

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of four basic skills that has very important role in teaching language learning. Therefore the people can express their ideas, emotions, information and feelings into text books, newspaper, novels, letters, and other in writing form. Zemachand Islam (2005: IV) state that writing is an important skill and the most difficult skill that should be mastered as a second language learner. The difficulties in writing include poor organization, grammar, structure, spelling, vocabulary, and punctuation. According to Oshima and Hogue (2007:16), there are four steps in writing process such as: prewriting, organizing the ideas, drafting, and polishing. Prewriting is away to get some ideas. In this step, the writer choose a topic and collects ideas to explain the topic. The second step in the writing process is to organize the ideas to organize the ideas into a simple outline. The third step is to write a rough draft using the outline as a guide. The last is polishing in which the students polish what they have written. Those steps are the important part in writing process.

According to Harmer (2007:326), writing is a process and product such as prewriting phases, editing, pre drafting, and finally producing a finished version of their piece of writing. Determining the topic, gathering, and organizing the ideas one's of thing that should be considered before beginning writing down a piece of writing. Checking and correcting the mistakes that have been found is important to make sure the writing is clear before publishing. Through writing, the

students are expected to be able to convey meaning of ideas and deliver those ideas in writing forms. As stated by Taylor (2009:2) in writing people bring knowledge into being, their record and preserve it. Based on the curriculum for junior high school especially the seventh grade student's, it emphasizes them to achieve a good score in composing good descriptive paragraph which consists of two parts such as identification and description. However, most language learners realize the learning to write fluently and expressively are difficult. It is because writing needs simultaneous control of number variables.

This argument is supported by Zemach and Islam (2004:12), that there are some aspects include in writing such as control of content, rules of syntax, format sentence, grammar, punctuation, vocabulary, and spelling. English is acknowledged as necessary language to enable the Indonesian community to involve in global communication; it is taught even from kindergarten. The students must be able to understand all skills in English. There are four skills in learning English, namely listening, speaking, reading and writing. According to Brown (2004: 218), writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions. As the basic of learning those skills, the role structure and vocabulary are very crucial. Writing is important as teaching speaking, reading, and listening because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. Therefore, writing skill need to be taught to the student.

According to the Zemach and Rumisek (2005: 54), the teaching of writing is important because of the reasons the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within

the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers. However, most language learners realize the learning to write fluently and expressively are difficult. It is because writing needs simultaneous control of number variables. This argument is supported by Zemach and Islam (2004 : 12), that there are some aspects included in writing such as control of content, rules of syntax, format sentence, grammar, punctuation, vocabulary, and spelling. Unfortunately, the students' skills in writing are still far from what is being expected. This condition was found in SMP Petra Berkat Denpasar, where many students still found it hard to write a paragraph in English.

They cannot write grammatical sentences, incorrect spelling, inappropriate punctuation, and limited vocabulary. It makes the students bored and they are not interested in joining the lesson. In fact, many students fail to reach the standard score (minimal completeness criterion score) for the daily tests. The mean score of the students' daily test is 70. These scores are lower than the minimal completeness criterion score. Since the minimal completeness criteria on score for English as stated by the school for eighth grade is 75. In other words, the students can pass just because they join the remedial phases. These problems are caused by some factors, such as; first, the implementation of teacher central learning. Students have a little chance to express their opinion because the teacher only speaks all the time. They get knowledge just from the teacher's explanation. The students focus all attention upon the teacher and discourage communication

among students. All that they have to do is just listen their teacher and make notes for useful information.

The students only received the knowledge from their teacher: they do not explore the knowledge themselves. Second, students still lack of vocabularies which make them difficult to compose any writing text. The lack of the vocabularies can be seen when the teachers ask them in English and they do not even understand. Third, the students have lack interest in English. Therefore, many students consider it as the hardest subject to learn. One technique of writing that can resolve the problem is guided writing with picture. This technique gives enough opportunity for the student to be good writer. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing (Lory D. Oczkus 2013:1).As an addition, the present study aimed at improving the student's ability in writing of the seventh grade students of SMP Petra Berkas in academic year 2019/2020.

