

**The Effect Of Using Guide Writing Technique (GWT) Toward Student's  
Achievement In Writing Recount Text Eleventh Grade At MAS Umratul  
Hidayah Rantauprapat In Academic Year 2018-2019**

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**ABSTRACT**

English has four skills, they are: listening, speaking, reading and writing. One of those skills is writing, which is an activity that combines word to form meaningful messages that the writer want to express that become meaningful text or sentence. The students need ability how to mix or make the words into the meaningful sentences. Beside that, it must be consecutively in the structure and meaningful content. After knowing the highly complex of writing, teachers need to move how to select the materials and activities to be used in writing class. One of the techniques used in teaching writing is guided writing in the form of chain writing story. In this technique, the students are divided into some groups, one group consist of four or five students. The purposes of this study were to find out the student's achievement in writing recount text without using guided writing technique. To find out the student's achievement in writing recount text using guided writing in the form of chained writing technique. To find out whether there is a significant difference scores on achievement of the students in writing recount text between experimental and control class. Research Method, the research design in this study was pre-experimental design with two-groups pre test and post test design, the population of this study was the second grade of MAS Umratul Hidayah Rantauprapat, the sample was all of the population the research instrument was test, the data analysis was using t-test which is used to analysis the difference students taught with and without. The result showed that the students' mean in pre test and post test on writing recount text in experimental class was 10.703 (poor) and 20.25 (very good). While the students' mean in pre test and post test on writing recount text in control class were 9.85 (poor) and 14.703 (enough). The  $T_{count}$  was 5.84, whereas  $T_{table}$  with significance level 5% was 2.01. So,  $T_{count}$  was greater than  $T_{table}$ . It means that  $H_a$  which states that there is significant effect in using guided writing technique to teach writing recount text to the second grade of accepted. Whereas  $H_0$  which states that there is no significant effect of using guided writing technique to teach writing recount text to the second grade students of MAS Umratul Hidayah. In other words, guided writing technique can be used as an alternative to teach writing recount text to the students at Senior High School level.

## **INTRODUCTION**

A language is a system which is operated in communication using, signs, sound, and gesture or written form. It is important to every human to know about language because they always use the language to communicate the ideas or feelings by the use of conversation, gesture or written form. They are able to give information to each other; express their feeling of sad and happy using a language. In this time, globalization is familiar term in our daily life. Globalization involved many countries to make cooperation in many sectors. This condition makes each of countries build a relationship to another country in all of sectors, such as, agriculture, education, economic, free-market etc. It is enable the people from every country to enter our county freely because there is a relation among those countries. Then, language is the basic factor which is used to communicate in this condition.

English language is an international language which is used the human to communicate with other countries in the world as an international language. English competence also an important one in career development, therefore students need to understand and use English to improve their confidence to face global competition. Because of English to be an international language, the government of Indonesia enters the English language on the school's curriculum. Now days, an elementary school, junior high school, senior high school learn about English. It is important to understand more about English because it can be the opportunities to go International with English. Beside used in science, knowledge, technology and art, English can be tool to get the aim at economic trade, international relation, social culture purpose and education with developing career. That's why, we should study English. English has four skills, they are: listening, speaking, reading and writing. Based on the background of the study, the problem of this study is formulated as follows: 1) How is the student's achievement in control class without using guided writing in the form of chained writing story in writing recount text? 2) How is the student's achievement in

experimental class using guided writing in the form of chained writing story in writing recount text? 3) Is there any significant differences achievement in writing recount text between experimental and control class.

Based on the research problem, the study is intended to: 1) To find out the student's achievement in control class without using guided writing in the form of chained writing story in writing recount text. 2) To find out the student's achievement in in experimental class using guided writing in the form of chained writing story in writing recount text? 3) To find out whether there is a significant difference achievement in writing recount text between experimental and control class

### **Theoretical Framework**

Writing skill is an important part of communication. It can communicate or express their ideas, feeling, thought in written form so, the reader knows about what the researcher fell, think through writing. Texts in this course are broadly described as follows: texts are anything that is produced with the intent of conveying a meaning to an audience, incorporating both spoken and written acts of communication, and the associated use of images and visual and aural stimuli. Texts under this definition can be literary or non-literary. They include any communicative device used to convey a message or idea. Texts make different demands on the readers, viewers or listeners.

