

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the important skills in learning English. Through writing, the writer can express ideas through a written form of knowledge and it is not easy to do when students learn writing skills from a different language, especially in English. Zemach and Islam (2005) state that writing is an important and the most difficult skill that should be mastered as a second language. Writing is needed when a researcher determines to express ideas on a piece of paper and it is necessary to know how to produce writing in various forms. In addition, every writer has experienced being stumped while connecting one idea to the other.

Writing is always challenging. Writing is a challenging learning that involves a variety of skills, including being able to concisely and effectively communicate ideas, analytical thinking, and reading comprehension. According to Fulwiler (2002), writing is a complex activity, variable, and multi-faced process that refuses foolproof formulation to write it. Thus, writing is a skill that is often done by everyone, especially by the student such as making assignments, making notes, essay tests, writing a report, answering briefs, etc. Writing is difficult and requires a range of skills and tasks. Furthermore, the students know how to approach a writing task through the writing process. Students also learn to deliver their ideas, opinions, and feelings in a written form. So, it will be helpful when students have already been familiar with writing during the learning process.

In the process of writing, there are important things that will be learned by the students. There are spelling of words, vocabulary, pronunciation, and structure or grammar. When the students write down their own writing, they should be familiar with the content of what they will write therefore they can convey the meaning easily. Moreover, their paragraph should be well constructed because it is important to the readers in understanding the context of the writing.

Every student has a different skill in mastering writing. Some students can master this skill easily, but other students 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. Students' writing skills could be affected by many factors, one of them being a teacher's teaching strategy. In the teaching-learning process, the strategy of teaching is crucial. It can affect the results of the lesson; one of them is the students' improvement. Furthermore, teacher need to use appropriate teaching strategy. Teacher should find a strategy that can be used to appropriate teaching strategy.

However, following the results of the preliminary observation that was be done, the researcher is interested to help the students to improve their skill in writing paragraphs and increase student's motivation so they were not easy to feel bored in the teaching and learning process, especially in writing. Furthermore, the students still found difficulties in writing a paragraph, such as they had low motivation and interest in writing lessons. Besides, they were afraid of making errors since the lack of vocabulary, grammar, and creativity and flat learning. Thus, the researcher solved it and find a better strategy to improve the student's writing skills. In this

research, the researcher used guided writing as the strategy. This strategy is focused on the students' improving on writing a paragraph.

Guided writing can be used to facilitate the students when they write a paragraph. According to Crown (2007), guided writing can facilitate the teaching and learning of individual teachers and encourages the students to be active participants in discussing writing. This strategy gives enough opportunity for students to express their ideas freely about the main topic given by the teacher and then they have discussed and shared ideas. Using this strategy, students are expected to be more understanding, motivated, and comfortable in teaching and learning writing process.

Guided writing also helps students in solving problems when they have difficulties in writing. Guided writing strategy is a form of teaching writing in which students are given step-by-step instructions. According to Oczkus (2007), the guided writing strategy is an essential component of a balanced writing curriculum, providing an additional supporting step toward independent writing. The teacher may use questions as a strategy to develop the ability of students to understand texts. For instance, the students can develop their ideas freely by answering questions given by the teacher. By doing so, the students can automatically start to express their ideas in the form of written language and can start to organize their ideas more effectively. Thus, this is helpful to lessen the difficulties that students can have in doing writing exercises.

Furthermore, Reid (1993) 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 strategies 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 strategy is an important classroom tool for helping students to become better writers (Crown, 2006). Thus, based on the background above, the researcher is interested and motivated to use guided writing to improve writing skill of the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024.

1.2 Research Problem

Based on the problem already mentioned in the background of the study, the students did not understand how to make the paragraph and were still confused about that. The students still found difficulties in writing a paragraph, such as they had low motivation and interest in writing lessons. Besides, they were afraid of making errors since the lack of vocabulary, grammar, and creativity and flat learning. Thus, the researcher is interested in teaching the students, especially writing descriptive paragraphs. So, the research problem formulated in the form of the question as follows: Can writing skills of the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024 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 research is a statement of what the researcher wants to achieve. It should be in line with the background of the study and it is usually declarative statement from the

aforementioned research problem. In this study, writing skills is the main aspect that has to be improved by the students in order to develop their ideas in writing something. Related to the research problem already stated, the objective of this study is designed to figure out whether or not guided writing can improve the writing skill of the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024.