Based on the interview with English teacher in SMP Petra Berkas Denpasar, in teaching learning process, the teacher still used the technique that made the teaching learning process focused on the teacher. Name of the technique is demonstration technique. Demonstration technique is a traditional classroom technique. This strategy is only focused on the teacher, the teacher may be called demonstrator. In this case, the teacher is more active than the students during teaching learning process. It makes the students cannot improve their ability especially in writing descriptive paragraph. This make their paragraphs were boring and become not interesting to read. In the process of learning the

techniques used previously will not be able to improve the ability of students; as a result, the students could not be well motivated.

This technique made the students bored and lazy during teaching learning process. Furthermore, it makes the students do not understand about the materials. By using this strategy, the students had difficulties to show and develop because this strategy the teacher more active and the student's ability in writing is still low. In addition, when they made a paragraph, they were also confused to begin their paragraph and also confused to arrange the sentence and make them coherent. Besides, they also had problem to make a paragraph in completed generic structure of descriptive paragraph. To make a good descriptive paragraph, a proper strategy needed to be applied by the teacher that could improve the students' knowledge in writing descriptive paragraph. It make the students did not comprehend very well about a descriptive paragraph.

Guided writing is a small group approach, involving the teacher meeting with a group of student's with similar writing needs it can be thought of as a group conference, undertaken strategically in response to an identified challenge faced by the selected students. In this present study, the researcher will be proposed an alternative strategy called guided writing. Guided writing is one of the strategies that can be used to facilitate the students when they write paragraph writing. Guided writing offers the teacher an opportunity to help students more active, to give feedback on ideas and working together in a small group. In group the students work in pair with their friends. They also can express their ideas easily to make the support them to a sentence in paragraph and helpful to create

their own sentence because the students who have low ability in constructing paragraph will be motivated to write the words in order to support the paragraph.

In addition, by giving the opportunity to others students to write a word, phrase, or sentence each. It will make them can share their messages, thoughts, and feelings critically. This strategy would give enough opportunity for students to express their ideas freely about the main topic given by teacher, and then they help could discuss and share with each other. Furthermore, teaching writing strategy through guided writing with picture make students more active during class. This very good strategy to apply in class because students are the ones who contribute more. In conclusion, by using the guided writing with picture it is hoped that the problems faced by students can be solved easily.

Based on the explanation above, teaching technique that will be used by the teacher may give effect to the students learning achievement and it could increase their motivation in learning. Thus, the use appropriate technique is very important in order to improve students' achievement in writing skill is the guided writing. In this study researcher are very interested and motivated in conducting this research to find out the improvement of writing skill. The researcher is strongly interested in doing the research in order to improve the writing skill of the seventh grade students of SMP Petra Berkas Denpasar in academic year 2019/2020 through implementing Guided Writing strategy with picture.

1.2 Research Problem

Based on the background of the study, scientific research begins with a problem. Selecting and formatting a problem is one of the most important aspects of doing research in any field. There is no way to do research until a problem is

recognized, thought, and formulated in a useful way. The researcher must decide on a specific question to be answered and must state precisely what is to be done to reach an answer. In order to fully discover the implementation of guided writing, the researcher needs to take the time to examine each technique and evaluate whether each is successful in improving student performance. Based on the statement and facts above, the students still get problem in writing. It influences in their language ability. Therefore, improvements are needed by the application of guided writing. The problem that is going to be discussed in this study can be formulated as follows: can writing skill of the seventh grade students of SMP Petra Berkas in academic year 2019/2020 be improved through guided writing with picture?

1.3 Objective of the Study

Objective of the study is that a goal of which the researcher plan to do or after the study is conducted. To be able to answer the statement of research question above, the objective of study is to know whether to improve, this research is also conducted to know the students' motivation and interest in following teaching learning process of writing through guided writing. Generally, the main objective of this study will find a solution of the research problem in order to make the present study has direction. Any scientific study is intended to answer the research problem that has been formulated and determined. The present study was conducted to answer the research question. The objective of the present study will find out whether writing skill of the Seventh grade students of SMP Petra Berkas Denpasar in academic year 2019/2020 be improved through guided writing technique.

1.4 Limitation of the Study

Discussion of writing skill is considered very broad and complex in the scope of research and researcher has limited time to conduct studies. Therefore, to focus on specific areas of writing and to avoid misunderstandings and misleading in conducting classroom action research, research must be limited. In this study, it was limited to improving the writing skill of eleventh grade students of SMP Petra Berkat Denpasar in the academic year 2019/2020 through guided writing with picture. Because school uses the 2013 curriculum. Based on the seventh student syllabus that researchers obtained from English language teachers, this study mainly focused on the fourth main competency and basic competency.

