

GUIDED WRITING TECHNIQUE ON WRITING RECOUNT TEXT AT YAYASAN PENDIDIKAN SYEKH MUHAMMAD BAQI BABUSSALAM BASILAM BARU

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ABSTRACT

The purpose of this research are to find out the students writing ability in recount text before using guided writing technique, to find out the students writing ability in recount text after using guided writing technique, and to examine whether there is effect of guided writing technique to students writing recount text is significant or not. The method that is used in this research use experimental research. Two classes were as the sample. They were XI-PUTRI as experimental class that consisted of 17 students and XI-PUTRA as control class that consisted of 17 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula. After analyzing the data, the researcher found that the mean score of experimental class after using Guided Writing Technique was higher than control class ($73.12 > 70.8$) and the mean score of experimental class before using guided writing technique was lower than control class ($67 < 74$), and the score of t_{count} was bigger than t_{table} ($4.79 > 2.49$), it meant that H_a was accepted. It was concluded that there was significant effect of using Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

Key words: *Guided Writing Technique, Writing Recount Text*

INTRODUCTION

Writing is one of the language skills that should be mastered by students. Writing is a complex process that produces and develops ideas, analyzing meaning and making conclusions about contents. However, writing is one of the language skills which to be acquired by the students.

In writing lesson, there are many types or genres of text namely, narrative, descriptive, recount, report, procedure, spoof, etc. the basic competence of the texts is the students are expected to use writing communicate both orally and written form. Based on syllabus of curriculum in senior high school, one of genres that should be mastered by students in the process of learning is recount text. Recount is one genre of text which learned at the eleven grade students.

Recount text is a text that tells events or experiences in the past, this text uses simple past tense, conjunction, and adverb of time. Usually, recount text tells about someone experience. In the other word, recount text is a kind of text that tells about events in the past time. The purpose of recount text is to retell about events or experiences in the past time.

The function of recount text is to give information and to entertain the reader. The social context this text is to retelling events. It can be experiences such as holiday and vacation. The social function of this text is to retell events or experiences in the past time. So, when writing recount text, the writer must be able to explore their ideas into the text and make the reader can imagine what they have read.

The government has done some efforts to increase the quality of education, such as curriculum development, text book, selection, and teacher quality improvement. The school also has done some efforts to increase education, such as prepare school facilities and make some rules for practicing discipline. The teacher is an important in increasing the quality of education, in addition to teaching, the teacher also as a motivator for the students. From that explanation, all of these aims to increase the quality of education, including to increase students ability, especially in writing recount text. In writing skills, students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru face

some difficulties to write recount text. There are some problems. First, students writing achievement is low. Based on interview with the teacher in Ponpes Babusslam Basilam Baru, the teacher said “reveals the average of students writing achievement of grades XI is low. There are only a few of students who passed the passing grade standard (KKM) meanwhile the rest of the students did not”. Briefly, students writing achievement does not fulfill the expectation. Second, the students are poor vocabulary. The teacher said “they are difficult to write because they do not have many vocabularies. If the teacher orders them to write paragraph for instance, they are directly open dictionary. For sequences in final semester, they are difficult to write paragraph”. The last, students have lack of writing motivation. Based on the writer’s observation and information from English teacher, the teacher said “they are lazy to write, some students more active in Arabic than in English. Most of them cannot develop their mind when they write that they become lazy to write”. Besides, some students whom the researcher interviewed is admitted that they are not interested in writing due to some reasons, and even worst in writing paragraph.

From the writing problems above, Herdi (2000), says “factors influence the improvement the students writing skill especially writing recount text are, material, media, classroom, activities, classroom management, teacher’s strategy, teacher’s approach and teacher technique”. These factors can be as a problem solving to teacher and the students in order to increase the students’ writing but the researcher only focuses on technique as a problem solving in this research.

There are many kinds of technique that can be used and applied by teacher in teaching writing and make the students more interested. For example: clustering, guided writing, map, pictures set, mind mapping technique. The researcher is interested to conduct the research to solve the problems, to make the students understand the contents of the text easily, to think or to propose their ideas into sentences, paragraphs, story, or poem in writing.

