

Guided Writing Approach: a Method To Improve English Writing Skills

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Abstract

The purpose of this research was to obtain data on information and effectiveness to improve students' writing skills in first year of Universitas Tama Jagakarsa which consisted of Classroom Action Research using the Writing Process to improve students' writing abilities and took five samples of first graders Universitas Tama Jagakarsa. This research was conducted following the Stephen Kemmis model with the following action research procedures: planning, action, observation and reflection. Collecting data in this research through questionnaires, observation tables and tests. The results showed that there was an increase in students' writing. The five students gradually obtained good grades at the end of the second cycle. The minimum completeness criterion score for English lessons was 75. The students' average score in the initial study was 56.25. The average in cycle II was 77.5. In addition, there was a positive response from students regarding the implementation of the writing process.

Keywords: *Guided Writing, writing skills, university, learning English*

INTRODUCTION

English is an international language that is used by many people in the world. That's why the ability to speak English is needed at this time. Having the ability to speak English must be supported by good English teaching. Good English teaching can be applied in formal and non-formal educational institutions.

In general, teaching English emphasizes four skills: listening, speaking, reading and writing. The four skills cannot be separated from one another because they are a unit. These four skills are generally taught from elementary school to university.

These four skills are basically always considered to have their own challenges. In general, writing skill is considered as the most challenging skill to master. To produce good writing, it is not enough just to speak English. Writers must master how to generate and develop ideas

into a coherent whole. Writing also requires the writer to produce several texts according to genre-based rules. In addition, what makes this skill quite challenging is the grammar rules. Grammar is also a factor that must be mastered by writers to produce good writing.

Teaching students writing skills, especially in Indonesia, still has a lot of homework. Especially for those whose expertise is not directly related to language, such as people in the fields of engineering, economics, mathematics, and so on. The main reason why many technical people have trouble writing, no matter how proficient they are in their technical craft, is because they don't know how to get started.

Many of them are still confused looking for ideas to start writing. Some of them also fail to handle forms, grammar and mechanics. The limited vocabulary of people in this category causes repetition of

words in their writing. They are also confused about choosing words to represent something and finding a good topic is one of the hardest parts of learning to write. For this reason, a teacher as a class facilitator must find ways to stimulate students to feel comfortable writing and improve their abilities. One technique that keeps students writing at university and at home is to use the process of writing guides. The strategy will address each of the writing processes and sub-processes from planning through to the revision stage.

Therefore, in this research, the researcher wanted to raise the research topic regarding the Guided Writing Approach which can help students to improve their writing skills in English. Based on this, the writer formulates the research problem as follows: can the use of the guided writing process affect student writing; and how teachers improve students' writing skills through the implementation of the writing process. In this regard, this research aims to determine whether guided writing techniques improve students' writing skills in learning English.

METHOD

This research uses quantitative and qualitative research using class action. Quantitative research is used to identify student achievement after using the writing process. In quantitative research data collection is based on the facts found during the research. Qualitative research was used to find out the results of whether students were interested in English subjects through filling out questionnaires, before and after carrying out the writing process. The research was conducted in two cycles and four stages in each cycle, namely planning, implementing, observing, analysing and reflecting.

The design used in this research is classroom action research. Action research is any systematic inquiry conducted by teachers, researchers in learning to gather

information about how their students learn. This means that classroom action research is aimed at overcoming the problems encountered in the teaching and learning process in order to improve educational practice. Classroom action research is problem-based research that aims to solve problems that arise in class and make improvements in teaching and learning activities.

FINDINGS AND DISCUSSION

Before carrying out cycle 1, the researcher conducted an observation (pre-test) by asking students to write a paragraph. The researcher asked them to write freely. To get the pre-test results, the researcher calculates the average score:

$$M_x = \frac{\sum X}{N} \qquad M_x = \frac{281,25}{5}$$
$$M_x = 56,25$$

Based on the results of the pre-test, the data shows that the average value of the pre-test is 56.25. The test results show that students still have difficulty in writing to find writing ideas. Based on observations of students, the problem is that they do not know the types of writing such as narrative or descriptive. Then, their vocabulary is limited so that they cannot expand their sentences. The researcher conducted a pre-test on November 18 2013, this was the first meeting. Then, the researcher corrected their work and the results of the five students were low. Based on the results of the pre-test they did not pass the criteria. They fall under the Minimum Adequacy Criterion (75). In fact, when researchers corrected their work, many students did not maintain their writing in simple present or past tense as well as spelling and punctuation. But on the other hand, researchers found they enjoyed their writing even if they had no idea what to write about. After conducting the pre-test, the researcher distributed questionnaires

and asked several students to be interviewed.

Based on observations (pre-test) during the initial activities, it can be seen that:

- Students are not sufficiently prepared to learn English. This can be seen when the researcher asked them to write a free essay.
- Teachers must use techniques that can improve students' understanding in learning English, especially in writing.