The fourth main competency is to process, reason, and serve in the realm of concrete and abstract domains related to the development and learning schools independently, to act effectively and creatively, and to be able to use methods in accordance with scientific principles. Basic competency (4.2) is to compile oral and written texts to express, and respond to expressions that provide suggestions and offers, taking into account social functions, text structures, and correct linguistic elements. Students' writing skill are limited to making descriptive paragraph in guided writing which describe about person and thing based on a picture which contains of generic structure, identification, description, and conclusion.

1.5 Significance of the Study

The significance of this study is the point that makes the study valuable for other needs. This research is related to improving the ability to write descriptive

paragraphs with roundtable techniques. The findings of this study are expected to provide information and feedback to English teachers from SMP Petra Berkas Denpasar. The results of this study inform the successes and failures of teachers in Indonesia in teaching writing descriptive paragraphs. In addition, the results of this study are expected to be useful for students and English teachers both theoretically and practically. This research is also expected to be a guideline and reference for subsequent researchers as a comparative study and application of learning. Finally, this research report is displayed in the library and is expected to be a source of learning for library visitors.

Theoretically, the present study is purposed to strengthen the theories of writing, classroom action research, and guided writing technique. Moreover, the result of the present study will supposed to extend the theory. Besides, the present study is expected to be empirical review or reference for the next research which related to guided writing that used to improve students' writing skill, the result of this research will be beneficial as verification of applying of theory pursuant to problems faced namely improving writing skill and using guided writing to the seventh grade students of SMP Petra Berkas Denpasar in academic year 2019/2020.

Practically, the findings of the present study are expected to give a contribution both to the teachers, students, and others researcher who want to make similar study. For the teachers, this technique can make a useful contribution in teaching writing because teacher can modify this technique with other techniques and also to broaden their knowledge to be creative in applying technique to improve student's achievement. Furthermore, the teacher can

implement strategies to increase student knowledge and make the atmosphere in the learning process more active and interesting. For the students the present study, the present study is given the way to write descriptive paragraph effectively in learning process. For the other researchers, the present studies are expected can be references and empirical review to make better study. The better study is used if the researchers want to learn more about guided writing strategy with picture.

1.6 Definition of Key Term

Conducting a study to improve writing skill is not easy. Moreover, the key terms in this research are operationally defined in order to avoid misunderstanding or confusion on the part of the readers. The terms in scientific research sounds complicated to the readers because they are not familiar with all of the terms, especially for the uncommon ones. In order to avoid misunderstanding and confusion about the study, it is important to define all terms that exist on the title briefly and clearly. The researcher only focused on two key terms. There were writing skill and guided writing with picture. The definition of the key terms will be clearly defined as follows:

1. Writing skill

In this study, writing skill is a skill that should be mastered by the students. This skill is operationally defined as the ability of the seventh grade students of SMP Petra Berkas Denpasar in academic year 2019/2020 in writing in writing descriptive paragraph which describes about place and person based on generic structure of descriptive which consists of identification, description, and conclusion.

2. Guided writing with Picture

This technique of writing is provided for early stages of students learning how to write a composition. This strategy could make students opportunity in taught writing skill in a small group setting and then apply the skill through independent writing. Make a group consist of 4-5 students. Students are immersed in the focus skill through examination and discussion of models. Students work as a group to compose a text based on the picture. Teacher guides students to write their own text independently based on the picture given. The teacher guides the students to make their own paragraph based on the picture. Students share their writing as a whole group, with a partner, or with the teacher. And the last the students can focus to share their own writing to their partner and their teacher.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is used in scientific study that should be based on some theoretical background and empirical evidences. There are some theoretical reviews written in this chapter which include a lot of relevant theoretical reviews from many related literatures to support the present study. The review is presented as follows: the definition of writing, descriptive paragraph and the implementation of Guided writing in teaching writing and assessing of writing. Every scientific study should be mainly conducted on basis of theoretical background and empirical evidences to defend and support the argumentation about the study being observed. Theoretically, it should contribute practical significance. The undertaking of the present study is based on the discussion of the following theoretical framework: writing skill; writing process; characteristics of a good paragraph; descriptive paragraph; guided writing; and assessment of writing. All of the theoretical frameworks will be described in this chapter.