Guided writing technique is a lesson where the teacher shows the process of writing sentence or paragraph using appropriate English rules to the students, they are given opportunities to use the technique in their own work. In guided

writing, the teacher guides the students in composing a text, while they are working in a small group. It means guided writing technique can make the students more active and build confidence when they work together in process learning.

The role of guided writing is build students confidence and also support students understanding in writing. The teacher encourages the students to be more active in the class, guided writing enables the teacher the need of students. In Guided writing technique involves a teacher working with a group of learners on a writing task. This technique encourages the students to write a certain text with groups, some groups and individuals to produce a good writing.

Based on the above explanation, the researcher is interested in conducting Guide Writing Technique to teach writing recount text, entitled **“The Effect of Guided Writing Technique on Writing Recount Text at the XI Grade Students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.”**

LITERATURE REVIEW

1. Writing Recount Text

Writing is a process of transferring or expressing ideas by written form. According to Nunan in Septika’s journal (2016), “writing is the mental work of inventing ideas, thinking about how to express them, and organizing into statements and paragraphs that will be clear to a reader”. According to Meyers in Rafida’s (2016), “writing is a way to produce language”. It means writing is a process to transfer the ideas to communicate by written form.

Recount text is a text that retells the events in the past time. S.B Panggabean (2015), said “recount text is a kind of text that contains about what had happened in series of events in sequence.” According to Warner in Dessy’s (2016) “recount text is a text which tells the reader about something that has happened”. So, recount text is a text that telling about events or someone’s experiences that happened in the past time. In the other word, recount text is a text that retells the events in the past time. Rojas in Ratih and friends’ (2018) states,

“recount text are to list and describe past experiences by retelling events in the order in which they happened.

From the above statements, this research concluded that writing recount text is a process to transfer the ideas about events or someone’s experiences that happened the past in written form.

2. Guided Writing Technique

The Primary National Strategies (2007) said “Guided writing is an important element of the teaching sequence as exemplified in the primary Framework and is a key step between whole-class teaching and independent writing”. According to Carol Simpsom in Dionesia and friend’s (2018) said that “Guided writing by definition is a form of teaching writing in which learners are given step by step instruction”. According to Oczkus in Bustami’s (2016) said, “Guided Writing Technique is an essential component of balanced writing curriculum, providing an additional supporting step towards independent writing”. Furthermore, Frase said that “the Guided Writing technique allows the teacher to work closely with small groups of students based on a common need”.

According to Parsons in Yosep’s (2013) said “Guided writing is a process where teacher develop and guide students writing through discussion, joint text construction and evaluation of their independent writing and also Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing” According to Brown in Tian Lestari’s (2014) said that “Guided writing is teaching component designed to teach a specific skill or strategy to the whole group, a small group, or individuals, and to give students practice in writing. It means guided writing technique is the best technique to teacher more closely with the students in small group. From definitions above it can be concluded that guided writing can be defined as a writing process guided by the teacher that can help the students towards independent of writing. Can be made a group, small group and individuals that can encourages the students to more active in learning process.

3. The Aims of Guided Writing Technique

Guided writing technique is a kind of writing activity that involves a teacher working with a group of learners on a writing task. This technique encourages the students to write a certain text with groups, some group and individuals to produce a good writing. According to Lori D. Oczkus (2009), the purpose of guided writing technique is “to provide support that is going to help students to improve their writing and to work with increasing independent” By statement in National primary Strategies (2007) the Aims of guide writing technique is “to provide support that is going to help students to improve their writing and to work with increasing independence. Guided writing technique gives enough opportunity for the students to be good writer. It helps students understanding about writing and students can follow the teaching and learning process well. Through guided writing, students were supported during the different stages of the writing process”. From the purpose above it can be concluded that guided writing can make easier for the students in writing activity, build independent for the students and this technique can help the teacher also in teaching writing, especially in teaching writing recount text.

METHOD

The type of this research is quantitative research in experimental research. This research used two classes, as an experimental class and a control class. The experimental class is the class that taught with guided writing technique as a treatment and control class is the class that taught with a teacher’s strategy. The researcher used true experimental design with Pretest-Posttest Control Group Design. It means there are two classes would be chosen, then gave pre-test to know the basic condition of the two classes. Next, the both of class was given post-test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table 2
Pretest-Posttest Research Design

E	O ₁	X	O ₂
P	O ₁	-	O ₂

Where:

E = Symbol for experimental class

P = Symbol for control class

X = Symbol for treatment

This model showed the experimental class and the control class were given pre-test (O₁). Then, the treatment (X) was given to the experimental class and the control class was not given the treatment. The last, both of classrooms were given post-test (O₂).