Based on the above observations, an action is needed that can improve students' understanding in learning English, especially in writing. After discussing with the teacher, action is needed to overcome these problems by guiding them to use the writing process in writing.

Findings of the first cycle

Planning

It was carried out on November 20 2018. The researcher as a modelling teacher. Cycle 1 begins with a discussion between the researcher and the teacher. Discussion is making a lesson plan that will be carried out when the researcher explains the material. The process of writing and testing at the end of the cycle. This RPP contains teacher activities that must be carried out in the learning process, materials and time allocation.

In addition to discussing lesson plans, we also discuss LKS media and tests at the end of the cycle. Cycle 1 planned three meetings. They:

- The first meeting was on November 18 2018, the teacher conducted preliminary research.
- The second meeting on November 20 2018, the researcher introduced the steps of the writing process.
- The third meeting on November 25 2018, explained the organization of narrative texts, gave students examples of telling stories using the

writing process and then distributed questionnaires about students' responses to learning activities using the writing process and interviewed students.

Action

Activity 1 : Introducing the steps of the writing process

Actually this meeting was planned to discuss two topics, namely the introduction of the steps in the writing process and the explanation of the organization of a narrative text. Conducted on November 20 2018, learning begins at 10.00 – 11.20 WIB. Time allocation is 40 minutes (1 lesson hour). In fact, this meeting only included one topic of discussion about the introduction of the writing process because all students had never known about the writing process before. They asked several questions to get further explanation. As a result, time ran out before the researcher gave an explanation about the organizational narrative text. So we continued it at the next meeting.

Activity 2: Provide a narrative text organizational theory

This activity should be done at the last meeting, because the time is up, it is continued at the third meeting. The researcher opened the class by asking several questions to explore the background of their knowledge of narrative texts. The researcher asked them what is narrative text and the purpose of writing it. Silent class. So the researchers concluded that they did not know what narrative text was. Seeing these problems, then the researcher explained to them about narrative text and its characteristics. Students pay attention to the researcher's explanation.

Activity 3 : Prewriting

At this stage, the researcher as a modelling teacher demonstrated the steps from prewriting to editing. There are two

activities carried out, namely modelling and brainstorming ideas. In modeling, there are examples of pictures for students to tell as a story. Then the story must be in narrative text. The pictures were pasted on the blackboard, then the researcher distributed brainstorming guide questions to each student. The researcher asked the students to express their opinions so that we could discuss their opinions together. In brainstorming ideas, there are some guiding questions to help them come up with ideas. Brainstorming is used to direct them to topics and can organize ideas. Then the researcher invites students to discuss the picture. Several students gave their opinion and the researcher wrote his opinion on the blackboard.

Activity 4 : Write the first draft

At the drafting stage the researcher makes an outline based on the information obtained from the pictures and develops it into paragraphs. When he starts drafting, the researcher uses transitions such as last, next or first to indicate the time sequence in the narrative text. The students really enjoyed this activity because according to them using the writing process in writing was very easy, unlike what they usually did in the pre-test. But other students said they had difficulty finding words because of the limited vocabulary they had.

Activity 5: Revising

In revising, researchers need more time than drafting. Because this activity is to perfect what we have written in drafting. Researchers used revised guidelines adapted from Carol Ann Bergmann and J.A.Senn. The researcher also asked the students' opinion in this activity to improve this writing.

Activity 6 : Editing

At this stage, students are expected to be able to edit their revised drafts related to grammatical correctness. Here, researchers proofread their own drafts

using editing guides to check spelling, grammar, punctuation, and capitalization.

Observation

Most students are actively involved in the writing process. In the process of revising and editing there were some students who experienced difficulties in these activities. During the learning activity, some students asked several questions about the process. This happens because they are still adapting to the writing process. In observation some students said the writing process was not difficult then they felt enthusiastic when the researcher was explaining the writing process. Meanwhile, one of the students said that the writing process was easy. Because when he did the pre-test before, he found a lot of difficulties in getting ideas to start writing. When the researcher did the drafting and used the brainstorming question guidelines, he was interested in this activity. Brainstorming guidelines are very useful in developing our writing.

Reflection

In this phase the researcher and the teacher work together to discuss the conclusions of the implementation of the action. Then we tried to modify the action so that students' writing skills and so that five students could pass the Minimum Completeness Criteria because the pre-test results showed that no students passed. Meanwhile, the observation table shows that teaching and learning activities have been going well although there are still some problems to be solved. From the reflection stage, there should be more efforts to improve students' writing skills through the writing process. It needs to be improved again in the next cycle.

