Meet. This activity lasted for 10 minutes. After that, the students can enter Google Meet. Students had time to join together on google meet within 5

minutes. After that, the researcher greeted them and checked their attendance. Then, the researcher tried to warm up the students by giving some questions related to the topic that be discussed. This activity was done intended to warm up and gain their attention to the material. Besides, the researcher also gave some learning motivation to the students. Furthermore, the researcher also explained the outline of the materials and the activity that was done in the classroom learning activity.

Whilst-activity was where the researcher played a role as a teacher. In this activity, the researcher did observing, questioning, exploring and associating, and communicating. In observing, the subjects were immersed in writing through examination and discussion of models. The researcher gave models that were related to the topic through WhatsApp Group. Afterward, the researcher invited the subjects to read an example of a procedure paragraph that had been shared. In questioning, the researcher tried to stimulate them to ask questions related to the material given previously. Then the researcher facilitated and answered the questions while explaining the concepts of the procedure paragraph. The next activity was exploring and associating, after students are immersed in the writing skill through discussion of model. Students then worked as a group to compose a paragraph, applying the writing skill. The researcher then guided them to write their paragraph independently. The last activity was communicating, when the subjects have done, they had to share their writing as a whole group through the WhatsApp Group. After that the researcher chose some of their works and checked them together with the other subjects so they would have the same understanding.

Post-activity was the last step that was done by the researcher in teaching activity in the online class. It was considered as the closing activity. In this activity, the researcher asked the subjects about the difficulties they might face during the

teaching learning process. Finding the obstacles together was very important, which can be used to improve the next learning and know their problem. After that, the researcher summed up the material as well as giving feedback and did a self-reflection. Moreover, the researcher assigned them homework to revise their procedure paragraph, which would later be discussed. The researcher then told them about the next meeting activities and closed the class.

3.3.3 Observation

After conducting a teaching-learning process, the researcher observed the students' reactions regarding the teaching-learning process in writing procedure paragraph by using guided writing. The observation was done during the teaching-learning process. This activity was done to know whether the technique or the plan that was implemented in the action phase can motivate students or not, whether it can improve their interest and skill. The researcher also observed their responses during the teaching and learning process in order to know the effectiveness of guided writing in teaching writing skill. The teacher monitored and noted the subjects' activity to find the information about the effect of the teaching technique which was implemented to teach the procedure paragraph.

3.3.4 Reflection

Action research in the classroom ends with the reflection phase. It was where the researcher reflected on the implementation of each cycle. The main purpose of the reflection is to figure out the progress of the students' achievement in the writing procedure paragraph after the researcher applied the strategy. The researcher tried to understand the process and identify strengths and weaknesses of guided writing as part of the learning-teaching process. In addition, the reflection

was designed to find out the problems while studying to come up with a solution to those problems. The researcher did a reflection based on the results. In this phase, the researcher then decided whether the researcher needed a further cycle or not.

3.4 Research Instrument

The research instrument is an important aspect of carrying out the research. It is the tool used by the researcher to collect valid and reliable data needed for the present study. Without the instruments, the researcher cannot do the research and cannot measure students' skills whether it is improved or not. In the present study, the research instruments were used to collect valid and reliable data needed to gather the subjects' data in the learning process of writing using guided writing. The research instruments were important to collect valid and reliable data in this study. This research uses several instruments to collect the data, such as tests (pre-test and post-test) and a structured questionnaire.

3.4.1 Test

The researcher used pre-test and post-test to measure subjects' writing skills in collecting the data. The pre-test was given in the first meeting or before the first cycle was carried out. However, the post-test was given at the end of each cycle. The pre-test and post-test were used in a text construction task where the subjects were asked to write a procedure paragraph about how to make something. The paragraph should be written in 6-12 sentences. The time allotment given was 30 minutes. Furthermore, the paragraph should be made based on the scoring criteria. It was important to perform an objective scoring procedure so that student would consider that their learning achievement was well-achieved. The scoring rubric, which was adapted from Oshima and Hogue (2007) can be seen as follows:

Table 3.1
The Scoring Rubric of Procedure Paragraph

Criteria	Max Score
Format – 5 points	
- There is a title.	1
- The title is centered.	1
- The first line is indented.	1
- There are margins on both sides.	1
- The work is tidy.	1
Total	5
Punctuation and Mechanics – 5 points	
- There is a period after every sentence.	1
- Capital letters are used correctly.	1
- Commas and other punctuation are used correctly.	1
- Spellings are correct.	2
Total	5
Content – 25 points	
- The paragraph fits the assignment.	5
- The paragraph is unified.	10
- The paragraph is coherent.	10
Total	25
Organization – 40 points	
- The paragraph should have a clear goal.	5
- The paragraph should state the ingredients clearly.	10
- The paragraph should procedurally elaborate the steps in the procedure paragraph.	25
Total	40
Grammar and Sentence Structure – 25 points	
- Estimate a grammar and sentence structure score.	25
Total	25
Grand Total	100

3.4.2 Questionnaire

One of the instruments that the researcher used was a questionnaire. A questionnaire was given to the subjects to know their responses toward applying

guided writing during the teaching-learning process. The questionnaire was given at the end of the last cycle. The questionnaire was in the form of a structured questionnaire. The questionnaire was typed in Bahasa Indonesia to avoid misunderstanding of the subjects. Moreover, the structured questionnaire consisted of ten items and was carefully organized. There were five options that the subjects could choose. They were strongly agree, agree, undecided, disagree, and strongly disagree. Furthermore, the structured questionnaire items were analyzed using a Likert scale ranging from five to one. The researcher used google forms to share the questionnaire with all subjects. The google form should be completed in the time allotted. The time limit to fill out the google form was 10 minutes.

3.5 Data Collection

In conducting classroom action research, collecting the data in the present study is a significant step in answering the research problem under study, especially in writing skills. A data collection process is needed in the current study to answer the research question. Two types of research instruments were used in this classroom action research. The first one was pre-test and post-tests, and the second was a structured questionnaire. The data were required to answer the research problems collected by administering tests (pre-test and post-test) and a questionnaire. This study gathered data by giving pre-tests, post-tests, and questionnaires to the ninth-grade students of SMP PGRI 3 Denpasar.

A pre-test was firstly administered to the research subjects in which they were asked to write a procedure paragraph based on the topics. It was given at the beginning of the present research. The pre-test was used to measure the subjects' pre-existing writing skills before implementing guided writing. Afterward, the post-

test was administered at the end of each cycle. The post-test was used to determine the subjects' progress after guided writing was implemented in teaching writing a procedure paragraph. These were important or primary data of the present research. The structured questionnaire was given at the end of the last cycle by asking them to choose the statement based on their real situation. It was used to know the subjects' responses after studying procedure paragraph followed guided writing.

There should be data indicating the subjects' improvement in writing a procedure paragraph in the present study. Therefore, the data required in the present study were collected by administering the tests (pre-test and post-test) and a structured questionnaire. The pre-test was given at the beginning of the cycle in this research, and the post-test was given at the end of the cycle. Besides, the structured questionnaire was given at the end of the last cycle. Based on the primary and supporting data, these data were used to answer the research problem faced by students at SMP PGRI 3 Denpasar. Thus, the present classroom action research collected three types of data which can be described as follows:

- 1) data indicating the pre-existing procedure paragraph writing skill;
- 2) data showing the progressing achievement of procedure paragraph writing ability; and
- 3) data showing the responses on the implementation of guided writing in teaching writing.

3.6 Data Analysis

In the present study, all data were gathered from the ninth-grade students at SMP PGRI 3 Denpasar in academic year 2021/2022. According to the data obtained from the test, subjects' writing skills had improved after guided writing

commenced. The data were taken by administering the pre-test, post-tests, and a questionnaire. The pre-test was used to know the subjects' pre-existing writing skills, while the post-tests were used to know their progress after being taught guided writing. Besides, the supporting data from the questionnaire were used to know subjects' responses to the implementation of the teaching technique, guided writing. The researcher needed to analyze these data carefully to figure out the results of the present research, which can be clearly described as follows:

1. The pre-test and post-test results were calculated through mean scores that consist of the average score of the subjects' achievement in writing skills. The sum of the total score was divided by the number of subjects. The average score of the whole subjects was shown by using this formula.

$$M = \frac{\Sigma X}{N}$$

Notes:

M : Mean Score

ΣX : Total Score

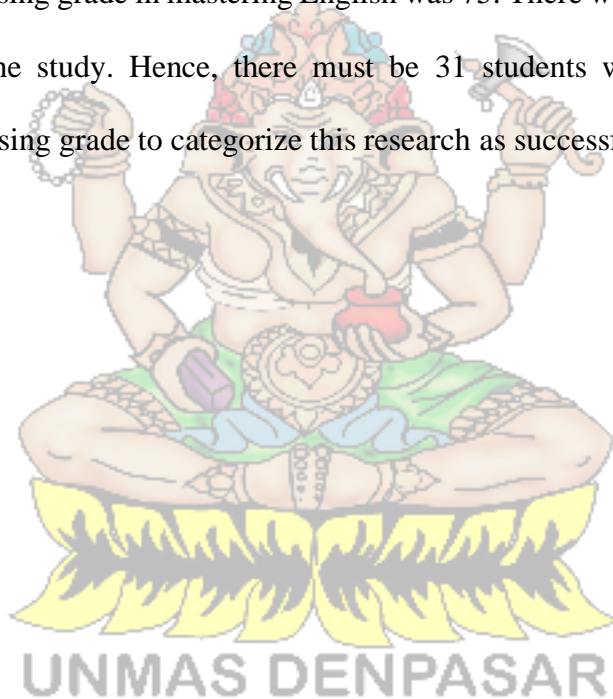
N : Total Subject

2. The data analysis was used to analyze data from the results of the teaching-learning process. The results of the questionnaire were intended to find out the percentage of the subjects' whose responses are strongly agree, agree, undecided, disagree, or strongly disagree related to the teaching technique applied in the teaching learning process. The analysis of the data questionnaire used the following formula:

$$\text{Percentage} = \frac{\text{Total Responses of An Item}}{\text{Total Responses of All Items}} \times 100\%$$

3.7 Success Indicator

The success indicator is the indicator that is used to determine whether the study should be continued or ended. The success indicator was completed when the present study subjects passed the minimum passing grade determined in SMP PGRI 3 Denpasar. The research can be categorized as successful when 80% of all the students under study can reach the minimum passing grade. Based on the curriculum used in SMP PGRI 3 Denpasar in academic year 2021/2022, the minimum passing grade in mastering English was 75. There were 39 students as the subjects of the study. Hence, there must be 31 students who should pass the minimum passing grade to categorize this research as successful research.



CHAPTER IV FINDING AND DISCUSSION

4.1 Finding

The present study was designed to address a predetermined research problem. The research problem was formulated in the form of a research question: can writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 be improved by using guided writing? Therefore, a classroom action research design was used in the present study. The present classroom action research design had four interconnected stages: planning, action, observation, and reflection. Besides, the present classroom action research was mainly carried out in pre-cycle, cycle I, and cycle II. Furthermore, the required data in this study were collected through administering the research instruments.

