Using Guided Writing Strategy Strategy in Teaching Descriptive Writing to the Tenth Grade Students

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Abstract
The objectives of the study were to find out whether or not there was a significant difference on the tenth grade students' descriptive text writing who were taught by using Guided Writing Strategy Strategy and those who were not, and to find out whether or not there were significant differences on the tenth grade students' descriptive writing in excellent, good, average and poor categories by using Guided Writing Strategy Strategy at *SMA Muhammadiyah 6 Palembang*. The population of this study consisted of 132 students of *SMA Muhammadiyah 6 Palembang* in the academic year of 2017/2018. There were 64 students taken as sample. Each class consisted of 32 students from class X.IPA A chosen as experimental group and class X.IPA C chosen as control group. The sample of this study was taken by using purposive sampling method. The instrument used in collecting the data was written test. The test was administered twice, as the pretest and posttest for both experimental and control group. The results of the test were analyzed by using independent sample t-test and Two-way ANOVA. From the result of the independent sample t-test, it was found that there was a significant difference from students' posttest experimental and control group, since the p-output (0.002) was lower than 0.05. From the result of the Two-way ANOVA, it was found that there were significant differences on students' descriptive text writing who were taught by using Guided Writing Strategy Strategy, since the p-output (0.197) was higher than 0.05. The result alsho showed that there was no significant interaction effect of students'descriptive writing in excellent, good, average and poor categories.

Keywords: descrivtive text, guided writing strategy strategy, writing strategy

Introduction

Many people in the world learn English as a foreign or second language. In Indonesia, English has been used as a foreign language, and has been taught from junior high school to senior high school students even university level (Abrar et al., 2018; Mukminin, Ali, & Ashari, 2015; Mukminin et al., 2015). According to Nurhayati, Supriyanti and Astuti (2008) in some countries like Indonesia Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as EFL (English as a foreign Language) context (Marzulina et al., 2019). Thus, related to this, English is regarded as the foreign language in Indonesia. In English, there are four basic skills to master namely listening, speaking, reading and writing. Zhang (2009) states that the four skills (reading, writing, listening and speaking) usually appear in every English class, even in EFL context. Among the four skills of English, Richardson and Morgan (2003) state that "writing may be the most complex communication process within the communicative arts" (as cited in Marzulina & Saputra, 2015, p.3). Therefore, writing is a part of language skills and it becomes one of

important skills in English (Astrid et al., 2019; Erlina et al., 2019; Makmur et al., 2016; Prasojo et al., 2017).

In studying the four English language skill, writing should be learnt by everyone (Astrid et al., 2019). According to Keling, Chapman and Williams (2013), writing is important for helping the students to learn, and help the students to explore their own reasons for wanting to write (as cited in Purwanti 2017, p. 84). It can be concluded, writing is important skill to help the students' activity in explore and development of an idea, knowledge and experience for them. Based on curriculum of senior high school which is recommended by the goverment, there are some texts which have to be mastered by the students. Being able to comprehend and to respond all of the texts is needed for students, but in this study, I will focus only on descriptive text. According to Kern and Mc Guire (2003), descriptive text is typically more difficult because students have fewer experience with them, therefore students explicit instruction in the ways text are organized and they need practice with all of the writing modes, which are termed genres in the school (as cited in Iskandar, 2017, p. 55).

However, in learning writing some students still have some difficulties to start writing. After doing preliminary study by interviewing the teacher of English of the tenth grade students of *SMA Muhammadiyah 6 Palembang*, it was found that some students have problems in writing. It happened because the students have lack of understanding in grammar, have difficulty in describing something for their writing, and still lacking in vocabularies for composing the writing text. To solve the students' problem in writing, Guided Writing Strategy Strategy was suggested. In Guided Writing Strategy Strategy, Lan, Hung, and Hsu (2011) explain that the principle of the Guided Writing Strategy Strategy is to afford instructional materials or relevant media to benefit students write. In addition, Komang, Nyoman and Made (2013) explain that Guided Writing Strategy is the teachers' appearance who apply this strategy are to guide a small group of students in their attacks to create individual written texts, give acknowledgment to students efforts and develop students' thinking throughtout the process of writing.

Related to this study, there is previous study which found that Guided Writing Strategy Strategy can improve writing achievement, entitled "improving writing skill through Guided Writing Strategy at the third year students of *SMU Negeri 1 Karang Anyar*" written by Dyan (2010), the result of this research showed that Guided Writing Strategy could improve the students' writing skill. Through Guided Writing Strategy Strategy, the students showed great interest to be actively involved and participated correctly. This strategy gave benefits for the students. The improvement of the mean scores showed that there was an improvement on the students' writing skill. Based on the facts on students' problems and previous related study in teaching writing achievement above, I would like to conduct a study entitled "Using Guided Writing Strategy Strategy in Teaching Descriptive Writing to the Tenth Grade Students of *SMA Muhammadiyah 6 Palembang*".