1.4 Limitation of the Study

It is important to limit the research to avoid complicated discussion. Therefore, the present research was limited to improving the writing skill of the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024 using guided writing. Furthermore, it is important for the researcher to know the curriculum and the syllabus that applied in the school to produce a lesson plan or teaching module and prepare the learning material for data collection. In this present study, SMPN 1 Kuta Utara applied *Merdeka Belajar* curriculum so the lesson plan and the learning material were based on the curriculum and learning module of the seventh-grade students of SMPN 1 Kuta Utara. Moreover, the study focused on the learning objectives as the requirement to construct the learning module.

Based on the *Alur Tujuan Pembelajaran* (ATP) of the seventh-grade students of SMPN 1 Kuta Utara, the learning objectives was design and present descriptive oral and written texts related to topics in society's physical and social environment by paying attention to social functions, text structure and linguistic elements according to the context in a polite, critical, creative, and independent manner with an optimal level of fluency and accuracy. The researcher focused on

writing a short descriptive paragraph about describing hobbies and people. In addition, descriptive paragraphs should have a generic structure such as identification, description, and conclusion.

1.5 Significance of the Study

The researcher was focused with teaching writing using guided writing to the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024. This research aims at providing both theoretical and practical significance. The result of this study will be expected to give us a clear description of the theory and how to apply an effective strategy in improving students' skill to write descriptive paragraphs through guided writing. The significance of the study is divided into two parts elements as follows:

Theoretically, the result of this research gives us a clear description of how to apply an effective strategy and improve the student's skill in writing and achievement of writing descriptive paragraphs through guided writing. The result, furthermore, adds evidence of how the theory of using guided writing could significantly improve students' achievement, especially in writing descriptive paragraphs. For the other researcher, the result of the study can give important input and help the researcher find new strategies for improving writing skills, especially improving students' writing of descriptive paragraphs through guided writing. Moreover, this research can be used as a reference and additional source for other researchers in conducting similar research, especially in the context of teaching writing.

Practically, the result of the research hopefully could give a contribution to the teacher in terms of strategy to improve the student's ability to write a descriptive paragraph that can be applied as an innovative strategy in teaching paragraph writing. Then, it can be useful as feedback for teachers, students, and other researchers. Thus, it can motivate and make students interested in learning English, and improve their ability to write descriptive paragraphs.

1.6 Definition of Key Term

Defining the key term in research is very important to avoid confusion and misunderstanding. It can be used to better understand the topic to be discussed in the present research. In this research, the researcher used several terms related to the topic of the study, such as writing skills and guided writing. Some key terms are operationally explained as follows:

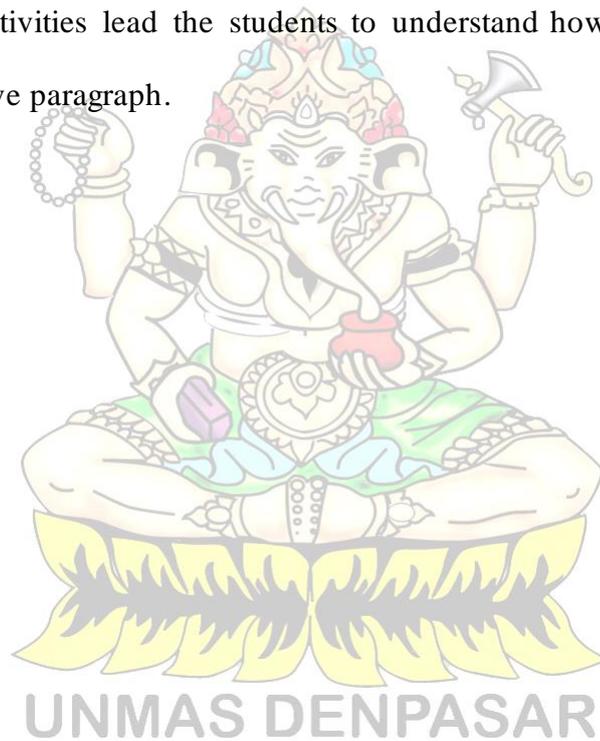
1. Writing Skill

In this research, writing referred to students' ability especially the seventh-grade students of SMPN 1 Kuta Utara in writing a short descriptive paragraph. Students write a descriptive paragraph based on the generic structure they are identification, description, and conclusion which tell about describing hobbies and people. In which, a paragraph consists of 6-12 sentences.