In this study, the researcher chose the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022. Specifically, the class chosen as the study subjects was the IX-A, which consisted of 39 students. The students of IX-A were chosen based on the preliminary observation by interviewing one of the English teachers of SMP PGRI 3 Denpasar. Based on the interview, it was found that the subjects faced some problems in writing. They could not construct a good paragraph based on its complete generic structures and the criteria of writing a good paragraph. Consequently, the present research findings resulted from the implementation of guided writing, which was intended to improve their writing skill.

In the present study, some research instruments were used to get reliable data and analyze the subjects' improvement and their responses toward implementing the teaching technique. The research instruments used were tests (pre-test and post-tests) and a questionnaire. Before the teaching-learning process,

the pre-test was given to know the subjects' pre-existing skills in writing procedure paragraphs. Post-tests were given at the end of each cycle to know the subjects' improvement progress in writing procedure paragraph after being taught by implementing guided writing. Finally, the structured questionnaire was given to the subjects at the end of the last cycle to know their responses toward the implementation of guided writing as the teaching technique.

In the present study, the tests were crucial to administer to identify the subject's progress of improvement before and after introducing guided writing. Therefore, the researcher gave a pre-test to the subjects in the pre-cycle, and post-tests were given at the end of cycle I and cycle II. The scores gained from these tests showed improved subjects' writing skills after they were taught by using guided writing. The research findings gained by administering pre-test, post-test 1, and 2 should be tabulated so that the results can be calculated and analyzed carefully. Therefore, the required data that showed the subjects' progress of writing skill improvement can be clearly seen in the following table:

Table 4.1
The Tabulation of Data Showing the Subjects' Progressing Scores
of Writing Skills after Being Taught through Guided Writing

Subjects	Pre-cycle	Cycle I	Cycle II
	Pre-test	Post-test 1	Post-test 2
1	56	70	80
2	40	76	88
3	42	66	79
4	35	70	75
5	56	75	80
6	50	67	75
7	43	50	76
8	30	79	85
9	56	75	89

10	50	77	80
11	57	78	85
12	56	76	76
13	52	77	80
14	82	83	88
15	58	75	80
16	43	69	75
17	47	76	80
18	50	79	85
19	50	65	78
20	59	70	79
21	35	50	75
22	56	79	88
23	55	75	80
24	56	80	88
25	59	75	83
26	50	83	90
27	57	75	80
28	78	80	84
29	55	84	89
30	50	79	80
31	48	75	89
32	56	70	88
33	28	89	90
34	43	77	87
35	50	80	86
36	48	79	80
37	50	88	94
38	40	77	85
39	56	79	79
Total	1982	2927	3228

In addition, at the end of cycle II, supporting information was collected through a questionnaire to determine how the subjects felt about the inclusion of guided writing in teaching writing skills. The questionnaire consisted of ten statements that had five options: Strongly Agree (SA), Agree (A), Undecided (U),

Disagree (D), and Strongly Disagree (SD). The questionnaire was written in Bahasa Indonesia, so the subjects would understand and respond to the statements. The questionnaire was analyzed using a Likert scale ranging from 5 to 1. The additional data which showed the total responses of the subjects to an item and all items of the questionnaire could be briefly tabulated in the following table:

Table 4.2
The Tabulation of Data Showing the Subjects' Responses
after the Implementation of Guided Writing

Subjects	Questionnaire Responses				
	SA	A	U	D	SD
1	-	40	-	-	-
2	20	20	3	-	-
3	10	24	6	-	-
4	5	32	3	-	-
5	35	12	-	-	-
6	50	-	-	-	-
7	50	-	-	-	-
8	45	4	-	-	-
9	-	36	3	-	-
10	-	40	-	-	-
11	45	4	-	-	-
12	50	-	-	-	-
13	40	4	3	-	-
14	15	20	6	-	-
15	45	4	-	-	-
16	-	24	12	-	-
17	-	40	-	-	-
18	50	-	-	-	-
19	50	-	-	-	-
20	20	20	3	-	-
21	15	24	3	-	-
22	25	20	-	-	-
23	-	36	3	-	-
24	30	16	-	-	-

25	50	-	-	-	-
26	-	40	-	-	-
27	10	28	3	-	-
28	-	40	-	-	-
29	50	-	-	-	-
30	-	40	-	-	-
31	20	24	-	-	-
32	-	40	-	-	-
33	15	28	-	-	-
34	30	16	-	-	-
35	10	32	-	-	-
36	50	-	-	-	-
37	50	-	-	-	-
38	50	-	-	-	-
39	35	12	-	-	-
Total	970	720	48	0	0
Total Responses of All Items = 1738					

The tabulation of data in table 4.1 showed the subjects' writing skill improvement after being taught by using guided writing. In addition, the subjects' responses toward the implementation of guided writing can be seen in table 4.2. The present classroom action research was conducted into two cycles wherein each cycle consisted of two sessions. This study was carried out in three main stages: pre-cycle, cycle I, and cycle II. Each stage consisted of four interconnected activities: planning, action, observation, and reflection. Additionally, a pre-cycle was conducted to identify the subjects' writing problems. The processes of classroom action research can be furthermore described as follows:

4.1.1 Pre-cycle

The present study was started by conducting the pre-cycle to know the subjects' problem and their pre-existing writing skill. In the present study, the

researcher interviewed the English teacher who taught the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022, especially in IX-A class. Furthermore, the researcher observed the teaching-learning process in the online class. Additionally, the researcher administered a pre-test before the teaching technique was implemented to get more comprehensive data. The purpose of administering the pre-test was to determine their pre-existing skill, especially in writing a procedure paragraph. As a result, the data obtained from administering the pre-test were crucial to preparing the first cycle of the study.

Based on the interview results with the English teacher, the researcher found that the curriculum applied in SMP PGRI 3 Denpasar was the 2013 curriculum. Furthermore, the minimum passing grade for English subjects in SMP PGRI 3 Denpasar was 75. The interview results also revealed that the teacher's technique did not solve the subjects' writing problems. The teacher only explained the material and asked them to construct a paragraph without practice or guidance on constructing a good paragraph. As a result, they were difficult in delivering their ideas into a good paragraph. Therefore, the researcher applied guided writing as the teaching technique to overcome the subjects' problems in writing skills.

Before implementing guided writing, the researcher observed the teaching-learning process during an online class (WhatsApp Group). The observation was conducted to find out the subjects' responses to the teaching and learning process. Similar to the interview results, it has been shown that the subjects had difficulty in writing. It was also figured out that the subjects kept struggling in organizing their ideas into a well-written paragraph. Therefore, it was necessary to improve the subjects' writing skills and create more interesting teaching and learning processes. To figure out the subjects' prior writing skills, the researcher administered the pre-

test before the implementation of the teaching technique, which was carried out in the teaching and learning process in the present classroom action research.

Before implementing the teaching technique, the researcher conducted a pre-test to determine the subjects' preexisting skills for writing a procedure paragraph. The pre-test was given to the subjects to discover the real problem and calculate their initial scores in writing. The pre-test given to the subjects was in the form of a paragraph construction test. The subjects were instructed to write a procedure paragraph in 35 minutes. The procedure paragraph should consist of 6-12 sentences in one paragraph. The subjects had to write the procedure paragraph by choosing one of two available topics. Those topics were "How to Make Coffee Milk and How to Make Toast Bread." The results of the pre-test could be seen in table 4.1. The total score of the pre-test was 1982. Moreover, it was calculated to find the mean score as the following calculation:

$$\text{Mean Score of Pre-test} = \frac{\sum X}{N} = \frac{1982}{39} = 50.82$$

Based on the data above, the mean score of the pre-test was 50.82. The mean score of the pre-test was in line with the interview results. Furthermore, it showed that the subjects' writing skill was still low. The pre-test data also showed that among 39 students, there were only 2 subjects who could pass the minimum passing grade of English subject in SMP PGRI 3 Denpasar. This result indicated that the subjects had difficulty in writing. Most of the subjects faced difficulties in organizing their ideas into a good procedure paragraph. As a result, their writing was less unified and coherent. Based on the results above, the researcher took further action by conducting cycle I and implementing guided writing as a teaching technique to improve the subjects' writing skills in the learning process.

4.1.2 Cycle I

The pre-test results were far from the minimum passing grade of the English subject in SMP PGRI 3 Denpasar. It also showed that the subjects' writing skill in writing a procedure paragraph was still low. Most of them were unable to organize their ideas into a unified and coherent procedure paragraph. Therefore, the writing skill of the students in IX-A needed to be improved. The researcher applied guided writing as the teaching technique to improve the subjects' writing skills and overcome the problems they faced. Cycle I was carried out after the pre-cycle was conducted within two sessions. In addition, cycle I included four interconnected activities: planning, action, observation, and reflection. In the present research, these activities were conducted chronologically to get maximum results which would be described vividly in the following section.

The first stage in the cycle I was planning. The researcher prepared a lesson plan, learning material, picture, worksheet, and post-test for teaching writing by implementing guided writing. First of all, the lesson plan was made based on the 2013 curriculum applied in the school. Besides, the lesson plan was made for two sessions that ran for 80 minutes in each session. Second, learning materials were prepared, such as the definition of procedure paragraph, generic structures of procedure paragraph, language features of procedure paragraph, and an example of procedure paragraph about how to make something. The example of procedure paragraph given was entitled "How to Make Fried Rice." In addition, the researcher also prepared a student worksheet, which was used as a writing procedure paragraph practice by the subjects. Additionally, for session 2, a post-test was carefully prepared for the subjects based on the materials previously taught. The planning were important to carry out the present classroom action research.

The second stage in cycle I was action. In this stage, the researcher applied everything that has been prepared in the planning stage. However, due to the Covid-19 pandemic, the teaching-learning process was held via an online classroom. This method had been agreed upon among the English teacher, the subjects, and the researcher. Thus, the online teaching-learning activity in class IX-A was conducted through the WhatsApp application. The learning materials were previously shared one day earlier on WhatsApp group so that the subjects could read them. Furthermore, this action stage was divided into two sessions, in which each session was conducted in 60 minutes and consisted of observing, questioning, exploring and associating, and communicating. In session 1, especially observing, the researcher shared an example of a procedure paragraph, "How to Make Fried Rice". Then the subjects were asked to observe it and guide them to identify the procedure paragraph's social function, paragraph structure, and language features. In questioning, the researcher stimulated them to ask questions related to the procedure paragraph given previously, facilitated and answered the questions. In exploring and associating, the researcher guided them to draft and write a procedure paragraph based on the example. In communicating, the researcher asked them to share their work through the WhatsApp group. The researcher then chose some of the works and checked them with the other subjects. In session 2, the learning material was the same as the previous session. At first, the researcher focused on reviewing the material. Then the researcher asked whether the subjects had questions about their procedure paragraph that had been revised as homework. After that, the researcher asked them to share their procedure paragraph, choose one of the works, and check it with the students. In addition, the researcher also asked the other subjects to give some comments and suggestions based on the scoring

criteria. The researcher also explained some points of the procedure paragraph that they still missed. At the end of this cycle, the post-test was administered. The clear description of cycle I can be obviously found in appendix 3.

Additionally, the researcher observed while teaching and learning. Observations were done to determine the subjects' responses to guided writing as part of the teaching-learning process. After the researcher applied guided writing, the subjects showed significant positive responses. They were enthusiastic about learning and actively asked questions. Furthermore, they were also enthusiastic in responding to the questions that the researcher gave. The researcher also found that some of them showed high enthusiasm when assigned homework to revise their paragraph. They also took the opportunity to comment and make suggestions about their friends' texts. However, some subjects still paid less attention during the teaching and learning process. As a result, they were confused with the material and could not write a procedure paragraph using the scoring criteria. This should be taken into account when the next cycle was conducted.