Literature Review
The concept of teaching

Teaching activity concerns about how to transfer knowledge and skill to learners. it is also focused on the capability of the teachers as an actor of learning process. Harmer (2004) states that teaching is not an easy job, but it is a basic one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some practice and students can be difficult and stressful at times, but it is also worth memorializing that at its best teaching can also be extremely enjoyable. Teaching gives an instruction in order to help students to understand what they learn. Teacher's approach in teaching affects their students' will, intention, and motivation in learning process. Coe, Aloisi, Higgins and Major explain great teaching is defined as that which leads to enhanced student progress. It means a great teaching as

that which leads to enhance student acquirement using outcomes that matter to their future success. A teaching is great based on a teacher. A good teacher will teach a great teaching and will make the students become good learners. Moreover, great teacher will have some strategies to facilitate students a deeper understanding in giving information; it called teaching strategies (as cited in Purwanti, 2017). Based on the statements above I can say that in teaching, teachers have an important role as a guide and facilitator to the students to help them to gain the competence in language they have been studied, besides that, students also have a significant role, they should have a good communication and interaction with the teachers. In a nutshell, the students get much information from what they listen.

Concept of writing

Writing is the activity to express the idea, opinions, and thought and a way of communicating information, ideas, and feeling to other people. According to Harmer (2004) Writing is used to benefit students perform a different kind of activity (in this speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write. Generally, writing is a way in sending message to the reader. Hyland (2003) argues that writing is seen as skill that is crucial learned, not taught, and teacher's role is non-directive, facilitating writing through on reassuring and cooperative encompassment with minimal interference. Furthermore, Brown (2007) argues that writing is the representation of spoken language, written language is almost same with spoken language, the difference is the achievement of written language is converted in graphical (as cited in Imam, 2016). Based on the statements above it can be concluded that writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression. it can make they are communicating on paper in their best way.

Writing process

According to Clark (2007), there are several components of writing process (as cited in Iskandar, 2017). They are:
1. Prewriting
   At this stage, writers generate ideas, brainstorm topics, web ideas together, or talk or think about ideas. Teachers explain that students may get writing ideas from personal experiences, stories, pictures, magazines, newspapers, television, and a variety of other sources.
2. Drafting
   Students start to express their ideas on paper. Students need to keep in mind the genre or format, audience, and purpose.
3. Revising
   Revision looks at the organization and the structure of the writing. When revising, students analyze their writing for required traits: sequencing words in a lab report, descriptive language in science fiction story, topic sentences and supporting details in a persuasive essay. So, students must understand how to do both.
4. Publishing
   At this stage, teacher allows students to celebrate their hard work. It occurs after the other steps are completed and the students are ready to produce the final copy, which can be handwritten or typed on a word processor .
5. Reflecting
   Reflecting is a key stages in the writing process. It encourages the writer to think about his or her writing. Reflection also allows the writer to look back at brainstorming and the beginning of a writing project to see if the original goals were met (as cited in Iskandar, 2017).

The writing process is one of important parts to be done. The teacher has to convince the students that writing is actually a process, not a product. Therefore, to make a good writing, the students have to apply the stages of writing stated above.

Concept of descriptive text

Descriptive test is also a text which describes something that appeal directly to the sense. Nadell, McMeniman and Langan argue descriptive writing can be defined as expression, in vivid language of what the five senses experience. Therefore, students can make a clear about writing description by using their sense in order to make the reader can imagine the object that being described (as cited in Iskandar, 2017). One of the examples of descriptive text is as follow.

Table 1. Descriptive text

My Toy	
Identification	I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.
Description	The dolls small, fully, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stay in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

From: Wardani, Basri and Waris (2014)

Concept of guided writing strategy strategy

There are some theories related to Guided Writing Strategy Strategy. According to Oczkus (2009), "Guided Writing Strategy Strategy facilitates the teacher to demonstrate writing more effectively by taking writers of all ability levels through several steps: identifying example, modeling, shared writing and guided writing" (p. 27). Then, Komang, Nyoman and Made (2013) explain that Guided Writing Strategy helps the teachers to guide a small group of students in their attacks to create individual written texts, give acknowledgment to students efforts and develop students' thinking throughtout the process of writing. Based on Primary National Strategy (2007), "Guided Writing Strategy is an essential component of a balance writing curriculum, providing an additional supported step toward independent writing" (p. 6). Guided Writing Strategy is a process of writing after imitative writing and dictation guided by the teacher with stimulator. Guided Writing Strategy is a teaching component designed to teach a specific skill or strategy to the whole group, a small group, or individuals, and to give the students practice in writing. It can be in the form of a model text, an outline, or questions. According to Raimes (1983), Guided Writing Strategy is the next step after controlled writing as Raimes states that guided composition is an extension of controlled composition. It presents similar result but actually not equal. The teacher gives a first sentence at the beginning, and then followed by giving a last sentence. Teacher may also give students an outline to expand, some attractive questions, or additional information in writing. After that, the students start discussing, make notes, share what they found, and make a draft together before they begin to write (p. 103).