Finding of The Second Cycle Planning

Cycle 2 is independent writing. Students apply the skills that have been modelled. At the planning stage, the researchers jointly prepared an appropriate

RPP model using the writing process, materials and media, observations and success criteria. In writing a draft, the researcher prepares the steps for writing the body of the narrative text, also prepares a revision guide sheet after the draft is finished and an editing guide sheet to re-check the grammar. Researchers and teachers select topics based on personal experiences or interests, should be topics students can easily relate to: family, friends, pets or animals, university events, etc. Here, students are asked to write essays in narrative text. After carrying out these activities students were asked to fill out a questionnaire and conduct interviews about the implementation of the writing process.

Acting Stage

Activity 1 : Prewriting

Students take one of the topics given by the researcher. Students are asked to make an outline to explore their ideas by using brainstorming questions to guide them in exploring and compiling ideas.

Activity 2 : Writing the First Draft

After finding information from brainstorming questions, students develop it into paragraphs. The researcher asked them to write a rough draft and reminded them not to worry about grammar, what they needed was to concentrate on the content and organization of their draft. They can use the dictionary to look up the meaning of each word. Here, students use steps to write a body of narrative text such as concluding sentences and adding transitions to indicate the passage of time.

Activity 3: Revising

At this stage the researcher did as in the first cycle. Give students some revising guidelines. students ask a friend to show the parts that still need to be done in their writing. The time needed is longer than drafting because in this activity they revise what they have written in their drafting.

Activity 4 : Editing

This is the final stage in the writing process. This activity also took longer because students were still editing using the same editing guidelines as in the first cycle. After revising their draft, they submitted their work to the researcher.

Observation Stage

To determine the success or failure of the implementation of the action plan in cycle 2, both researchers and collaborators made observations, then analysed the data taken from the observation table. In the second cycle, students were able to focus on their writing. They enjoyed their exercise because they paid attention to the researcher's explanation of the steps in the writing process and how to use them in their writing. Researchers check their writing by walking to their desks and making comments. Students seem to master this technique. So the researcher concluded that giving good feedback from students' responses in conveying their ideas and students were helped by researchers because in the first cycle the researcher had explained about the writing process beforehand and involved them in each process. On the other hand students also have no difficulty in finding words because they can look up the meaning in the dictionary as suggested by the researcher.

Based on the results of the post-test, the class average score on the written test was 77.5 where there were five students who passed the Minimum Completeness Criteria (KKM) 75.

Reflecting

The collaboration in this research, namely researchers and teachers at Universitas Tama Jagakarsa, were satisfied. This is because the five students can pass by achieving the Minimum Completeness Criteria (KKM) in the post-test. On the fifth test and the average score is 77.5 above the Minimum Completeness Criteria (KKM). Therefore, the

collaborative researcher and the teacher decided to stop the research because I was successful.

Based on the evaluation results between the researcher and the collaborative teacher, it can be assumed that the implementation of classroom action research in improving students' writing skills through the writing process with the planning that has been discussed by the researcher and the collaborative teacher is in accordance with the plan. which they have discussed.

**Finding After Implementing The Action
The result of the post-test**

The results of the pre-test showed that the class average score was 56.25 where five students did not pass the Minimum Completeness Criteria (KKM). Below is the average score in the pre-test:

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{281,25}{5}$$

$$M_x = 56,25$$

However, based on the results of the post-test, we found that the increase was 77.5. Below is the calculation:

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{387,5}{5}$$

$$M_x = 77,5$$

Based on the results of the students' writing, there was a better increase in the students' average score from the students' pre-test writing which was 56.25 and the average score in the post-test was 77.5 besides that the five students were able to pass the KKM. The following is a table of student writing scores

No	Name	Score	
		Pre-Test	Post-Test
1.	P1	62,5	75
2.	P2	43,75	75
3.	P3	62,5	81,25
4.	P4	62,5	81,25
5.	P5	56,25	75
Total		281,25	387,5
Mean		56,25	77,5

CONCLUSION

Based on this research, the researcher can say that the application of the writing process in the first year to five students of class X-1 at Universitas Tama Jagakarsa in the 2013/2014 academic year can be concluded that the writing process can have an influence on students' writing abilities and improve students' writing skills. This can be proven from the following facts found. First, the improvement can be seen from the increase in the average student writing score of 56.25 from the class that met the Minimum Completeness Criteria (KKM) in the pre-research research and 77.5 that met the Minimum Completeness Criteria (KKM) in the second cycle. Second, the results of the field notes show that the classroom conditions during the teaching and learning process create a positive atmosphere in the classroom, and make students creative in finding ideas. Third, the results of the questionnaire showed that students gave a positive response to the implementation of the writing process. Moreover, using the process of guiding writing will be an alternative strategy in teaching writing. In addition, the five students were involved in the prewriting, drafting, revising and editing processes where the researcher was the modelling teacher in cycle 1.

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