The researcher administered a post-test 1 at the end of cycle I to collect data on the improvement in writing skills after implementing guided writing. The post-test was followed by 39 subjects. The subjects were asked to construct a procedure paragraph about making something by choosing one of the topics given, such as "How to Make *Rujak*" and "How to Make Fried Chicken." Moreover, the subjects wrote their procedure paragraph by their writing skill. After conducting the post-test in the first cycle, the researcher calculated all the scores. The total score obtained from post-test 1 was 2927 as it can be clearly seen in table 4.1. As a result, the mean score of the present research, particularly in cycle I can be carefully calculated by applying the following mean score formula:

$$\text{Mean Score of Post-test 1} = \frac{\sum X}{N} = \frac{2927}{39} = 75.05$$

The data above showed that the mean score of the subjects was 75.05. In addition, the calculation of the mean score in post-test 1 in cycle I above showed an improvement of the subjects' skill in writing procedure paragraphs after the implementation of guided writing. Furthermore, there were 29 of 39 subjects who could achieve the minimum passing grade in post-test 1. Some of the subjects could write a good procedure paragraph with a complete generic structure. Furthermore, several subjects could write a descriptive text with appropriate format, punctuation, and mechanic. However, the research needed to be continued since the success indicator had not been achieved. Thus, the researcher continued the present classroom action research to cycle II to achieve better improvement in the subjects' skills, especially in writing a procedure paragraph.

4.1.3 Cycle II

After analyzing the previous cycle's results, the researcher needed to proceed to cycle II. Cycle II was conducted to solve the problem of the subjects and increase their skill in writing a procedure paragraph. Like the previous cycle, cycle II also consisted of two sessions, namely sessions 3 and 4. Furthermore, the same steps as cycle I, such as planning, action, observation, and reflection, were also applied in cycle II. Through this activity, the researcher applied guided writing in the teaching-learning process. In addition, the researcher expected to get much better progressing results of the subjects' skill in writing procedure paragraph after applying guided writing as the teaching technique. Cycle II was conducted on the basis of cycle I which has already been revised.

The first stage in cycle II was planning, which was required to enhance the subjects' writing skills. The researcher prepared everything needed for teaching writing skills by implementing guided writing. This planning was revised from the previous cycle. The researcher also constructed the lesson plan, learning material, student worksheet, picture and post-test, and questionnaire. At first, the researcher created a lesson plan similar to the previous cycle. Besides, the lesson plan was made for two sessions, and each session also lasted for 80 minutes. Second, the researcher prepared the learning material for the subjects, which was about how to make something. Moreover, an example of procedure paragraph entitled "How to Make Orange Juice." Then the researcher also prepared student worksheet that was used to practice their writing skill. Finally, the researcher administered a post-test and questionnaire at the end of cycle II or session 4. The planning should be well-prepared so that the action could be conducted as what has been expected.

The next stage was action. The researcher carried out the teaching-learning process according to the lesson plan in this stage. However, due to the Covid-19 pandemic, the teaching-learning process was also held online like cycle I. The online teaching-learning activity in class IX-A was conducted through the WhatsApp application. The learning material was also previously shared one day earlier on WhatsApp Group to read it. Besides, this action stage was also similar to cycle I, which consisted of pre-activity, whilst-activity (observing, questioning, exploring and associating, and communicating), and post-activity. In session 3, the researcher gave learning motivation to encourage the subjects in learning. In observing, the researcher shared an example of a procedure paragraph entitled "How to Make Orange Juice." The researcher guided the students to identify the procedure paragraph's social function, structure, and language features. Then, the

subjects were asked to observe it. In questioning, the researcher stimulated the subjects to ask questions related to the previous procedure paragraph, and the researcher facilitated and answered the questions. In exploring and associating, the researcher makes a group consisting of four to five students. Then the researcher guided them to draft and write a procedure paragraph based on the example. In communicating, the researcher asked them to share their work through the WhatsApp group. The researcher then chose the subjects' works and checked them together. The clear descriptions of cycle II can be found in appendix 4.

The researcher also assigned the subjects to revise their procedure paragraph, which would be discussed in session 4. In session 4, the learning material was as same as in the previous session. At first, the researcher reminded the subjects of the learning objective that would be achieved to guide them in the learning process. Afterward, the researcher focused on reviewing the material. Then the researcher asked about the subjects' procedure paragraph that has been revised as homework. After that, the researcher asked them to share their procedure paragraph, choose one of the works, and check it with the students. Besides, the other subjects were asked to give some comments and suggestions based on the scoring criteria. The researcher also assigned the subjects to revise their procedure paragraph, which would be discussed in session 4. In session 4, the learning material was the same as in the previous session. At first, the researcher reminded the subjects of the learning objective that would be achieved to guide them in the learning process. Afterward, the researcher focused on reviewing the material. Then the researcher asked about the procedure paragraph that had been revised as homework. After that, the researcher asked them to share their procedure paragraph, choose one of the works, and check it with the students. Besides, the other subjects were asked to give some

comments and suggestions based on the scoring criteria. At the end of cycle II, a post-test and questionnaire were administered.

Additionally, the researcher observed while teaching and learning. Observations were done to determine the subjects' responses to guided writing as part of the teaching-learning process. The subjects showed significant positive responses when they were taught guided writing. They were attracted and motivated to learn and more active in asking questions related to good paragraph criteria. Furthermore, they showed enthusiasm in responding to the researcher's questions. It caused the teaching-learning process to be more interesting. The researcher also found that most of them showed high enthusiasm when assigned homework to revise their paragraph. Most of the subjects were also more active in giving comments and suggestions to their friends' paragraphs. It indicated that they were more focused on following the lesson. In addition, their writing was mainly completed with the generic structure and the criteria of a good procedure. There were improvement which could be seen on how the subjects learned.

After the teaching-learning process had been carried out through the implementation of guided writing, the researcher administered post-test 2 at the end of cycle II. The post-test was followed by 39 subjects. The subjects were asked to construct a procedure paragraph about making something consisting of 6-12 sentences in paragraphs. In addition, the procedure paragraph was written by choosing one of the topics given, such as "How to Make a Glass of Milk" and "How to Make Rice". After conducting the post-test in the second cycle of the present classroom action research, the researcher tabulated all scores. Based on the data in table 4.1, the total score obtained from post-test 2 was 3228. Thus, the mean score of cycle II can be calculated by applying the following mean score formula:

$$\text{Mean Score of Post-test 2} = \frac{\sum X}{N} = \frac{3228}{39} = 82.77$$

The data above showed that the mean score from the results of post-test 2 was 82.77. Furthermore, it was found that all of the 39 subjects could pass the minimum passing grade of English subject in SMP PGRI 3 Denpasar in writing procedure paragraph. Thus, the data revealed that the subjects' skill in writing procedure paragraph could be significantly improved through the application of guided writing. The present research could be ended when it had already reached the success indicator that was at least 31 subjects should pass the minimum passing grade. Therefore, the present study could be ended since the results showed that 39 subjects could pass the minimum passing grade and could be considered successful.

In addition, there were also required additional data that were gathered to support the present research. The data were collected through a structured questionnaire at the end of cycle II to know the subjects' responses towards implementing guided writing to improve their writing skill. To avoid the subjects' misunderstanding, the questionnaire was written in Bahasa Indonesia. Besides, the structured questionnaire consisted of ten items in which had five choices that were constructed on the basis of a Likert scale ranging from five (5) to one (1) (see appendix 5). The total responses of the subjects for strongly agree was 970; agree, 720 responses; undecided, 48 responses; and none of the subjects responded that they were disagree and strongly disagree. Moreover, the total responses of all items were 1780. Therefore, the percentages could be tabulated as follows:

1. The Percentage of Item SA = $\frac{970}{1738} \times 100\% = 55.81\%$

2. The Percentage of Item A = $\frac{720}{1738} \times 100\% = 41.43\%$

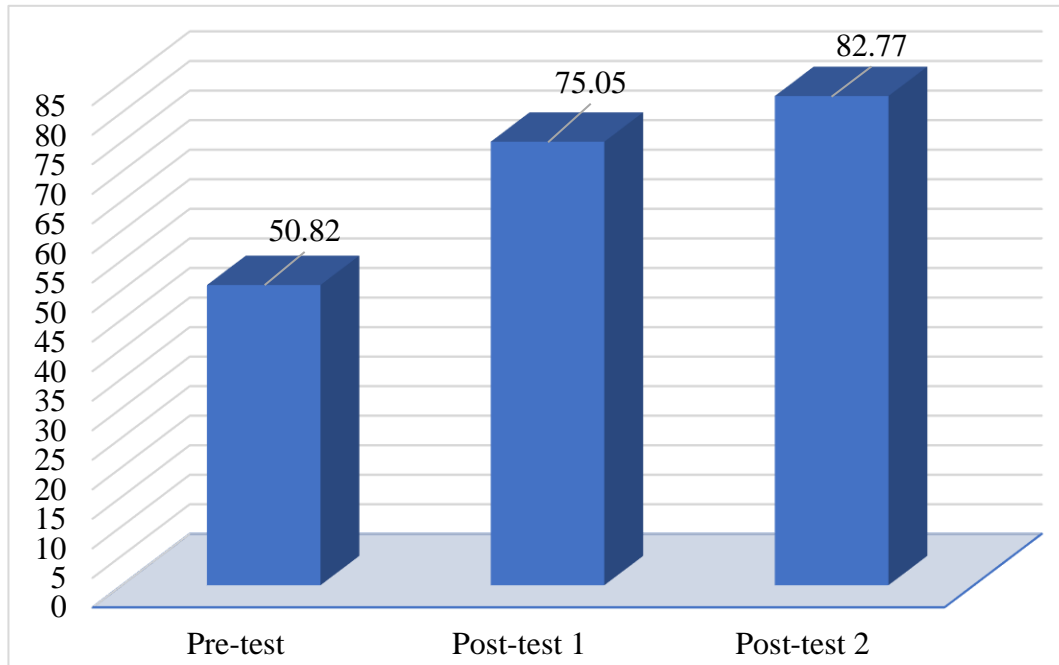
$$3. \text{ The Percentage of Item U} = \frac{48}{1738} \times 100\% = 2.76\%$$

$$4. \text{ The Percentage of Item D} = \frac{0}{1738} \times 100\% = 0\%$$

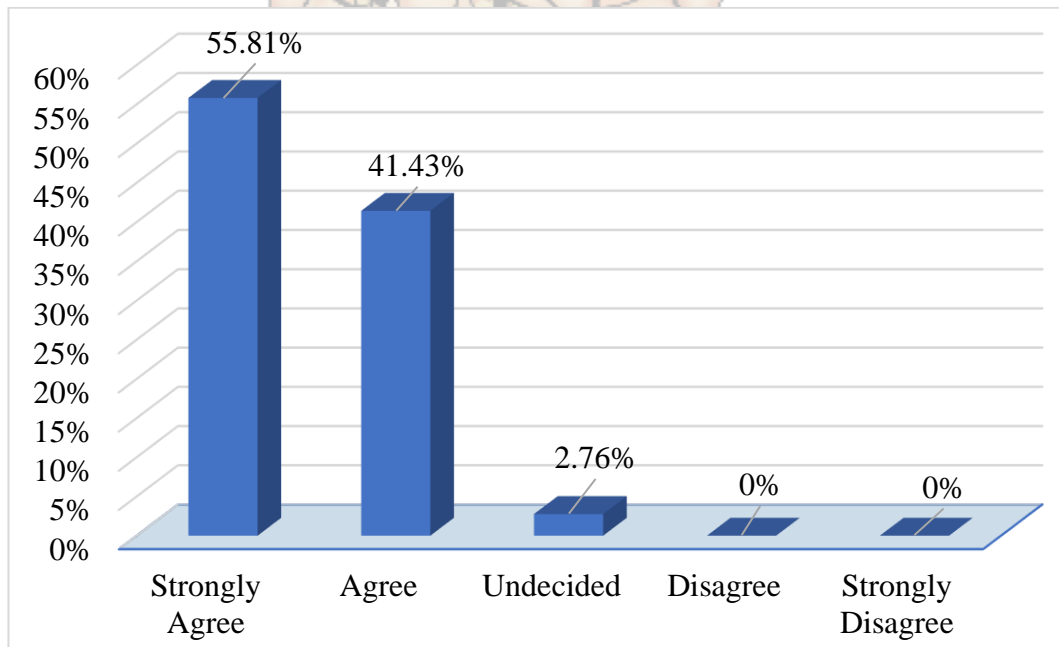
$$5. \text{ The Percentage of Item SD} = \frac{0}{1738} \times 100\% = 0\%$$