Benefit of guided writing strategy strategy

Westren Australian Minister for Education, (2013) states that Guided Writing Strategy helps students to:

1. Independently write texts of increasing difficulty.
2. Make choices and devious about their writing in consultation with peers and the teacher.
3. Develop as individual writers by practicing, exploring, experimenting, and taking risks in a supportive environment.
4. Develop writing behaviors that they can apply to all writing
5. Experience success with writing by receiving immediate feedback
6. Develop the students ability to self –monitor their writing and set writing goals.

Furthermore, Guided Writing Strategy emphasizes writing process so that the product of writing activities is less purposeful especially for students in discovering of the texts' true message due to the structural aspect of the text.

Procedures of reciprocal teaching strategy

There are procedures in Guided Writing Strategy Strategy that help teachers to effectively teach writing. According to Ontario (2005), there are steps in using Guided Writing Strategy. They are as follows:
1. During the first part of the lesson, students are immersed in the focus skill through examination and discussion of models.
2. Students then work as group to compose a text, applying the focus skill.
3. Teacher then guides students to write their own text independently, applying the focus skill.
4. Students share their writing, as a whole group, with a partner, or with the teacher

Methods

Research design

In doing this study, the quasi experimental were used. Fraenkel and Wallen (2012) state that "Quasi experimental designs do not include the use of random assignment" (p. 275). I used Pretest-Posttest Non-equivalent Group Design. There were two groups, they were experimental and control group which both were given pretest and posttest. The experimental group was given treatment by using Guided Writing Strategy, but the control group was not.

Table 2. The quasy experimental design of the study

Experimental	: O_1	X	O_2
Control	: O_3		O_4

Where:
O_1 : Pretest in experimental group
O_3 : Pretest in control group
X : treatment in experimental group using Guided Writing Strategy
O_3 : posttest in experimental group
O_4 : posttest in control group

Population and sample

The population of this study was all of the tenth grade students of *SMA Muhammadiyah 6 Palembang*. According to Fraenkel and Wallen (2012), a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the result is called the population. The total number of the students is 132 students diveded into 4 class. This method is applied after I had an interviewed and discussed with the teacher of English of the tenth grade students at *SMA Muhammadiyah 6 Pale*mbang. The teacher told me that most of

students' writing ability in those classes was still low and they have same number of students. There were 64 students taken as the sample of this study, consisting of 32 students from X.IPA A and 32 students from X.IPA C.

Data collection

In collecting the data, pretest and posttest were used. The instrument which was used in pretest and posttest was the same, which was in the form of writing test. In this study, I did the validity tests, namely construct validity and content validity. The construct validity of this study involved items for pre-test and post-test and lesson plans for experimental group. After constructing the instruments related to some aspect measured, then they were consulted to obtain some expert judgments from three validators to evaluate whether the components of the instrument were valid or not to be applied in research activities. From the three validators, it revealed that the instrument and lesson plan were appropriate to be applied. Next, content validity was used to measure the appropriate sampling of the content domain of which it is to be concerned. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. After that, to analyze the reliability test on students' writing, inter-rater reliability was used. It means that to know the tests were reliable.

Data analysis

In this study, the students in both groups, experimental and control group, were given pretest and posttest. The test was in the form of writing test. The same instrument test was used in pretest and posttest for experimental and control group. In analyzing the students' writing, writing rubrics from Brown (2007) was used. There were five aspects in scoring writing descriptive text. Five aspects were : content (30 %), organization (20%), grammar (20%), vocabulary (15%) and the last, mechanic (15 %). The data of students' writing were analyzed by two raters, and they were lecturers of English Education Study Program of State Islamic University of Raden Fatah Palembang. The scores which were obtained from the rubric were multiplied by four to get the score that was appropriate with the grading system. After that, to analyze the data from the pre-experimental study, I submitted the data by using the Statistical Package for the Social Science (SPSS) version 20.