2. Guided Writing

Guided writing is defined as a strategy that is used by teachers to help students learn in writing. First, the researcher demonstrated the steps of writing a description paragraph and introducing the topic material about

describing hobbies and people. Second, the researcher guided students to make a group consisting of 4 students, then guided students in planning their writing by brainstorming ideas, organizing their thoughts, and creating an outline or graphic organizer. Next, the researcher guided students to make their own paragraphs. The teacher provided the students with prompts or clues to use as a basic framework. It allowed the students to focus on conventions such as spelling, punctuation, standard usage, and handwriting. Those activities lead the students to understand how to write a good descriptive paragraph.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The related review is scientifically expected to contribute some practical significance and will be conducted based on some relevant theoretical construct and empirical evidence. There are theoretical reviews written in this chapter which include a lot of relevant theoretical reviews from many related kinds of literature to support the present study. The description is presented as follows: the definition of writing skill, the definition of guided writing, the definition of descriptive paragraph, and the assessment of writing.

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 have to be mastered by the students in learning a language. Writing is the most difficult skill to be learned because the students have to learn how to organize their ideas into a written form and make it easy to be understood by the reader. Good writing is seen from the result of the writing itself. This opinion is supported by Richards & Renandya (2013) who state that writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas but also in translating ideas into readable text. Thus, writing is a significant skill to be studied.

Developing strong writing skills is crucial for students. It is because this process can deepen students' critical thinking and knowledge. Brown (2006) states that writing skill needs to be taught to students or human being. It involves how to

express ideas in good writing and arranging them into statements. It is because writing is a process of putting ideas in students' minds on paper to transform them into words and become sentences by using structure and coherent organization. Writing is the activity that is used to communicate indirectly such as putting letters, symbols, numbers, or words on paper or a computer screen.

Learning language is already challenging and writers also have to think and outline their idea. The writers need to be concerned with mastery of language areas such as spelling, grammar, vocabulary, handwriting, and punctuation skill. Porter (2007) states that the use of vocabulary helps students understand the words, remember them more easily, and use them correctly. Even though writing is very difficult, it has a good thing for the students because it can express their personalities when the students talk about their stories on paper. Furthermore, writing activities also help the students to combine the other skills, it will make the students learn new vocabulary. Through writing students try to memorize vocabulary and combine a word into a sentence, from sentences to paragraphs, and then create a piece of paper.

Writing is expressing ideas, concept, feeling, opinion, and experience in a certain place, time, and situation in written form (Richards and Schmidt, 2002). Writing can be defined as an activity of forwarding a message (communication) by using written language as media. Writing makes the students more respectful of themselves because the students will write their special feeling on the paper. In a piece of writing, students learn knowledge from people's experiences and learn how to write their own experience which is shared with others. The writers need content

as well as direction in producing a written text (Fulwiler, 2002). Therefore, teacher's role is important in helping students to develop their writing skill.

In writing, the writing process should be focused. Writing is never a one-step process (Oshima et al., 2007). Writing through the writing process can help the students to write more effectively because the writing process will guide them to write a good paragraph writing. Writing can take any form to express ideas through meaningful sequences of sentences which are concluded as paragraphs. The process of writing can be divided into four steps, such as pre-writing, drafting, revising, and rewriting (Zemach and Rumisek, 2005).

Pre-writing is about the planning in writing process. In this activity, the writer decides what the writer is going to write about, and it is also about choosing the topic, gathering the ideas, and organizing them. Mogahed (2013) stated that pre-writing is the first stage of the writing process where writers gather information and play with their ideas. Furthermore, the writer lets the sentences flow freely without thinking whether the ideas are appropriate to the topic of the writer's paragraph or the grammar perfect.

Drafting is an early version of a piece of writing. A draft is not a process when the writers remember spelling, grammar, and punctuation; they just write down what is in their mind and determine how to say what they want to say (Barkley and Major, 2018). In this activity, writers begin to write the ideas into their writing in which they write their ideas organized. The writers are also focused on the fluency of writing and are not preoccupied with grammatical accuracy. A draft is not a process when the writers remember spelling, grammar, and punctuation; they

just write down what is in their mind and determine how to say what they want to say (Barkley and Major, 2018)

Revising is when writers review their draft work, checking for clarity of message, word choice, and organization. In revising step, the writers can check what they have written by reading their writing silently or reading aloud, perhaps to their friends (Zemach and Rumisek, 2005). This step is useful as guidance for the students when they entered revision activity. It is constructed in the form of a checklist, where several statements have to consider by the students relating to their writing. Those statements cover five components of writing that had to be noticed. Therefore, they will be asked to put a checkmark in the available column on whether their writing fulfilled the components stated in the guidance.