According to the analysis of the data obtained through administering the questionnaire, it could be found that the subjects' responses toward the implementation of guided writing were positive. It could be seen from the amount of the responses toward the implementation of guided writing that there were 55.81% of the responses showed strongly agree; 41.43% of the responses, agree; 2.76% of the responses, undecided; and none of the subjects responded that they were disagree and strongly disagree. Thus, it could be stated that most of the subjects gave positive responses about the implementation of guided writing in improving writing skill. In other words, guided writing as the teaching technique proved that it was effective in improving the subjects' writing skill.

The data on the subjects' improvement and also the responses toward the implementation of guided writing in improving writing skills, especially in how to make something, must be presented clearly. Thus, the present classroom research findings showed the rising comparative mean score of the pre-test, post-test 1, post-test 2, and the questionnaire could be presented in the form of two graphs. The comparative results of the obtained data that were collected from the subjects under study, which were the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 through the implementation of guided writing as the teaching technique to improve writing skill could be presented as follows:



Graph 4.1 Depicting the Subjects' Progressing Achievement of Writing Skill after Being Taught through Guided Writing



Graph 4.1 Depicting the Subjects' Responses toward the Implementation of Guided Writing

Based on the above findings, the research had achieved the success indicator and therefore could be ended. The data showed that there was an improvement in the mean score obtained by the subjects. Additionally, significant improvement was

shown from pre-test, post-test 1 and post-test 2. These findings were used to measure the subjects' writing skill improvement, especially in writing procedure paragraph. Furthermore, the comparative percentages obtained from the structured questionnaire also showed positive responses in the teaching-learning process to enhance writing skills for the additional supporting data. Thus, all research findings of the present study were discussed in the following section:

4.2 Discussion

The present study was designed as classroom action research. This study was conducted to evaluate the effectiveness of guided writing for improving the writing skill of ninth-grade students at SMP PGRI 3 Denpasar in 2021/2022. In the present study, two cycles were conducted. Each cycle was divided into two sessions. Furthermore, it consisted of four interconnected activities: planning, action, observation, and reflection. The research was started by conducting the pre-cycle at the beginning. Then, cycle I and cycle II were done after the pre-cycle. Besides, two research instruments were used to obtain the research data, namely, tests and a questionnaire. Based on the pre-cycle, cycle I, and cycle II findings, it was needed to do deep discussion to build a deeper understanding.

In the pre-cycle, the researcher conducted an interview with the English teacher at SMP PGRI 3 Denpasar and observed the classes via online class to determine the subject's conditions. Furthermore, the researcher administered the pre-test to find out the pre-existing subjects' writing skills. Besides, to assess the subjects' writing skills, the researcher used a scoring rubric based on the five criteria: format, punctuation and mechanics, content, organization, and grammar, and sentence structure. According to the pre-test results, the researcher found that

the subjects had low writing skills because most of them had difficulty organizing their ideas into a unified and coherent text. The mean score of the pre-test, which was followed by 39 subjects, was 50.82. There were only 2 subject who could achieve the minimum passing grade. Moreover, the pre-test results indicated that the subjects' writing skill was still low and must be improved. Therefore, the researcher conducted cycle I with an interactive and pleasant situation in the teaching and learning activities. Thus, the subjects would be more interested and enjoy the learning material delivered clearly in the teaching and learning process.

During cycle I, the subjects showed improvement in writing a procedure paragraph after the researcher applied guided writing techniques. Based on the post-test 1 that was followed by 39 subjects, it was calculated that the mean score was 75.05, and 29 subjects could pass the minimum passing grade. Furthermore, it showed significant improvement of the subjects' procedure paragraph writing skills after implementing guided writing. In the teaching-learning process of this cycle, the subjects were interested in learning and active in asking questions about the material. However, some subjects still paid less attention during the teaching and learning process. After applying this technique, some subjects could construct a procedure paragraph based on the topic given with a complete generic structure. However, some subjects still struggled to organize their ideas into a unified and coherent descriptive text. Hence, it caused their scores to be still low. As a result, to enable the researcher to gain much better results in improving their writing skill, the researcher decided to continue the classroom action research into cycle II.

During cycle II, the mean score of post-test 2 was 82.77. Thus, greater improvement was seen in the subjects' mean scores compared to the pre-test and post-test 1. The results of cycle II also showed that the subjects' writing skills could

be improved using the implementation of guided writing. In the third and fourth sessions, the subjects were more active, enthusiastic and enjoyed the teaching-learning process. They were very interested in learning and more active in asking questions related to good paragraph criteria. Furthermore, they showed enthusiasm in responding to the researcher's questions. This cycle also showed the subjects' improvement, which can be seen from their writing skill. They were able to construct a procedure paragraph based on the criteria. Almost all of the subjects' procedure paragraphs were unified and coherent, making it interesting to read. Moreover, they could write steps to make something in such vivid detail and well-organized. The results of post-test 2 in this cycle showed that all of the subjects in the present classroom action research could pass the minimum passing grade. As a result, the current classroom action research can be regarded as successful since a success indicator had already been determined for the research.

Furthermore, additional supporting data were obtained via a questionnaire given to the subjects to determine their opinions about the implementation of guided writing in the teaching-learning process to improve their writing skills. According to the data, more than 97% of the respondents agreed that guided writing would improve their writing skills. In other words, most of the subjects agreed that the implementation of guided writing could improve their writing skill. The subjects' responses proved that guided writing could help them arrange their ideas into a good procedure paragraph in such vivid details. Besides, they became more curious and active during the teaching-learning process. It could also motivate and make them more confident during the teaching-learning process.

According to the elaboration above, it can be seen that the implementation of guided writing could help the subjects in improving writing skills, especially in

procedure paragraphs. This can be seen from the pre-test results, post-test 1, and post-test 2 that increased significantly after the implementation of guided writing. Besides, this was also supported by the questionnaire results that showed positive responses of the subjects toward the implementation of guided writing to help them improve their writing skill. Thus, the present classroom action research could be finally concluded that the writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 could be improved through guided writing.



CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of the present classroom action research that dealt with improving writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in the academic year 2021/2022 using guided writing was thoroughly described in the previous chapter. In addition, this chapter will provide a summary of the current study results. Some practical suggestions refer to the significance of the established research findings. Hence, the present research findings could prove some benefits for the English teachers, the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 and other researchers who would conduct a research in the same area using guided writing. The conclusion and suggestions of the present classroom action research can be elaborated on as follows.

5.1 Conclusion

The current research design was classroom action research. The purpose of this study was to determine whether guided writing could improve the writing skills of ninth-grade students at SMP PGRI 3 Denpasar. Furthermore, the present research was conducted within two cycles, of which each cycle consisted of two sessions. Besides, each cycle had four interconnected activities: planning, action, observation, and reflection. However, initial reflection was pivotal to gain the pre-existing ability of the subjects' writing skills. In this research, the data were obtained by administering the pre-test, post-test 1 and 2. The supporting data were also collected at the end of cycle II by administering a questionnaire.

Based on the pre-cycle findings, the pre-test results showed that the subjects writing skills were still low. Moreover, the pre-test results showed that only 2

subjects could pass the minimum passing grade. In cycle I, 29 subjects could pass the minimum passing grade. Finally, the post-test in cycle II showed that 40 subjects passed the minimum passing grade. The mean score of pre-cycle, cycle I and II were respectively 50.82, 75.05, and 82.77. These results showed significant improvements in terms of the subjects' writing skills. The results showed that guided writing was an effective teaching technique. Based on the pre-determined success indicator, this research was considered successful and ended in cycle II.

In addition to improving the writing skills of the subjects, the additional supporting data obtained through the questionnaire also indicated that the subjects were supportive of guided writing in the classroom. The obtained data showed that more than 97% of the responses obviously agreed that the implementation of guided writing could improve their writing skills. The subjects' responses showed that guided writing could help them improve writing skills, especially in writing procedure paragraphs in such vivid detail that had a complete generic structure. Therefore, guided writing was highly accepted by the subjects, and this teaching technique is worth to be implemented during the teaching-learning process.

In conclusion, the present classroom action research was conducted to help the ninth-grade SMP PGRI 3 Denpasar students who had writing skills problems. According to the data from the pre-test, post-tests, and the questionnaire, which have been elaborated on previously, the subjects' writing skills significantly improved after implementing guided writing. Moreover, it also showed that the subjects' more enthusiastic, active, and interested after applying guided writing. As a result, it could be concluded that the writing skill of the ninth-grade students of SMP PGRI 3 Denpasar in academic year 2021/2022 could be improved through the implementation of guided writing as the teaching technique in the present research.