2.1.1 Writing Skill

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Students can find it challenging to find ideas to include in their writing and its culture has its own style for organizing academic writing. Writing skill is one of the forms of communication which can be used to express ideas, opinions, emotions and various kinds of information in written form. Writing is the most difficult skill to be learnt because the

students will learnt how to organize their ideas into a written form and make it easy to be understood by the reader. A good writing is seen from the result of writing itself. Moreover, writing does not only focus in how the writers express their knowledge, but also they should understand about structure, grammar, and punctuation.

Flower and Hayes in Armana (2011:28) describe that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. The task environment consists of writing topic, the audience, the degree of the urgency of the task, and the text produced so far. The writer's long-term memory retains definitions of the topic, the identity of the audience, and possible writing plan. The writing processes include planning, translating, and reviewing. Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising.

Fulwiler (2002:16) states that writing is a complex activity, variable, multifaceted process that refuses fool proof formulations to write it. Also, Kane (2000:17) describes that writing is a complex activity too, when we think about a topic we are already beginning to select words and construct sentences or in other words to draft. According to Miles Myersin Chicaiza (2009:3) states that one purpose of writing is making of text and one way to learn how to make anything is to have a model, either for duplication or for triggering one's own ideas. Furthermore, Taylor (2009:96) states that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it.

In other word, writing is part of media to give information that happened to the reader. Different writing communities followed by different punctuation and design rule in communications such as letter, reports, and publicity. These are frequently non-transferable from one community or language to another. Such differences are easily seen in the different punctuation convention for the quotation of direct speech which different language use, or the way in which commas are used instead of much full stops certain languages, while comma ‘overuse’ is frowned on by many writers and editors of English. Some punctuation conventions, such as the capitalizations of names, months, and pronoun I, are specific to only one or few languages. Though punctuation is frequently a matter of personal style, violation of well established customs make a piece of writing look awkward to many readers (Harmer. 2001:256).

Writing is a process when the writers use the skill to express their knowledge is written is not focused only on how the writers express their knowledge, but they should understand about grammar, structure, and punctuation. Writing is a concept how to express or telling the best knowledge in written form. Taylor (2009: xii) says that writing is not merely a skill that is employed to record or knowledge, but that every moment at which confront what learning and understanding are all about. In writing skill they have to know all of the aspect in writing and they have to understand it.

Hogue (2008:2) states that the kind of writing which is done in the classroom is called academic writing because it is kind of writing that is done in college classes. Every kind of writing has a particular purpose and a particular audience. The purpose of academic writing is to explain something or to give

information about something with the teacher and classmates as the audience. The academic writing requires certain skills. These skills include sentence structure (how to arrange words in a sentence), organization (how to arrange ideas in a paragraph), and also grammar and punctuation. Moreover, Murray (2005:10) argues that academic writing is that set of conventions that can be found in a thesis or a published paper in the disciplines, a definition that becomes more precise once of scrutinize examples of published writing in the target journals.

According to harmer (2007:362) writing is a process and product such as pre-writing phases, pre-drafting and final producing a finish version of their piece of writing. Determine the topic, gathering and organize the ideas is one think that should be considered before beginning to write down a piece of writing. Checking and correcting the mistakes that have been found is important to make sure the writing is clear before publishing. Besides, Patel (2008:125) says that writing is a skill which must be taught and practiced. In other word, it is not natural talent by everyone; however, it must be learned and practiced continuously. Writing allows students to express ideas, feelings and experiences in writing form. In writing, students need hard thinking in constructing some ideas to make a good paragraph.

Graham (2008:6) states there are many skill which writers need to be learn to develop the point where they can executed with little effort or thought. This includes handwriting (or typing), spelling, punctuation, and attention and effort, developing writers need to become efficient and flexible in constructing the written vessels that containing their ideas. Mental energy expended to type or write letters, figure out how to spell word, determine proper punctuation, or

construct a sentence is not available for carrying out other essential writing processes like planning, evaluating, revising, and forth.