Rewriting is the last step of writing in which the writers make sure that everything is clear in their writing before they publish it. The writers will rewrite their writing and correct the mistakes that have been found in the previous steps and add information to their idea. In this step, the structure and grammar, spelling, content, and layout will be fixed. Hartley (2008) stated that rewriting is the process when they are writing and changing what the writers want to say which led them to better writing.

Thus, based on the relevant theory above, the present research focuses on the theory from Zemach and Rumisek (2005) which stated the process of writing itself can be divided into four steps, such as pre-writing, drafting, revising, and rewriting. Writing is one of the most difficult skills in the English process new challenges to teachers in particular to be able to teach and improve the writing skills of students effectively and innovatively.

2.1.2 Guided Writing

Writing involves a complex process as stated above; it seems that it needs guidance in writing to enable the students to work well during the writing process. This guidance is useful in assisting students in writing especially for those who face difficulties in completing all the intended processes. Besides, guidance can assist the students to achieve the intended competency successfully and lead the students away from the main goal of writing teaching (Martarini & Sastaparamitha, 2020).

Guided writing is an individual or group activity where the students used word maps to organize their idea and write it into a text (Crown, 2007). Guidance helps the students in revising their writing during the writing process so that students can easily achieve writing competency through Guided Writing. Ontario (2005) states that guided writing is a strategy that allows students to review a recently taught writing skill in a small group setting and then apply the skill through independent 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. Moreover, Frase in Usman & Rizki (2016) states that the guided writing strategy allows the teacher to work closely with small groups of students based on a common need. He also claims that a guided writing strategy allows the teacher to bring together students who are struggling with similar skills for a mini-lesson, or a retraining session.

Furthermore, Oczkus (2007) states that guided writing is an essential component of a balanced curriculum, providing an additional supported step toward independent writing. individual or group activity where the students used word maps to organize their idea and write it into a text. The teacher may use questions

as a strategy to develop the ability of students to understand texts. For instance, the students can develop their own ideas freely by answering questions given by the teacher. By doing so, the students can automatically start to express their own ideas in the form of written language and can start to organize their ideas more effectively. This is helpful to lessen the difficulties that students can have in doing writing exercises. Oczkus (2007) further explains that teachers firstly will model how to write a paragraph, and then the next session will be followed by sharing ideas amongst the students. As a result, students will not waste their time thinking about topics themselves and will be able to learn from each other so that their knowledge and imagination are enriched. Moreover, it will give the students more chances to be active in the learning process so that they will not be bored whilst studying.

To clarify the explanation, several steps of guided writing should be procedurally carried out in this research are described as follows:

1. Modeled writing; Modeled writing requires the researcher to demonstrate the steps of writing.
2. Shared writing; students contribute their ideas. The researcher guides students in planning their writing by brainstorming ideas, organizing their thoughts, and creating an outline or graphic organizer.
3. Practice; After these two activities have been done, the researcher will guide students to make their own paragraphs. The researcher will provide the students with prompts or clues to use as a basic framework. It allows the students to focus on conventions such as spelling, punctuation, standard usage, and handwriting.

2.1.3 Descriptive Paragraph

In general, a paragraph is a group of sentences that support one main idea. Oshima et al. (2007) stated that a paragraph is a group of related statements that a writer develops about a subject, in which the first sentence states the specific point or idea of the topic, and the rest of the sentences in the paragraph support that point. Furthermore, Zemach and Rumisek (2005) also stated that a paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea about the topic. Thus, the researcher used descriptive paragraph as a material to the subject that is used to conduct this current research.

In writing descriptive paragraph, the students are expected to produce a product in written form and the students could express their feelings, emotions, and ideas in a written form for free without interruption from others. In this case, the product that is mentioned is paragraph. One of the paragraphs that is used is descriptive paragraph which usually use to describe something more about characteristic of thing, place, person, animal, and etc. A descriptive paragraph can give information for the readers, in which the readers can imagine, feel, and picture the topic that is given or written from the writer. So, the writer has to arrange the paragraph to make the readers easy to understand.