5.2 Suggestion

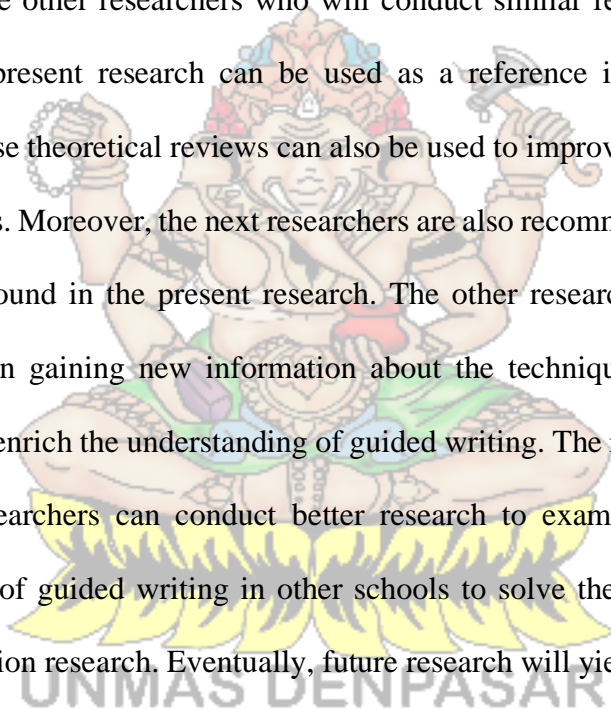
The findings and discussion of the present research revealed the effectiveness of guided writing that could improve the subjects' writing skill. This research will benefit the education field, particularly for teaching writing. Thus, at the end of the present research, the researcher would like to suggest improvements to students' writing skills. The suggestions are particularly given to the English teachers of SMP PGRI 3 Denpasar who teach the ninth-grade students and concern with the teaching-learning process, the ninth-grade students of SMP PGRI 3 Denpasar, and to the other researchers who want to conduct similar research in writing skill. The suggestions can be briefly and clearly explained as follows:

The English teachers who teach the ninth-grade students of SMP PGRI 3 Denpasar are suggested to use guided writing to teach procedure paragraph writing. Guided writing is suggested to be implemented to arouse the students' attention and understanding. Moreover, in teaching writing, the teachers should give the students more practice rather than focus on theory. Giving practice can be administered by providing some interesting topics where the students can express their ideas. Besides, the teachers should give more attention to those who struggle in writing a procedure paragraph. Additionally, the researcher suggests using the scoring rubric since that has been used to score students' compositions. Moreover, the teachers should always correct their writings if they find some mistakes and share the scores so that they will know their mistakes and learn from them.

There is a recommendation for SMP PGRI 3 Denpasar students, especially the ninth graders, to pay greater attention to their English writing skills. The students should be more active and not hesitate to ask or answer questions during the teaching-learning process. Besides, they should be more confident expressing

their ideas, opinions, and thoughts. Furthermore, they should not be afraid to make mistakes since they can learn a lot from them. Moreover, they should be more serious in learning writing and do more practice to make them easier to write a procedure paragraph. Writing is critical when they continue their study to a higher level or when they enter the work-life; thus, they should keep their motivation and improve their writing skills more intensively. To be successful in their career, they must continue to practice writing in their daily lives.

For the other researchers who will conduct similar research using guided writing, the present research can be used as a reference in completing future research. These theoretical reviews can also be used to improve the language skills of the subjects. Moreover, the next researchers are also recommended to modify the weaknesses found in the present research. The other researchers should also be more active in gaining new information about the technique and finding more references to enrich the understanding of guided writing. The researcher hopes that the other researchers can conduct better research to examine and explore the effectiveness of guided writing in other schools to solve their problems through classroom action research. Eventually, future research will yield better results.



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APPENDIX 1
LIST OF SUBJECTS

No	Name
1	A. A. Ketut Diana Putri
2	Ahmad Frantio Febriyanto
3	Anak Agung Ngurah Agung Wardika Wiraputra
4	Anak Agung Putu Bintang Mandasari
5	Angel Diana Ekaningtyas
6	Ardi Ramadanu
7	Devi Puspita Sari
8	Dewa Ayu Sinta Pradnya Dewi
9	Esa Muhammad Nurhuda
10	Gede Putra Mahendra
11	Gede Widiassa
12	Hafid Ismail
13	Hariwandi Maulana
14	I Kadek Angga Ardika
15	I Kadek Richo Preema Raya Abadi
16	I Ketut Juliantara
17	I Komang Angga Wiguna
18	I Putu Edy Kartana
19	I Putu Galang Ariawan
20	I Putu Ginal Rama Karindra
21	I Putu Kania Pramatha
22	I Wayan Landep Ariawan
23	Kadek Dewi Arsinta
24	Kadek Riyan Andika Pramana
25	Khaikal Ilham
26	Khalisha Aufa Shabah
27	Made Damar Maharishi
28	Maria Fransiska Olivia Lasi
29	Merry Ann Suardi
30	Ni Gusti Ayu Diah Paramitha
31	Ni Made Gayatri Nirmala Putri Arnatha
32	Ni Made Sonia Paramitha

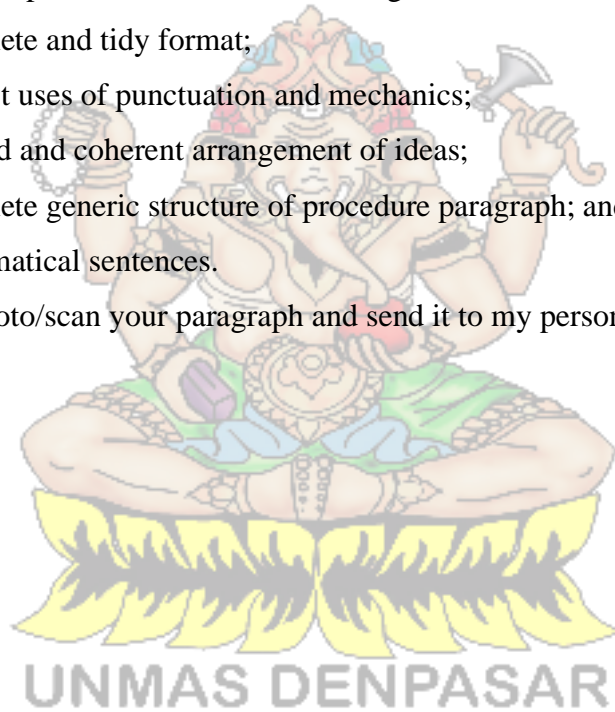
33	Ni Putu Desi Natalia
34	Ni Putu Yunita Lestari
35	Putu Eka Prasetya
36	Putu Ryo Jaya Putra
37	Putu Saka Cantika Dewi
38	Romi Preshad Ananda
39	Theresia Oktania Sari Limantara



APPENDIX 2
PRE-TEST

Instructions:

1. Please write a procedure paragraph by choosing one of the following topics:
 - How to Make a Coffee Milk
 - How to Make Toast Bread
2. The paragraph should consist of 6 – 12 sentences.
3. You only have 35 minutes to write the procedure paragraph.
4. The paragraph should fulfil the following criteria:
 - complete and tidy format;
 - correct uses of punctuation and mechanics;
 - unified and coherent arrangement of ideas;
 - complete generic structure of procedure paragraph; and
 - grammatical sentences.
5. Please photo/scan your paragraph and send it to my personal WhatsApp chat.



THE SCORING RUBRIC OF THE PROCEDURE PARAGRAPH

Pre-test

Name : _____

Class : _____

Criteria	Max Score	Actual Score
Format – 5 points		
- There is a title.	1	
- The title is centered.	1	
- The first line is indented.	1	
- There are margins on both sides.	1	
- The work is tidy.	1	
Total	5	
Punctuation and Mechanics – 5 points		
- There is a period after every sentence.	1	
- Capital letters are used correctly.	1	
- Commas and other punctuation are used correctly.	1	
- Spellings are correct.	2	
Total	5	
Content – 25 points		
- The paragraph fits the assignment.	5	
- The paragraph is unified.	10	
- The paragraph is coherent.	10	
Total	25	
Organization – 40 points		
- The paragraph should have a clear goal.	5	
- The paragraph should state the ingredients clearly.	10	
- The paragraph should procedurally elaborate the steps in the procedure paragraph.	25	
Total	40	
Grammar and Sentence Structure – 25 points		
- Estimate a grammar and sentence structure score.	25	
Total	25	
Grand Total	100	

APPENDIX 3
LESSON PLAN
Cycle I Session 1 and 2

School : SMP PGRI 3 Denpasar
Subject : English
Class/Semester : IX/I
Topic : Procedure Paragraph
Time Allotment : 4 x 40 minutes

A. Basic Competency and Indicator of Competency Achievement

4.4 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.

- 1) Writing a short procedure paragraph about recipes how to make food using the students' own language based on the social function, generic structure, and language features.

B. Learning Objective

1. When the students are given some topics, they are able to write a short procedure paragraph about food recipes by using their own language contextually based on their social function, generic structure, and language features.

C. Learning Material

Learning materials of procedure paragraph are as follows:

- Definition of Procedure Paragraph
- Generic Structure of Procedure Paragraph
- Language Feature of Procedure Paragraph
- Writing Procedure Paragraph

D. Learning Method/Technique

Guided Writing

E. Learning Media

1. Media: Paragraph
2. Tools : Laptop, handphone and internet

F. Learning Source

1. Procedure Paragraph Handout
2. Student Worksheet

G. Learning Activity**1. The First Meeting (2 x 40 minutes)****a. Pre-activity (10 minutes)**

In pre-activity, teacher:

- 1) greets the students friendly on WhatsApp;
- 2) notices the students fill the online attendance list on Google form;
- 3) reviews the pre-test that they have had before;
- 4) gives learning motivation to students generally and specifically related to the material to be learned;
- 5) explains the basic competency and indicator of competency achievement which are going to be achieved; and
- 6) delivers the outline of the materials and explains the activity which is going to be conducted.

b. Whilst-activity (60 minutes)**1) Observing**

In observing activity, teacher:

- shows an example of procedure paragraph entitled 'How to Make Fried Rice' to the students to catch the students' attention and invites them to read it; and
- guides the students to identify the procedure paragraph's social function, paragraph structure, and language features.

2) Questioning

In questioning activity, teacher:

- stimulates the students to ask questions related to the procedure paragraph which has already been observed; and

- facilitates and answers the students' questions (Teacher answers the students' questions while explaining the concepts of procedure paragraph which are going to be learned).

3) Exploring and Associating

In exploring and associating activity, teacher:

- makes groups consist of four to five students;
- asks them to make another WhatsApp group and invite the teacher;
- assigns a topic on each small group to compose a paragraph;
- guides the students to write their paragraph; and
- asks the students to check their work after finishing it in each group.

4) Communicating

In communicating activity, teacher:

- asks the students to share their works on WhatsApp group; and
- chooses one of the students' works and checks it together with the other students.

c. Post-activity (10 minutes)

In post-activity, teacher:

- 1) and the students summarize the learning material;
- 2) and the students identify obstacles that are faced during the teaching-learning process (reflection);
- 3) gives feedback and reinforcement on the students' statements about their obstacles in understanding the material; and
- 4) assigns homework for the students to revise their paragraphs.

2. The Second Meeting (2 x 40 minutes)

a. Pre-activity (10 minutes)

In pre-activity, teacher:

- 1) greets the students friendly on WhatsApp;
- 2) asks the students to fill the attendance list on Google form;
- 3) proposes questions about the materials which have already been studied previously;
- 4) gives learning motivation to students generally and specifically related to the material to be learned; and

- 5) re-explains the basic competency and indicator of competency achievement which are going to be achieved.

b. Whilst-activity (30 minutes)

- 1) Exploring and Associating

In exploring and associating, teacher:

- asks the students to recheck their homework; and
- asks the students if there are any questions related to their homework.

- 2) Communicating

In communicating activity, teacher:

- asks the students to share their works on WhatsApp group; and
- chooses one of the students' works and check it together with the other students.

c. Post-activity (40 minutes)

In post-activity, teacher:

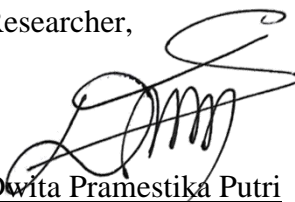
- 1) and the students summarize the learning material;
- 2) and the students identify obstacles that are faced during the teaching-learning process (reflection);
- 3) explains some points of procedure paragraph that they still miss; and
- 4) administers the post-test and explains the scoring rubric to make them aware of the criteria of the scoring rubric.