According to Richards and Schmidt (2002:54-55), writing is expressing the ideas, concept, feeling, opinion and experience in certain place, time and situation in written form. Writing can be defined as an activity of forwarding of message (communication) by using written language as media. Writing make the students more respect to themselves because they will write their special feeling in the paper. In pieces of writing, students learn knowledge from people's experience and they also learn how to write their own experience which is shared to others. However, Pollard (2008:51) states that writing focuses on the process rather than on the final product. The aims is to help students see each stage as being important and to dedicate time to each of them. In teaching writing, the teacher should consider on some factors which influence the organization of writing such as, identification, description, and conclusion.

In addition, Hyland (2003:9) states that writing is a way of sharing personal meanings and writing course emphasizes the power of the students to construct their own views on the topic. Teachers see their role as simply to provide students with the space to make their own meanings within a positive and cooperative environment. Therefore, writing is defined as a complex process that requires a range of skills and task; moreover, by writing process, students know how to approach a writing task. Besides, Harmer (2007:325) states that in teaching writing, the students could either focus on the product of the writing or on the writing process itself. Each students needs to manage to show how far their writing skills.

From the definition above, it could be conducted that writing is an important form of communication which can be used to express ideas, opinions, emotions and various kinds of information in written form. Their knowledge is written is not focused only on how the writers express their knowledge, but they must understand about grammar, structure, and punctuation. Writing can be defined as an activity of forwarding of message (communication) by using written language as media. Based on Moore and Murray (2006:25) the process of writing is not just an outcome of thinking, it also helps to feed the thinking process, and to give rise to new insights and angles on the material you are tackling. One of the reasons that people often feel blocked when writing for academia is the inherent assumption that they have to think very carefully about what they are going to write, and to perfect these thoughts before ever putting pen to paper.

2.1.2 Descriptive Paragraph

A descriptive paragraph gives a clear picture of a person, place, object, events, or idea. Details for descriptive paragraph come from the writer's sense those are: smell, taste, touch, hearing, and sight (Fiderer, 2002:17). Folse et al (2010:135) state that when describing, you tell someone what something looks like and it felt. In addition, Kana (2003:351) stated that description is about sensory experience, how something looks, sounds, and taste. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61). The goal of a good descriptive writing is to involve the reader in the story as much as possible. Good descriptive makes the reader feels as if he or she is present in the scene (Savage and Mayer, 2005:28). In summary, descriptive paragraph is a skill in writing that give detail information

about the subject through sensory detail that makes the reader catch the picture of information easily.

Descriptive paragraph is a paragraph that describes something in details. Descriptive paragraph describing something using a certain sequence to facilitate the reader understand what the author wants to tell to the reader. Oshima and Hogue (2007:196) stated about paragraph composition in the paragraph such as format, punctuation and mechanics, content, organization, grammar and sentence structures. In the format consist of title of the paragraph, punctuation and mechanics consists of spelling and the use of punctuation correctly, content consists of the main idea of paragraph, organization consists of generic structure of descriptive paragraph, and sentence structure consists of grammatical usage.

In writing, students were expected to produce a product in written form and they could express their feeling and ideas in a written form for free without interruption from others. In this case, the product that is mentioned is paragraph. There were some kinds of paragraph in writing. One of paragraph is descriptive paragraph which usually presents something more about characteristic of thing, place, and person. Based on Zemack and Rumisek (2000:25), descriptive paragraph explains how an object looks or feels. It is also supported by Zemach and Islam (2005:21), who states that when a place is described, the writers can develop the paragraph by adding descriptive details that tell how a place looks, sounds, smells, or feels.

Thus, the description has to be mentioned vividly to make clear visualization about the place and the reader can imagine the object easily. According to Folse et al. (2010:154) descriptive describe how something or

someone looks or feels. It give an impression of something that create a sensory imagine in the reader's mind. Good descriptive paragraph use words that appeal to some or all the five senses; sight, taste, touch, hearing, and smell. Descriptive paragraph using certain sequence to facilitate the reader to understand what the authors want to tell to the reader. Moreover, Zemach and Islam (2005:21) states when writers describe a place, they can develop their paragraph by adding describe-information that tells how place looks, sounds, smell, or feel. Thus, the description will be easier to understand.

According to Hogue (2008:95) states that descriptions are "word picture". The writers tell how something looks, feels, smells, tastes, and sounds. Hogue also add that there are two keys to write good description. One of them is using many descriptive details. Descriptive paragraph is using attribute, identifying process, using adjective and classifiers in nominal group, and the using present tense. Descriptive paragraph has generic structure that builds up the paragraph itself. Such as identification, identifying the phenomena to be described and descriptions; describing the phenomena in parts, and characteristic.