Descriptive paragraph is a paragraph that is used to describe a particular person, place, or thing. A descriptive paragraph explains how something or someone looks or feels (Zemach and Rumisek, 2005). Descriptive paragraph has two generic structures: identification and description. In identification, the writers identify the phenomenon to be described. In the description, the writers vividly describe the parts, qualities, and characteristics of something or someone being

described. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

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

Furthermore, Folse et al. (2009) stated that descriptive paragraph describes how something looks or feels. It gives an impression of something that creates a sensory detail in order to make the readers catch the picture of information. Good descriptive paragraph uses words that appeal to the five senses; sight, taste, touch, sound, and smell. Descriptive paragraph uses certain sequence to facilitate the readers to understand what the writer wants to tell to the readers.

Moreover, descriptive paragraph is a paragraph that describes about thing, person, animal, and place. The paragraph consists of six until twelve sentences in which there should be complete generic structure such as identification, description, and conclusion. In writing a descriptive paragraph, the writer needs to focus in one object that the writer wants to describe. The writer also has to concern on the generic structure of descriptive paragraph. In addition, the written product has to be coherent and unified. Thus, this statement is appropriate with the purpose of the

present study where the subjects can use this way to conduct the descriptive paragraph.

2.1.4 Assessment of Writing

Assessment of writing is one of the important aspects of teachers. In writing, the teacher needs to be able to test students' writing skills. Writing assessment is to provide feedback to the students and it is useful as a means of improving teaching and learning. However, writing is a complex activity and thus might be complicated to evaluate. Assessment of writing is not a simple task as you need to be clear about your objective or criterion (Brown, 2003). The teacher should assess all aspects and skills involved in writing. Commonly, the assessment of the student's writing is done only based on the topic or material. It is acceptable since the skill of describing something in written language is one of the goals of writing.

Assessment is done to measure the process of collecting information about a given object of interest according to procedure that is systematic substantively ground. A product or an outcome of this process such as a test score or a verbal description also refers to an assessment. Moreover, every subject in teaching and learning process needs to be assessed to know their achievement in writing. Assessment is important and must be done to know the skill or achievement of the subject during teaching and learning process. In this case, assessment can be used to improving teaching and learning strategy and also motivating the subjects to be active during teaching and learning process in the classroom.

A test that was used for assessing students' progress in learning English was typically an effective way to inspire them. Broughton et al. (2002) state that assessments can be used to assess a person's level of English proficiency to measure

how well he might perform in situations that are more or less specific and frequently occur outside of language learning classrooms. The teaching and learning process conclude with an assessment to determine the success of teaching and learning process in every activity. Moreover, assessments can also be used to assess how much a student has learned or how well instructional goals have been reached.

In this research, the researcher focuses on assessing students' skills in composing a good descriptive paragraph; through paragraph construction tasks in which about people and animals. The students are asked to construct or compose a descriptive paragraph based on the topic that is already given and they have to submit their works, then the researcher analyzes and gives the score for students' works with some consideration namely format, punctuation, and mechanic, content, organization, and grammar. The rubric is taken from Oshima et al (2007).

2.2 Empirical Review

The empirical review is the way of gaining information by doing observation based on a result in previous research. The aim of this review is to strengthen the result topic in this present study and the function is also as the comparison because this present study is relevance and similar with the previous research. 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 which can be reflection for the present research. This research expected to get better result which will be completed the previous research. In this term, the researcher described previous empirical research as follows:

The first previous research related to this research is from Gunawan (2019) conducts a study entitled Improving Writing Skill of The Eighth Grade Students of SMP PGRI 6 Denpasar in Academic Year 2018/2019 Through Guided Writing. His research question is can writing skills of the eighth-grade students of SMP PGRI 6 Denpasar in the academic year 2018/2019 be improved through guided writing? In this previous research, the strategy was effective for students because the researcher can improve their writing skills. The result showed that the student's writing skill was much better than the previous ability after the students were given the treatment.

The second previous research related to this research is from Putri (2022) conducts a study 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 Through Guided Writing. Her research question is Can the writing skills of the eighth-grade students of SMP PGRI 3 Denpasar in the academic year 2021/2022 be improved through guided writing? In this previous research, the strategy was also effective for students because it improved the student's writing skills. The result of this research showed that the student's writing skill was better than the previous ones after the students were given the treatment.

Therefore, in this current research, in the writing activity, the researcher gave the students a limited time around 35 minutes to conduct their written test in the pre-test and post-test. It is because, in the previous research, the researcher was not specifying a limited time for the students to conduct their writing, so it can make the students difficult to manage their time when doing the activity. Furthermore, in this research, the researcher used a paragraph construction task adopted from

Brown (2003) as the instrument for assessing students writing skills. It is because, in the previous research, the researcher used an observation sheet as the instrument to conduct the student's writing skills.