H. Assessment

1. Technique : Written Test
2. Instrument : Paragraph Construction Test
3. Scoring Procedure : Scoring Rubric

Denpasar, 1st and 8th November 2020

Researcher,



Dwita Pramestika Putri
NPM: 1801882030071

LEARNING MATERIAL

Cycle I Session 1 and 2

PROCEDURE PARAGRAPH

A. Definition of Procedure Paragraph

A procedure paragraph is a kind of paragraph that shows how to make something completely. The procedure paragraph is dominantly structured with imperative sentences since it is actually an instruction. The procedure paragraph usually explains the needed material, though sometimes it is omitted; after that procedure, it will explain how to make something. A procedure paragraph is a paragraph that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes or how something is accomplished through a sequence of steps.

In addition, a procedure is a specified series of actions or operations that have to be executed in the same manner to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking, this word can indicate a sequence of tasks, steps, decisions, calculations, and processes. When undertaken in the sequence, it laid down procedures for the described result, product or outcome. A procedure usually induces a change. It is in the scientific method.

B. Generic Structure of Procedure Paragraph

When the writers would like to write a procedure paragraph, they should take into account the general structure of the paragraph. The generic structures of the procedure paragraph are as follows: goal, material or ingredient, and step. The following is the elaboration of each structure.

1. Goal

It contains the purpose of the paragraph. For example: how to make a cup of coffee.

2. Material/Ingredient

It contains the materials that used in the process. For example: the material for cooking omelettes are eggs, onion, oil, etc.

3. Steps

It contains the steps to make something in the goal. For example: first, cut the onion. Second, cut the vegetable etc.

C. Language Feature of Procedure Paragraph

The writers should also pay attention to the language features that are used. This is an important consideration in writing a good procedure paragraph. When the writers make use of appropriate language features of the procedure paragraph, the paragraph will be easy to understand, and the flow will be easy to follow.

- Connectives: these words are a link between one sentence and another. For example: firstly, secondly, finally, etc.
- Imperative sentence: sentences that issue a command to do something. For example: put the noodles in the bowl, cut the onion, wash the tomatoes, etc.
- Adverbs: expressing in detail the time, place, manner accurate. For example: for five minutes, 2 hours, carefully, slowly etc.
- Action verbs: verbs that are used to explain what the subject of a sentence is actively doing. For example, make, take, boil, cook, etc.
- Simple Present Tense: it uses simple present tense because in this paragraph, there are factual sentences regarding the making or use of something

D. Writing Procedure Paragraph

How to Make Fried Rice

Ingredients:

- 2 cloves of garlic
- 2 onions cut into small pieces
- 1 tablespoon of vegetable oil
- a plate of rice
- pinch of salt

Steps:

Fried rice is a rice dish consisting of rice fried together with vegetables and protein. Originating in China around the sixth century, fried rice is popular in many Asian cuisines as a staple side dish served with almost every main. Originally a way to serve leftover rice and avoid food waste, fried rice eventually became a favorite

dish in its own right. How to make fried rice is very easy. First, pound garlic and two pinches of salt. Second, heat vegetable oil on a frying pan. Third, put the pounded garlic and salt, and onions into the hot vegetable oil. Fry them a while. Fourth, put one plate of rice. Fry and mix them for around 3 minutes. Fifth, add two pinches of salt. Continue frying until the rice is hot enough. Finally, put the fried rice on a plate. Serve with a sunny-side-up.

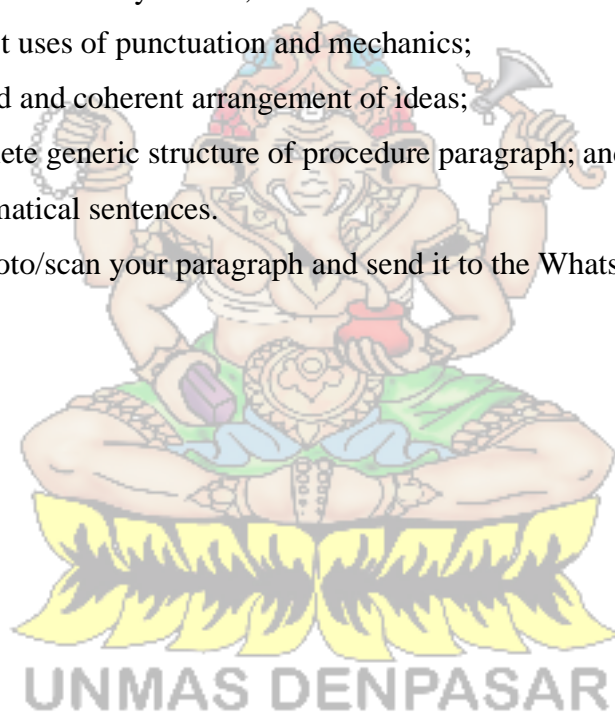
(Adapted from: <https://www.text.co.id/2>)



STUDENT WORKSHEET
Student Worksheet Cycle I Session 1 and 2

Instructions:

1. Please write a good procedure paragraph entitled “How to Make Instant Noodle”
2. The paragraph should consist of 6 – 12 sentences.
3. You only have 30 minutes to write the procedure paragraph.
4. The paragraph should fulfil the following criteria:
 - complete and tidy format;
 - correct uses of punctuation and mechanics;
 - unified and coherent arrangement of ideas;
 - complete generic structure of procedure paragraph; and
 - grammatical sentences.
5. Please photo/scan your paragraph and send it to the WhatsApp group.



THE SCORING RUBRIC OF THE PROCEDURE PARAGRAPH

Student Worksheet Cycle I Session 1 and 2

Name : _____

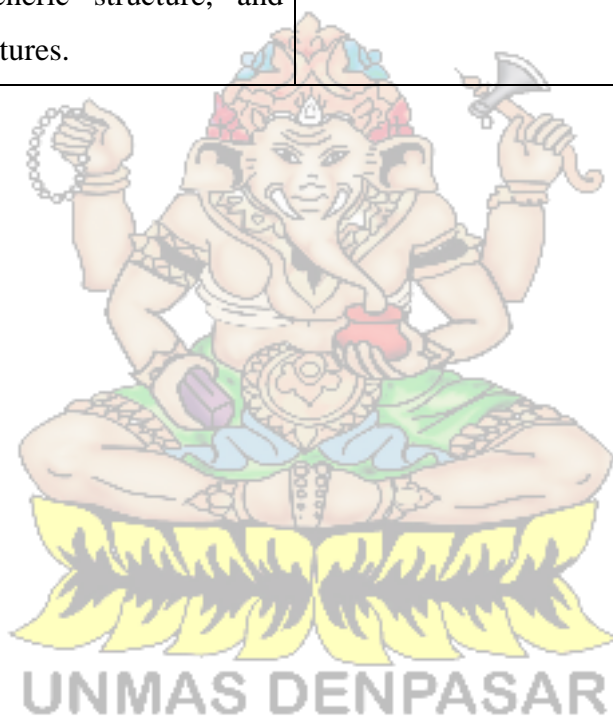
Class : _____

Criteria	Max Score	Actual Score
Format – 5 points		
- There is a title.	1	
- The title is centered.	1	
- The first line is indented.	1	
- There are margins on both sides.	1	
- The work is tidy.	1	
Total	5	
Punctuation and Mechanics – 5 points		
- There is a period after every sentence.	1	
- Capital letters are used correctly.	1	
- Commas and other punctuation are used correctly.	1	
- Spellings are correct.	2	
Total	5	
Content – 25 points		
- The paragraph fits the assignment.	5	
- The paragraph is unified.	10	
- The paragraph is coherent.	10	
Total	25	
Organization – 40 points		
- The paragraph should have a clear goal.	5	
- The paragraph should state the ingredients clearly.	10	
- The paragraph should procedurally elaborate the steps in the procedure paragraph.	25	
Total	40	
Grammar and Sentence Structure – 25 points		
- Estimate a grammar and sentence structure score.	25	
Total	25	
Grand Total	100	

TABLE OF ASSESSMENT SHEET SPECIFICATION

Post-test 1 Cycle I

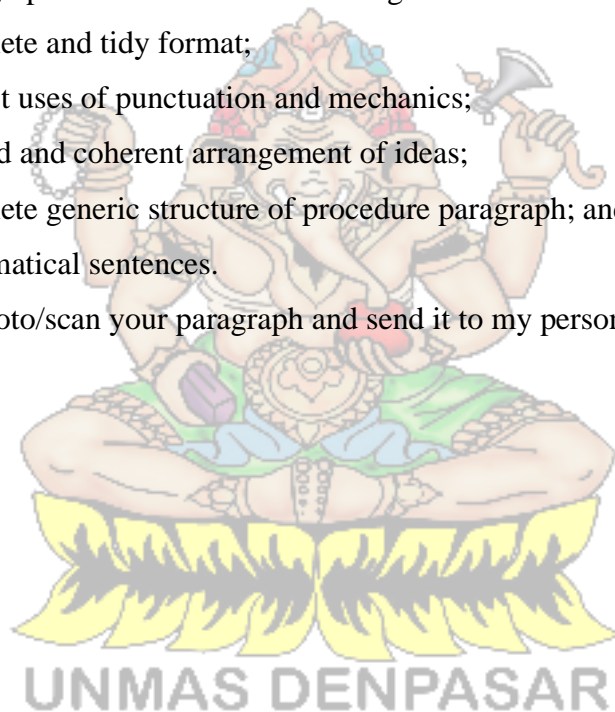
Indicator of Competency Achievement	Assessment Sheet (Instrument)	Scoring Procedure
Writing a short procedure paragraph about recipes how to make food using the students' own language based on the social function, generic structure, and language features.	Assessment Sheet of Skill (Paragraph Construction)	Scoring Rubric



POST-TEST 1
Cycle I

Instructions:

1. Please write a procedure paragraph by choosing one of the following topics:
 - How to Make Rujak
 - How to Make Fried Chicken
2. The paragraph should consist of 6 – 12 sentences.
3. You only have 30 minutes to write the procedure paragraph.
4. The paragraph should fulfil the following criteria:
 - complete and tidy format;
 - correct uses of punctuation and mechanics;
 - unified and coherent arrangement of ideas;
 - complete generic structure of procedure paragraph; and
 - grammatical sentences.
5. Please photo/scan your paragraph and send it to my personal WhatsApp chat.



ANSWER SHEET
Post-test 1 Cycle I

Name : _____

Class : _____



THE SCORING RUBRIC OF THE PROCEDURE PARAGRAPH

Post-test 1 Cycle I

Name : _____

Class : _____

Criteria	Max Score	Actual Score
Format – 5 points		
- There is a title.	1	
- The title is centered.	1	
- The first line is indented.	1	
- There are margins on both sides.	1	
- The work is tidy.	1	
Total	5	
Punctuation and Mechanics – 5 points		
- There is a period after every sentence.	1	
- Capital letters are used correctly.	1	
- Commas and other punctuation are used correctly.	1	
- Spellings are correct.	2	
Total	5	
Content – 25 points		
- The paragraph fits the assignment.	5	
- The paragraph is unified.	10	
- The paragraph is coherent.	10	
Total	25	
Organization – 40 points		
- The paragraph should have a clear goal.	5	
- The paragraph should state the ingredients clearly.	10	
- The paragraph should procedurally elaborate the steps in the procedure paragraph.	25	
Total	40	
Grammar and Sentence Structure – 25 points		
- Estimate a grammar and sentence structure score.	25	
Total	25	
Grand Total	100	

APPENDIX 4
LESSON PLAN
Cycle II Session 3 and 4

School : SMP PGRI 3 Denpasar
Subject : English
Class/Semester : IX/I
Topic : Procedure Paragraph
Time Allotment : 4 x 40 minutes

A. Basic Competency and Indicator of Competency Achievement

4.4 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.