In addition, Oshima and Hogue (2007:61) state about paragraph composition in the paragraph such as format, punctuation and mechanics, content, organization, grammar and sentence structure. Moreover, format of paragraph consists of title in the paragraph. Punctuation and mechanic of paragraph consists of spelling and the use of punctuation correctly. Content of paragraph consists of generic structure of main idea. Furthermore, organization of paragraph consists of generic structure of descriptive paragraph and the last grammar and sentence structure consists of grammatical usage.

Moreover, Savage and Mayer (2005:33) state that descriptive paragraph has descriptive organization as follows: a) introduction or identification is tells why the object or even of description is important for the writer and telling about general structure of the paragraph, b) body paragraphs or description is body paragraph that gives detail information about the object, physical appearance, characteristics and so on, c) conclusion is the conclusion gives the writer's opinion or reviewing about the whole description of the text. The conclusion is normally gives the signal of the end of the paragraph and also the summarizing of the paragraph.

According to Savage and Mayer (2006: 2). Add that paragraphs usually begin with a topic sentence, which introduces the topic. Supporting sentences that follow support the ideas in the topic sentences with explanations, reasons, other details. The closing sentence ends the paragraph. They also say that effective writing must unite. There are many types of paragraphs that are dividing according to their purpose. Descriptive paragraph is one that aims to describe people, places or things in detail, so that the person or place seemed to be seen by the reader. In writing a descriptive paragraph, writers give the readers a picture in words. With the picture that helps the learner more understand how to make descriptive paragraph.

Besides, Evans (2000:42) states that the generic structure of descriptive text is introduction, main body and conclusion. Introduction or identification is telling about the general structure of the paragraph. The writers write some statement which shows the object that will be describe. Main body or description is talking about the description about the object, for instance, the physical

appearance, characteristic and so on. The last is conclusion which concludes the paragraph. The conclusion is optional but it normally gives the signal of the end of the paragraph. It can be the summarizing of the paragraph or the writers' comment about the object described.

2.1.3 Guided Writing Technique with Picture

According to Barnes (2006:81) states that guided writing technique is very important classroom tool for helping students to become better writers. He states that help is given in thinking through ideas, ordering, considering, vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them get on with it. Guided writing technique is an important for helping students to become writer. In order for students become writers, they need to be though how to write. Crown (2007:6) defines guided writing as an essential component of balanced curriculum, providing an additional supported step towards independent writing. As guidance that helps the students in revising their writing during the writing process, students can be easily to be achievement the writing competency through Guided Writing. Guided writing involves a teacher works with a group of students on a writing task.

Sharan and Gibson (2012:2) state that guided writing enables the teacher to tailor the teaching to the needs of the group. Guided writing technique is an important tool for helping students to become better writers, they need to be taught. Through guided writing, students can be support at different stages of the writing process. It would be prudent to target a group students in accordance with their current targets or special needs. Guided writing will normally follow from

writing together, though not necessarily during the same sessions. The aim is to provide support that will help students to improve their writing skills with picture. Guided writing strategy is an important tool to helping to become a better writer. In other for students to become better writers, they need to be taught writer. In the other word, they need a guided to improve their writing skill.

Broughton (2003:118) suggests that guided writing is composition in which the teacher provides the situation and helps the class to prepare the written work, either through written or oral assistance is a guided composition, because each piece of work is different in the language used, even if content and organization are basically the same throughout the class. Guided writing involves a teacher working a group learner on a writing task. The aims of the task are based on what they have previously been learning about the writing process. The teachers should consider carefully the purpose of the guided session and select the children accordingly the aim is to provide support that is going to help children to improve their writing and to work with increasing independence.

Ontario (2005:53) states that guided writing is a strategy that give students the opportunity to review a recently taught writing skill in small group setting and then to apply the skill through independent writing. a guided writing will make a teacher determine that group of students could benefit from further comes together support to develop a particular writing skill. The guide writing group comes together for purpose of learning of practicing the writing skill. Teacher than guided the students to write their own text independently and apply the focus skill. After writing the students share their writing, as a whole group, with a partner, or with the teacher. Guided writing is taught to small groups in briskly paced,

20 minutes lessons. These groupings should be flexible, based on observation of students current needs, and might be implemented following a whole-class writing lesson Sharan and Ginson (2013:2).