The population as the data sources of this research are all the students at XI grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru that consist of 2 classes with 34 students. The Headmaster of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru said that, the students are not grouped by IQ or level of intelligence means there is no placement test for them

This research used total sampling to take the sample the research. This research used two classes as a sample. The researcher used XI-PUTRI consist of 17 students and XI-PUTRA consist of 17 students as a respondents. So the total sample of this research are 34 students. They are experimental class and control class.

RESULT AND DISCUSSION

1. Result

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was “Guided Writing Technique has effect on students’ Writing Recount Text at the XI Grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam

Baru.” The calculation can be seen in appendix 12. The result of t-test was as follow:

Table 14
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
2.25	2.49	4.79	2.49

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} 2,25 while t_{table} 2.49 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 17 + 17 - 2 = 32$. Cause $t_{count} < t_{table}$ ($2.25 < 2.49$), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 4.79 while t_{table} 2.49 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 17 + 17 - 2 = 32$. Cause, $t_{count} > t_{table}$ ($4.79 > 2.49$), it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 12. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 67 and in post-test was 73.12. Then the mean score of control class in pre-test was 74 and in post-test was 70.8. The gain score was 9.32. The calculation can be seen on appendix 14.

2. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 67 and in post-test was 73.12. The proof was 6.12. Then the mean score of control class in pre-test was 74 and in post-test was 70.8. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Guided Writing Technique had the effect on Writing Recount Text. It also discussed with the theory and compared with the

related finding that has been stated by researcher. Related to the theory from Lori D. Oczkus journal defines guided writing is “an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing.” Based on the related findings, Thesis by first is Suprihatin in his research. Improving writing skill in recount text by using guided writing. It was shown by finding of the score in the cycle I to cycle II that the students’ writing skill was improve. In cycle I, it could be seen from the mean score of students writing was 60.12. in this cycle, students need to improve their score in writing skill by using guided writing. In cycle II, the students mean score in the test was 69.04. It means that students mean score improved from test I to test II. In the cycle III, students mean score in the test III was 77.68. It means that students mean score improved from test II to test III. It means guide writing strategy can improve students writing skill. The second is Yosep Dwi Anggara, The effectiveness of guided writing in improving students writing ability.

The result of the research shown it can be seen from the mean score in post test of the experimental class and control class. The mean score of the experimental class and control class (15.38 > 11.36). Besides, it is proved by the result of the hypothesis testing through Ancova. The significance value of 0.0002 is less than the significance level of 0.05 (0.002 < 0.05), which means that the result of this study to have a significant difference. Therefore, the hypothesis of this study accepted. It means guide writing technique can improve students’ writing skill. The third is Dian Ayu Titisari, the result showed that it concluded that guided writing is effective to be used in teaching writing recount text. The mean score of the experimental group was 67.93 and the contro group was 68.23. The result of post test of experimental group was 81.89, while the control group was 74.21. It means that guided writing technique can improve students’ writing skill. After looking the score of using guided writing technique, this technique is good to be used an innovation for teaching writing. It aims the students to build independent, share the idea, and develop the idea into a good written. Although not all of the aspect in writing can be covered by this technique, but this technique help students to be more confidence, to share and develop the idea. As the conclusion

this technique recommended to be used for teaching writing especially in recount text.

CONCLUSION

Based on the result of the research, the conclusions of this research are: Before using guided writing technique, the mean score of pre-test for experimental class was 67 and the mean score of pre-test for control class was 74. After using guided writing technique, the mean score of experimental class was higher than before using guided writing technique. The mean score of post-test for the experimental class was 73.12 and the mean score of post-test for control class taught by teachers' strategy was 70.8. The researcher found the research result of t-test where t_{count} was higher than t_{table} . t_{count} was 4.79 and t_{table} was 2.49 ($4.79 > 2.49$). It means that H_a was accepted, so there was a significant effect of guided writing technique on writing recount text at the XI Grade students of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru.

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