Findings
Normality and homogeneity

In measuring normality test, Sample Kolmogorov-Smirnov was used. The normality test was used to measure students' pretest and posttest in control and experimental group. The result showed that the significance value of the students' posttest in control group was 0.633, while the experimental group was 0.271. From the scores, it could be stated that the students' posttest scores in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05. In measuring homogeneity test Levene statistics was used. Levene statistics is a formula that isused to analyze the homogeneity of the data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups. Based on table above, it was found that the p-output was 0.507. Therefore, it could be stated that the obtained score from students' posttest in experimental and control groups are homogenous, because it is higher than 0.05.

Hypotheses testing

In this study, Independent sample t-test was used to measure significant difference on the tenth grade students' descrip writing taught by using Guided Writing Strategy and those who were not at *SMA Muhammadiyah 6 Palembang*. Two Way ANOVA was used to measure significant difference on the tenth grade students' descriptive writing in excellent, good, average, and poor category between those who are taught by Guided Writing Strategy and those who were not at *SMA Muhammadiyah 6 Palembang*.

Interpretation

Based on of findings stated previously, some interpretations could be drawn. Before conducting this research, I interviewed the teacher of English at *SMA Muhammdiyah 6 Palembang*. Based on the interview, it was acquired that the students got some problems in learning English especially writing skill. After conducting the research, it was found that the data of the students' pretest and posttest in experimental and control group were normal and homogenous. In analyzing the normality test, 1-sample Kolmogorov-Smirnov test was used. From the result, it could be stated that the students' pretest and posttest scores in experimental and control groups were categorized normal since the significance of normality test was higher than 0.05. Then, I analyzed the homogeneity of the sample data from pretest and posttest between experimental and control groups. In analyzing the homogeneity test, Levene statistics was used. From the result, it could be stated that the students' pretest scores in experimental and control groups and the students' posttest scores in control and experimental groups were homogenous. It is emphasized that the abilities of the students were the same.

From the result of independent sample t-test, it was found that there was significant difference between the students' posttest score of experimental group who were taught by using Guided Writing Strategy and the control group who were taught by using strategy from the teacher of English at *SMA Muhammdiyah 6 Palembang*. Moreover, from the result of two-way ANOVA, it was found that there were no significant differences on students' descriptive writing scores in excellent, good, average, and poor category between those who were taught by Guided Writing Strategy and those who were not at *SMA Muhammadiyah 6 Palembang*. There were differences found on students' attitudes of experimental group toward the material during treatment in 12 meetings excluding pretest and posttest. In the first and second meetings, the students were still confused about Guided Writing Strategy. Therefore, I managed the students in doing the treatment. Besides, I also demonstrated Guided Writing Strategy during the treatment. Until the third meetings, the students were still confused in understanding the material. The student did not know how to start and how to write descriptive text. Between fourth and seventh meeting, they could slowly manage to start understanding the text. Finally, on the eighth to twelfth meeting, they could write descriptive text well based on the topic given by the teacher. They felt that it was easy to understand descriptive text, because they could share the information from the texts and they could activate their prior knowledge.

Based on the result in the research, Guided Writing Strategy was effective to be applied to the tenth grade students of *SMA Muhammadiyah 6 Palembang*. Guided Writing Strategy significantly improved the students' ability in teaching and learning English. Khatri (2014) states that the effectiveness of Guided Writing Strategy in teaching composition from outcome of average increment shows that experimental group perfomed better than that control group as whole. I also found that Guided Writing Strategy can make students to be active in learning process. It is supported by Dyan (2010) who explains that Guided Writing Strategy is strategy that the students showed great interest to be actively involved and participating in teaching and learning process. Finally, it was inferred that the implementation of Guided Writing Strategy showed significant difference on students' reading comprehension at *SMA Muhammadiyah 6*

Palembang. Guided Writing Strategy Strategy succesfully motivated the students in learning descriptive text in writing and made the students interested and active in learning English. It could be assumed that Guided Writing Strategy is effective to be applied when teaching writing to the students.

Conclusions

Based on the findings and interpretation in the previous chapter, it could be concluded as follows: First, from the result of pretest to posttest in teaching descriptive writing by using Guided Writing Strategy Strategy, significant difference on students' descriptive writing achievement of the tenth grade students of *SMA Muhammadiyah 6 Palembang* was found. Second, it was found that there was no significant difference students' descriptive writing achievement in poor, average, good, and excellent categories by using Guided Writing Strategy stratregy and those who were not at *SMA Muhammadiyah 6 Palembang*. From the result of the research finding, I concluded that learning descriptive text by using Guided Writing Strategy was effective to increase the student's score in descriptive writing. It can be seen from the mean score of posttest. The mean score of posttest in experimental class which was taught by Guided Writing Strategy was higher than the mean of control class which did not use Guided Writing Strategy.

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