Guided writing enables the teacher to tailor the teaching to the needs of the group. Guided writing technique is an important tool for helping students to become a better writer. In order for students to become better writers, they need to be taught how to write. In other words, they need a guided to improve their writing skills. Barnes (2006:81) state that guided writing technique is very important classroom tool for helping students to become better writers. He states that help is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them to get on with it.

Therefore, this technique gives students an opportunity to become a better writer by (a) actively encouraging the students to follow a series of preparatory steps and exposing them intensively to writing (b) making them more aware of that preparation process through guidance which can be done more independently and transparently in the future, (c) expositing them to a variety of interaction types (Barnes, 2006:123). Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity. The learners have been looking at how conjunctions are used to contrast and compare ideas. They are writing a short discursive essay on the subject of animal experimentation based on the picture.

Guided Writing with picture is a combination of learning techniques and media in improving the writing skill of the eleventh grade students of SMP Petra Berkat Denpasar in academic 2019/2020. Previous students are divided into learning groups consisting of 4 to 5 students and each group is given or shown a picture, then each student in group will begin to describe the picture in a descriptive paragraph. It is hoped that the combination of learning techniques and picture description media can improve students' writing skill, especially in writing descriptive paragraph. And also the improvement of students' writing skill can support the success of this research. So this research is considered successful if the subject can achieve the minimum passing grade value that has been set by the school.

In teaching learning process through guided writing with picture, has some steps of guided writing by Ontario (2005:53) that described as follows:

1. Teacher makes group consist of 4-5 students
2. Students are immersed in the focus skill through examination and discussion of models.
3. Students work as a group to compose a text based on the picture.
4. Teacher guides students to write their own text independently based on the picture given.
5. The teacher guides the students to make their own paragraph based on the picture.
6. Students share their writing as a whole group, with a partner, or with the teacher.

7. Students can focus on sharing their own writing to their partner and their teacher.

2.1.4 Assessing Writing

Assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Brown, 2004: 4). Assessment is very important in teaching activity. English teacher needs to assess what they have inculcated to their students so that they will know to what extent the previously formulated instructional objective have been achieved by the students in writing descriptive paragraph.

According to Coffin (2003:75) as a starting point to devising an assessment strategy, it is useful to identify the purposes for which you need to assess students' writing. Purposes for assessing students' writing may include: to provide evidence of students' knowledge and understanding of a particular course of study, to provide evidence of students' acquisition of subject-specific skills, or the ability to apply knowledge and understanding (e.g. students' ability to carry out certain forms of analysis), to indicate how effectively students can express their knowledge and understanding in writing, to help students learn, or consolidate their learning (both of subject knowledge/skills and of academic writing conventions), to provide feedback to students on their work, to motivate students to carry out certain activities, to provide a diagnostic assessment of a

student's writing (before providing writing support for the student), to help you evaluate your own teaching and to help students evaluate their own learning.

Marzano (2006:3) adds many conclusions that provide insights into effective classroom assessment, such as: (1) feedback from classroom assessments should give students a clear picture of their progress on learning goals and how they might improve, (2) feedback on classroom assessments should encourage students to improve, (3) classroom assessment should be formative in nature, (4) formative classroom assessments should be frequent. Rudner and Schafer (2002:6) state in their book that measurement of student performance may seem "objective" with such practices as machine scoring and multiple choice test items, but even these approaches are based on professional assumptions and values. Whether that judgment occurs in constructing test questions, scoring essays, creating rubrics, grading participation, combining scores, or interpreting standardized test scores, the essence of the process is making professional interpretation and decision. In summary, teachers design assessment and evaluation procedure aimed at assessing the content of the curriculum and critical thinking. They use the result of assessment to inform their teaching and enhance student learning process according to Crawford et al. (2005:181). In this present study the researcher provide written test to measure the achievement of the seventh grade students of SMP Petra Berkas in academic year 2019/2020 to improve writing skill. This assessment is using scoring rubric which adapted from Oshima et.al (2007:196).

The assessment activity is to measure someone ability to check if the lesson can be understood or not by students; to analyze whether the techniques,

methods, strategies that are used appropriate to apply for students in teaching and learning process. Assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Brown, 2004: 4). Assessment is very important in teaching activity.