1. Writing a short procedure paragraph about recipes how to make food using the students' own language based on the social function, generic structure, and language features.

B. Learning Objective

1. When the students are given some topics, they are able to write a short procedure paragraph about food recipes by using their own language contextually based on their social function, generic structure, and language features.

C. Learning Material

Learning materials of procedure paragraph are as follows:

- Definition of Procedure Paragraph
- Generic Structure of Procedure Paragraph
- Language Feature of Procedure Paragraph
- Writing Procedure Paragraph

D. Learning Method/Technique

Guided Writing

E. Learning Media

1. Media: Paragraph
2. Tools : Laptop, Handphone and Internet

F. Learning Source

1. Procedure paragraph handout
2. Student worksheet

G. Learning Activity**1. The First Meeting (2 x 40 minutes)****a. Pre-activity (10 minutes)**

In pre-activity, teacher:

- 1) greets students friendly on WhatsApp;
- 2) notices the students fill the online attendance list on Google form;
- 3) reviews the pre-test that they have had before;
- 4) gives learning motivation to the students generally and specifically related to the material to be learned;
- 5) explains the basic competency and indicator of competency achievement which are going to be achieved; and
- 6) delivers the outline of the materials and explains the activity which is going to be conducted.

b. Whilst-activity (60 minutes)

1) Observing

In observing activity, teacher:

- shows an example of procedure paragraph entitled 'How to Make Orange Juice' to the students to catch the students' attention and invites them to read it; and
- guides the students to identify the procedure paragraph's social function, paragraph structure, and language features.

2) Questioning

In questioning activity, teacher:

- stimulates the students to ask questions related to the procedure paragraph which has already been observed; and

- facilitates and answers the students' questions (Teacher answers the students' questions while explaining the concepts of procedure paragraph which are going to be learned).

3) Exploring and Associating

In exploring and associating activity, teacher:

- makes a group consist of four to five students;
- asks them to make another WhatsApp group and invite the teacher;
- assigns a topic on each small group to compose a paragraph;
- guides the students to write their paragraph; and
- asks the students to check their work after finishing it in each group.

4) Communicating

In communicating activity, teacher:

- asks the students to share their works on WhatsApp group; and
- chooses one of the students' works and checks it together with the other students.

c. Post-activity (10 minutes)

In post-activity, teacher:

- 1) and the students summarize the learning material;
- 2) and the students identify obstacles that are faced during the teaching-learning process (reflection);
- 3) gives feedback and reinforcement on the students' statements about their obstacles in understanding the material; and
- 4) assigns homework to the students to revise their paragraphs.

2. The Second Meeting (2 x 40 minutes)

a. Pre-activity (10 minutes)

In pre-activity, teacher:

- 1) greets the students friendly on WhatsApp;
- 2) asks the students to fill the attendance list on Google form;
- 3) proposes questions about the materials which have already been studied previously;
- 4) gives learning motivation to students generally and specifically related to the material to be learned; and

- 5) re-explains the basic competency and indicator of competency achievement which are going to be achieved.

b. Whilst-activity (30 minutes)

- 1) Exploring and Associating

In exploring and associating, teacher:

- asks the students to recheck their homework; and
- asks the students if there are any questions related to their homework.

- 2) Communicating

In communicating activity, teacher:

- asks the students to share their works on WhatsApp group; and
- chooses one of the students' works and check it together with the other students.

c. Post-activity (40 minutes)

In post-activity, teacher:

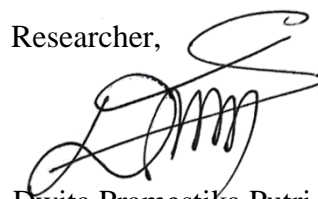
- 1) and the students summarize the learning material;
- 2) and the students identify obstacles that are faced during the teaching-learning process (reflection);
- 3) explains some points of procedure paragraph that they still miss; and
- 4) administers the post-test and explains the scoring rubric to make them aware of the criteria of the scoring rubric.

H. Assessment

1. Technique : Written Test
2. Instrument : Paragraph Construction Test
3. Scoring Procedure : Scoring Rubric

Denpasar, 15th and 22nd November 2020

Researcher,



Dwita Pramestika Putri
NPM: 1801882030071

LEARNING MATERIAL

Cycle II Session 3 and 4

PROCEDURE PARAGRAPH

A. Definition of Procedure Paragraph

A procedure paragraph is a kind of paragraph that shows how to make something completely. The procedure paragraph is dominantly structured with imperative sentences since it is actually an instruction. The procedure paragraph usually explains the needed material, though sometimes it is omitted; after that procedure, it will explain how to make something. A procedure paragraph is a paragraph that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes or how something is accomplished through a sequence of steps.

In addition, a procedure is a specified series of actions or operations that have to be executed in the same manner to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking, this word can indicate a sequence of tasks, steps, decisions, calculations, and processes. When undertaken in the sequence, it laid down procedures for the described result, product or outcome. A procedure usually induces a change. It is in the scientific method.

B. Generic Structure of Procedure Paragraph

When the writers would like to write a procedure paragraph, they should take into account the general structure of the paragraph. The generic structures of the procedure paragraph are as follows: goal, material or ingredient, and step. The following is the elaboration of each structure.

1. Goal

It contains the purpose of the paragraph. For example: how to make a cup of coffee.

2. Material/Ingredient

It contains the materials that used in the process. For example: the material for cooking omelettes are eggs, onion, oil, etc.

3. Steps

It contains the steps to make something in the goal. For example: first, cut the onion. Second, cut the vegetable etc.

C. Language Feature of Procedure Paragraph

The writers should also pay attention to the language features that are used. This is an important consideration in writing a good procedure paragraph. When the writers make use of appropriate language features of the procedure paragraph, the paragraph will be easy to understand, and the flow will be easy to follow.

- Connectives: these words are a link between one sentence and another. For example: firstly, secondly, finally, etc.
- Imperative sentence: sentences that issue a command to do something. For example: put the noodles in the bowl, cut the onion, wash the tomatoes, etc.
- Adverbs: expressing in detail the time, place, manner accurate. For example: for five minutes, 2 hours, carefully, slowly etc.
- Action verbs: verbs that are used to explain what the subject of a sentence is actively doing. For example, make, take, boil, cook, etc.
- Simple Present Tense: it uses simple present tense because in this paragraph, there are factual sentences regarding the making or use of something

D. Writing Procedure Paragraph

How to Make Orange Juice

Ingredients:

- 4-5 whole oranges
- Ice cube
- Water
- Sugar

Steps:

Orange juice is of healthy drink, and it has a lot of vitamin C. When you make orange juice, you need to these steps. First, roll each orange on the table using your palms, then tightly squeeze it using both hands until it becomes soft. Second, cut the orange into two halves and remove the seeds. Next, put one half of an orange on the hand juicer and squeeze it until all the juice is out. After that, repeat the above

step until the juice from all the oranges is squeezed. You may strain the collected juice using a strainer or skip the straining and add some pulp from the orange to it. Next, pour it in a glass filled with ice cubes, add a pinch of sugar, stir well, and enjoy your drink.

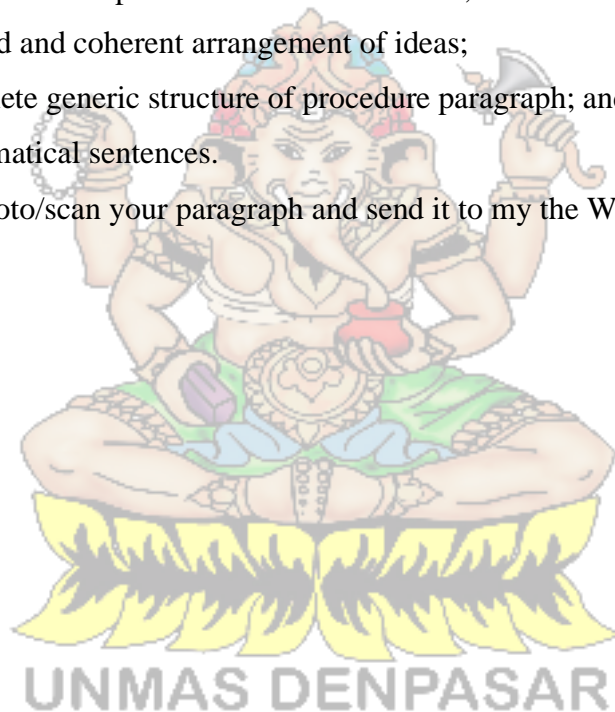
(Adapted from: <https://www.organicfacts.net/recipe/orange-juice>)



STUDENT WORKSHEET
Student Worksheet Cycle II Session 3 and 4

Instructions:

1. Please write a good procedure paragraph entitled “How to Make Mango Juice”
2. The paragraph should consist of 6 – 12 sentences.
3. You only have 30 minutes to write the procedure paragraph.
4. The paragraph should fulfil the following criteria:
 - complete and tidy format;
 - correct uses of punctuation and mechanics;
 - unified and coherent arrangement of ideas;
 - complete generic structure of procedure paragraph; and
 - grammatical sentences.
5. Please photo/scan your paragraph and send it to my the WhatsApp group.