#### **1. Guided Writing Teaching (GWT)**

Guided writing is taught to small groups in briskly paced, 20 minutes lessons. These groupings should be flexible, based on observation of students current needs, and might be implemented following a whole-class writing lesson. Guided writing enables the teacher to tailor the teaching to the needs of the group. Guided writing technique is an important tool for helping students to become a better researcher. In order for students to become better researchers, they need to be taught 15 how to write. In other words, they need a guided to improve their writing skills. Guided writing technique is very important classroom tool for

helping students to become better researchers. He states that help is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them to get on with it.

## **2. Teaching Writing**

Cord Lindsay and Paul Knight (2006: 3) said that teaching is the teacher's job to help learners learn. Teaching writing is teaching the students how to express the idea or imagination in writing form. Writing is more than productive skill in the written mode.

## **3. Recount text**

Recount text is one of the text which retell events or experiences in the past. It can be what the researcher has done, heard, read and felt and it present the past experiences in order of time or place.

## **4. Guided Practice**

- a. The researcher divided the class into five or six groups that one group consist five or four students. The groups' task is to write a recount text by using an action chain for the sentence.
- b. The teacher gave a topic for the students and then gave a chance each of the students in group to produce one paragraph from a generic structure of recount text itself. Then, continue by chain action to another students in group. In this treatment, the researcher limited two events for the students
- c. Give the students about 90 minutes to compose their action chains and they must finish the task of recount text from orientation, events, and re orientation by chain writing story. The teacher decide to give two events for them.
- d. Allow students to share their sentences in front of the class.

## **5. How to Evaluate Writing Skill**

There are some elements that should be attention by the teacher to evaluate student's writing, such as grammatical, vocabulary, continuity and others. Many of issues that arise for the testing of writing echo themes in earlier sections.

## **6. Definition Of Achievement**

Achievement is the result of what an individual has learned from some educational experiences. Additionally, according to Garrison, Kingston, and McDonald (2004: 331) affirm the definition of achievement as the progress students make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area. Based on the opinions above the researcher concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

## **RESEARCH METHODOLOGY**

Research design is all needed process in planning and conducting a research. The design of this study is conducted of experimental design. According to Donald (2005:26) Experimental research is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variables. Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research will be done in the class with taking students as population.

## **RESEARCH FINDING AND DISCUSSION**

### **The Description of Data**

The researcher presented the student's achivement taught by using guided writing technique and taught without guided writing technique. Then, the researcher

presented and analyzed the data through two tests; they were pre test and post test. Those tests conducted to the experimental and control class.

### **The Result of The Quantitative Data**

In this section the researcher discussed the quantitative data and is included the tables of the pre test and post test score and the calculation of t-test both experimental and control class.

### **Conclusion**

Some conclusions that could be drawn from the explanation in the previous chapter, those are:

1. *The Students' Achievement on writing recount text without using guided writing technique (Control Class).*

According to the result of data analysis, the pre test score of the students in control class were 266 with the mean 9.85 and post test score of this class were 397 with the mean 14.703. It showed that the difference of both mean of pre test and post test score were 4.853.

2. *The Students' Achievement on writing recount text using guided writing technique (Experimental Class).*

Meanwhile, the pre test score in writing recount text of the students in experimental class were 289 and the mean was 10.703 and for post test score of the students score in experimental class were 547 with the mean 20.25. It could be concluded that the mean of pre test and post test of experimental class were 10.703 and 20.25. Hence the difference of both scores was 9.547

3. The result of the analysis showed that t-count is 5.84 and the t-table at 5% level of significance is 2.02. It means that the value of t-test was higher

4. than the t-table (t-count 5.84 > t-table 2.02) with the degree of freedom (df) 52 and the significance level of 5%. It means that, there is any significance difference of the eleventh grade at MAS Umratul Hidayah Rantauprapat in writing achievement taught using guided writing in the form of chained writing story.

Finally, related with the explanation above, it means that the Null Hypothesis ( $H_0$ ) is rejected and then the alternative hypothesis ( $H_a$ ) is accepted. From that result implied which guided writing in the form of chained writing story used in teaching writing skill to the eleventh grade level of MAS Umratul Hidayah Rantauprapat is effective. This technique is effective when followed these steps:

In this study, there are some steps to conduct this technique effective. Those are:

1. The researcher divided the class into five or six groups that one group consist five or four students. The groups' task is to write a recount text by using an action chain for the sentence.
2. The teacher gave a topic for the students and then gave a chance each of the students in group to produce one paragraph from a generic structure of recount text itself. Then, continue by chain action to another students in group. In this treatment, the researcher limited two events for the students
3. Give the students about 90 minutes to compose their action chains and they must finish the task of recount text from orientation, events, and re orientation. The teacher decide to give two events for them.
4. Allow students to share their sentences in front of the class.

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