According to Fulcher and Davidson (2007: 27-28), assessment and learning are integrated within the classroom. In the classroom, the teacher is deeply involved in the assessment, and cares about the outcomes of the assessment. Teachers are correctly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. Moreover, the assessment also has purpose to give positive feedback for the teachers and the students. For the teacher, the assessment were gave information about the progress of the students during teaching and learning process. Besides, for the students the assessment is used to inform the achievement of their ability.

Miller et al. (2009:139) state that classroom tests and assessments play a central role in the evaluation of student learning. They provide relevant measures of many important learning outcomes and indirect evidence concerning others. They make expected learning outcomes explicit to students and parents and show what types of performances are valued. The validity of the information they provide, however, depends on the care that goes into planning and preparation of tests and assessments. The main goal of classroom testing and assessment is to obtain valid, reliable, and useful information concerning student achievement.

In addition, Coombe et al. (2007:9), states that assessment is much more than tests. Assessment includes a broad range of activities and the teacher use tasks to evaluate students' progress on a daily basis. Test may be constructed primarily as device to reinforce and to motivate the students or primarily as means of assessing the students' performance. The items of the test must be carefully chosen. When the students were taking a writing test, the effect could be increasing and decreasing students' ability in writing. Coffin et al. (2003:2) express that in assessing writing, teachers focus on both the content and the form of the writing, which is the language use, the text structure, the construction of argument, grammar and punctuation.

In the present study, the researcher feels that it is necessary to assess the students' writing ability by carrying out a test. The test included pre-test and posttest. The researcher asked the students to write a descriptive paragraph and tell about place and students' writing will scored by using rubric which will adapted from Oshima and Hogue (2007:196). There were five criteria; format, punctuation and mechanics, content, organization, and grammar and sentence structure. When the students write their paragraph, they should write 6-12 sentences and they had to remember with those criteria in making a good paragraph.

2.2 Empirical Review

Empirical review is the review of relevant researches that has been conducted; in which it reviews the previews research that relevant with the present research. In conducting this study, researcher wants to improve the students writing skill through guided writing with picture the empirical review is required

to provide empirical evidence that supports the present study. Empirical review is a way of gaining information by doing observation based on result in previous research which aim to strengthen the research topic in this presents study and the function of this term is also as a comparison because this present study is relevance and similar with the previous researcher. There are other researches that used guided writing in teaching learning process which can improve the students writing skill. The researcher uses those previews studies which are used as a basic consideration to conduct this present study. The related study which are used as references are described in chronological order below.

The researcher found similar studies has been conducted by the previous researcher by Anggreni, (2016/2017) of entitle “Improving writing ability of the eighth grade students of SMP PGRI 2 Denpasar in academic year 2016/2017 through Guided Writing technique. Her experimental study showed that guided writing technique will be expect to be an effective way in improving students writing descriptive paragraph. The result of this study is the cooperative percentage rates clearly show became higher after learning writing through this technique. The result of her study shows that students in her research class who were taught using guided writing improved their student’s writing skill. From the result of the observation, it means teaching paragraph writing through guided writing with picture will effective in increasing their paragraph writing ability of class IX the students of SMP PGRI 2 Denpasar.

Another researcher was conducted by Dewi of entitled “improving writing of the eighth grade students of SMPN 3 ubud in academic year 2016/2017 Through guided writing”. The objective of this study show that students in his

research class who were taught using guided writing improved their student's writing skill. The result of this study is cooperative and motivation in learning and percentages figure clearly showed the subjects attitudes and motivation in learning and exercise descriptive paragraph writing through guided writing change positively. her experimental study shows that students in class who were taught by using guided writing was expected to be an effective way in improving students' writing ability. The result was students had better achievement than students who were taught without using guided writing.

The researcher chooses to review this thesis because it brought students to write a paragraph. Also, the purpose was same with this research that was to improve students' paragraph writing skill. During teaching learning process, the students make a paragraph based on sentences. It has a similarity with this thesis where the students make a paragraph during teaching learning process in classroom. Both of them made students enjoy and active in classroom. They did not give clear explanation about how many sentences in a paragraph, generic structure so the students did not understand how to make a good descriptive paragraph. In the present study, the researcher gives a clear topic when the students construct a descriptive paragraph. The main topic is describing about place. So, the students make a good paragraph because they already get a clear explanation.