THE SCORING RUBRIC OF THE PROCEDURE PARAGRAPH

Student Worksheet Cycle II Session 3 and 4

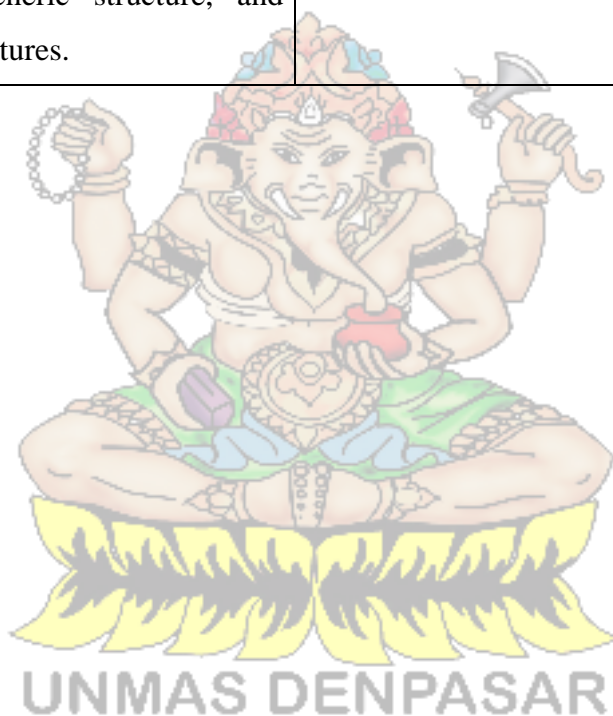
Name : _____

Class : _____

Criteria	Max Score	Actual Score
Format – 5 points		
- There is a title.	1	
- The title is centered.	1	
- The first line is indented.	1	
- There are margins on both sides.	1	
- The work is tidy.	1	
Total	5	
Punctuation and Mechanics – 5 points		
- There is a period after every sentence.	1	
- Capital letters are used correctly.	1	
- Commas and other punctuation are used correctly.	1	
- Spellings are correct.	2	
Total	5	
Content – 25 points		
- The paragraph fits the assignment.	5	
- The paragraph is unified.	10	
- The paragraph is coherent.	10	
Total	25	
Organization – 40 points		
- The paragraph should have a clear goal.	5	
- The paragraph should state the ingredients clearly.	10	
- The paragraph should procedurally elaborate the steps in the procedure paragraph.	25	
Total	40	
Grammar and Sentence Structure – 25 points		
- Estimate a grammar and sentence structure score.	25	
Total	25	
Grand Total	100	

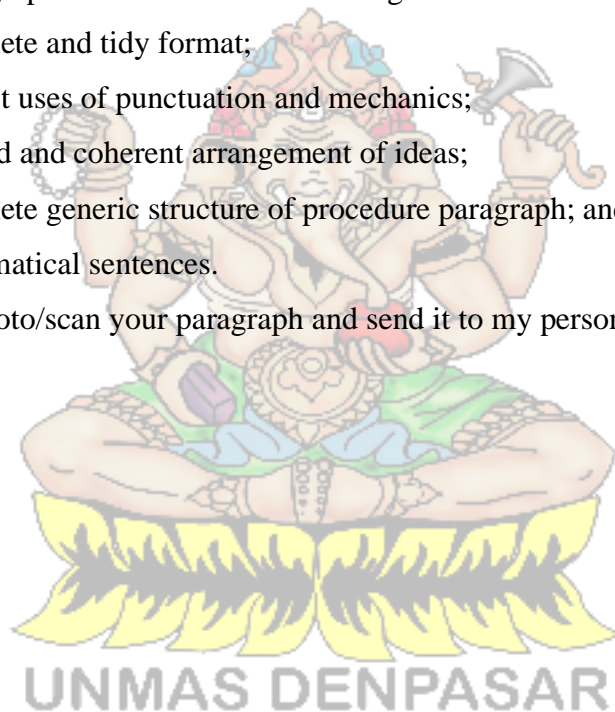
TABLE OF ASSESSMENT SHEET SPECIFICATION
Post-test 2 Cycle II

Indicator of Competency Achievement	Assessment Sheet (Instrument)	Scoring Procedure
Writing a short procedure paragraph about recipes how to make food using the students' own language based on the social function, generic structure, and language features.	Assessment Sheet of Skill (Paragraph Construction)	Scoring Rubric



POST-TEST 2**Cycle II****Instructions:**

1. Please write a procedure paragraph by choosing one of the following topics:
 - How to Make A Glass of Milk
 - How to Make Rice
2. The paragraph should consist of 6 – 12 sentences.
3. You only have 30 minutes to write the procedure paragraph.
4. The paragraph should fulfil the following criteria:
 - complete and tidy format;
 - correct uses of punctuation and mechanics;
 - unified and coherent arrangement of ideas;
 - complete generic structure of procedure paragraph; and
 - grammatical sentences.
5. Please photo/scan your paragraph and send it to my personal WhatsApp chat.



THE SCORING RUBRIC OF THE PROCEDURE PARAGRAPH

Post-test 2 Cycle II

Name : _____

Class : _____

Criteria	Max Score	Actual Score
Format – 5 points		
- There is a title.	1	
- The title is centered.	1	
- The first line is indented.	1	
- There are margins on both sides.	1	
- The work is tidy.	1	
Total	5	
Punctuation and Mechanics – 5 points		
- There is a period after every sentence.	1	
- Capital letters are used correctly.	1	
- Commas and other punctuation are used correctly.	1	
- Spellings are correct.	2	
Total	5	
Content – 25 points		
- The paragraph fits the assignment.	5	
- The paragraph is unified.	10	
- The paragraph is coherent.	10	
Total	25	
Organization – 40 points		
- The paragraph should have a clear goal.	5	
- The paragraph should state the ingredients clearly.	10	
- The paragraph should procedurally elaborate the steps in the procedure paragraph.	25	
Total	40	
Grammar and Sentence Structure – 25 points		
- Estimate a grammar and sentence structure score.	25	
Total	25	
Grand Total	100	

APPENDIX 5
KUESIONER

Petunjuk Umum:

1. Mohon klik untuk mengisi kuesioner secara online: [Link Kuesioner](#)
2. Jawablah semua item kuesioner dengan memilih salah satu dari pilihan berikut:
SS : Sangat Setuju
S : Setuju
RR : Ragu-Ragu
TS : Tidak Setuju
STS : Sangat Tidak Setuju
3. Semua jawaban adalah benar sesuai dengan keadaan Anda masing-masing.
4. Terimakasih atas bantuan Anda menjawab kuesioner ini.

No	Pernyataan	SS	S	RR	TS	STS
1	Belajar menulis paragraf prosedur menggunakan <i>guided writing</i> sangat menyenangkan.					
2	Pembelajaran menulis paragraf prosedur lebih aktif dengan menggunakan teknik <i>guided writing</i> .					
3	<i>Guided writing</i> sangat membantu dalam menyusun konsep paragraf prosedur yang jelas.					
4	<i>Guided writing</i> sangat efektif diterapkan dalam menulis paragraf prosedur.					
5	<i>Guided writing</i> sangat membantu untuk menyaring ide dalam menulis paragraf prosedur.					
6	Paragraf prosedur yang ditulis memiliki satu kesatuan ide setelah penerapan <i>guided writing</i> .					
7	Paragraf prosedur yang ditulis lebih mudah dipahami dan memiliki tanda penghubung kalimat yang jelas setelah penerapan <i>guided writing</i> .					
8	<i>Guided writing</i> membantu menumbuhkan ide kreatif dalam menyusun paragraf prosedur.					
9	<i>Guided writing</i> memberikan kontribusi sangat signifikan terhadap peningkatan kemampuan menulis paragraf prosedur.					
10	Penerapan <i>guided writing</i> meningkatkan konsentrasi dalam menulis paragraf prosedur.					



UNIVERSITAS MAHASARASWATI DENPASAR

Fakultas Keguruan dan Ilmu Pendidikan

Sekretariat : Jalan Kamboja No.11A Denpasar 80232

Telp/Fax : (0361) 240985

Website: <http://fkip.unmas.ac.id> , E-mail: fkip@unmas.ac.id



Nomor : K.746/B.01.01/FKIP-Unmas/X/2021
Lampiran : 1 (Satu) Gabung
Hal : Ijin Penelitian

Kepada : Yth. Bapak/Ibu Kepala SMP PGRI 3 Denpasar

di-
Tempat


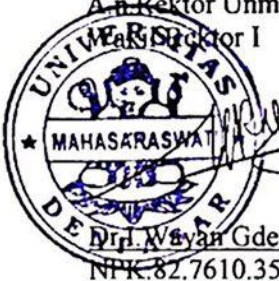
Dengan Hormat,
Melalui surat ini kami mohon ijin kehadiran Bapak/Ibu untuk mahasiswa kami :

Nama : Dwita Pramestika Putri
NPM : 1801882030071
Semester : VII (Tujuh)
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Mahasaraswati Denpasar
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jln. Arjuna No 53 Br Ujung Sari Sading Mengwi Badung

Untuk melakukan kegiatan penelitian pada Sekolah/Lembaga yang Bapak/Ibu pimpin dengan judul : THE USE OF GUIDED WRITING TO IMPROVE WRITING SKILLS OF THE NINTH GRADE STUDENTS OF SMP PGRI 3 DENPASAR IN ACADEMIC YEAR 2021/2022.

Sebagai bahan pertimbangan Bapak/Ibu bersama ini kami lampirkan proposal penelitian. Demikian surat permohonan ini disampaikan atas perhatian dan perkenan Bapak/Ibu kami haturkan terima kasih

Mengetahui
A.n.Rektor Unmas Denpasar
Wakil Rektor I



Dr. Wayan Gde Wiryawan, S.H., M.H
NPK.82.7610.352

Denpasar, 13 Oktober 2021
A.n.Dekan FKIP Unmas Denpasar
Wakil Dekan I



I Made Dharma Atmaja, S. Pd., M. Pd
NPK.82.8710.345



PERWAKILAN YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA KOTA DENPASAR
SMP PGRI 3 DENPASAR

STATUS : TERAKREDITASI "A (UNGGUL)"
NSS : 204 220 900 023 NPSN : 50103162
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Email : smppgri3denpas03@gmail.com / Website : spigadenpasar.sch.id

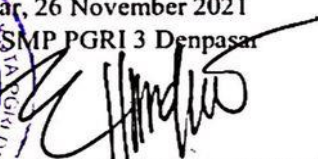
SURAT KETERANGAN
NO. 422 /096/ SMP PGRI 3/ 2021


Yang bertanda tangan dibawah ini Kepala SMP PGRI 3 Denpasar, dengan ini menyatakan bahwa :

Nama : Dwita Pramestika Putri
NPM : 1801882030071
Tempat/Tgl Lahir : Badung, 8 September 2000
Agama : Hindu
Jenis Kelamin : Perempuan
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Alamat : Br. Ujung Sari, Sading, Mengwi, Badung

Memang benar yang bersangkutan Mahasiswa Universitas Mahasaraswati telah melaksanakan Penelitian di SMP PGRI 3 Denpasar yang dilakukan mulai tanggal 19 Oktober 2021 sampai tanggal 28 Oktober 2021.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dimana perlunya.

Denpasar, 26 November 2021
Kepala SMP PGRI 3 Denpasar

Ni Made Chandra Widayanti, S.Pd



BIOGRAPHY



Dwita Pramestika Putri was born in Badung on 8th September 2000. She is 21 years old. She is originally from Sading, Badung Regency. She is the second child of I Ketut Artana and Gemini Astuti. She has one older sister, Arista Ayuliastuti. Her educational background was started in an elementary school at SD Cipta Dharma Denpasar until 2012. She then continued her study at SMPN 5 Denpasar until 2015. After that, she continued her study for three years at SMAN 1 Kuta Utara starting from 2015. She graduated in 2018. Then she continued to study at Universitas Mahasaraswati Denpasar, and she chose English Language Education Study Program, Faculty of Teacher Training and Education. She decided to learn teaching skills and also to improve her proficiency in English at the Faculty of Teacher Training and Education by choosing the study program. She was active joining students' organization at the faculty called BEM FKIP Unmas Denpasar in the period of 2019-2020, BPM FKIP Unmas Denpasar in the period of 2020-2021 and BEM Unmas Denpasar in the period of 2021-2022. Besides, when she was in the fourth semester, she attended the school field practice, Administrative Internship Program (PLP I). She was placed at SMA Muhammadiyah 1 Denpasar. It was her first experience learning about the education system in schools. In the seventh semester, she participated in the other school field practice, Internship in English Language Teaching Program (PLP II) where she was given the opportunity to teach students directly. It was a very extraordinary experiences because it was the first experience of positioning herself as a teacher at school, and these teach her a lot so that she could become a professional teacher in the future. She is grateful because she has learned and experienced so much from being a part of Universitas Mahasaraswati Denpasar.