

**Improving Writing Skills Of The Class XI MIA 2 of
SMAN 1 Yogyakarta by Implementing Guided Writing
in the Academic Year of 2015/2016**

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Abstract: This research is aimed at improving the writing skills of class XI MIA 2 students in SMAN 1 Yogyakarta by implementing Guided Writing in the academic year of 2015/2016. To deal with the problems, the researcher implemented some features of Guided Writing, such as model paragraph, comprehension questions, language-based exercise, outline, oral composition, and writing composition. This research was action research which consisted of two cycles with two meetings in each cycle. The participants of this research were the researcher, the English teacher, researcher's partner, and the students of class XI MIA 2 which consisted of 32 students. There were two kinds of data used in this study; quantitative and qualitative data. The quantitative data were obtained from the pre-test and the post-tests. These data were analyzed by comparing the mean scores of the pre-test and the post-test. Meanwhile, the qualitative data were collected through observations in teaching and learning process and through interviews with the research participants. The instruments for collecting the data were observation guidelines, interview guidelines and tests such as pre-test and post-test. The findings of this research show that the use of outline in pre-writing improves the students' writing skills. Meanwhile, the model paragraph was also essential to be given to the students, so they have guidelines in composing their writing. Through oral composition and writing composition, students get much easier in producing the written product.

Keywords: writing skills, guided writing

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Introduction

The position and the purpose of teaching English in Senior High School in Indonesia have been changing time to time, as the changing of the curriculum. For English, there is a slight different perspective for teachers to interpret competencies because many of them are derived from psychomotor domains, specific competencies derived from language system (linguistics competence, sociolinguistics competence etc), macro-skills (listening, speaking, reading and writing) and micro-skills (vocabulary, grammar, spelling, etc). At last, this curriculum has the keywords like spiritual and social

competence (deal with affective domains), along with cognitive and psychomotor competence through scientific approach.

However, it is easier said than done. The writing skill is often perceived as the most difficult language skill since it requires a higher level of productive language control than other skills (Celce - Murcia, 2000).

In attempt to identify the problems in the real situation, the researcher did some actions. They were observing the process of English teaching-learning and interviewing the English teacher and the grade 11 MIA 2 students. The observations were accomplished on May 8th and 9th 2015. Based on those activities, the researcher identified some problems in English teaching learning process, especially when it came to the writing activities.

The first problem was students found it difficult to get ideas and to organize them. It took too long time for the students to get the main idea for their writing, even more to develop their ideas into good writing product. It happened to most students.

The second problem was students lacked of technical supports. In writing class, students were only given order to write a certain text. They did not get sufficient supports. It made them difficult to develop their idea in paragraphs. Moreover, students lacked of supporting media in writing activities. The media used in writing class was merely power point slides as the teacher's instructional media.

The third problem was relating to grammar. Grammar becomes an indicator whether the students' writing is good or not. There is a relationship between writing and grammar. Students still found difficulties in applying the appropriate grammar in their writing. It made students got difficulties in arranging English sentences. Sometimes, they made mistakes in using grammar. They also still found difficulties in using tenses.

The researcher would try to overcome some problems related to the students' writing skills which were still low. According to the discussions with the English teacher, Guided Writing was used to solve the problems dealing with the teacher's technique in teaching writing. It was expected that through some features of Guided Writing, the students' writing skills could improve.

Research Method

This action research is aimed at improving the students' writing skills by implementing Guided Writing. The research was conducted based on the preliminary observations of the teaching and learning process, and the

interviews done with the English teacher and some students of class XI MIA 2. This study was conducted in the first semester of the academic year of 2015/2016 that was from August to November 2015. Following the schedule of the English subject in class XI MIA 2, this research was carried out twice a week (every Monday and Saturday). Each meeting lasted for 2 x 40 minutes.

The procedure of the research followed the steps proposed by Kemmis and McTaggart (1988) in Burns (1999). It consisted of collecting and identifying the existing problems in the field (so-called reconnaissance), planning the actions, implementing and observing the action, and doing reflection upon the actions

The data used in this study were collected in the forms of qualitative data which were then supported by quantitative data. The qualitative data were acquired through observations and interviews. The researcher gathered the comments and opinion about the implementation of the action from the research participants. These data was used to depict the learning process and to find out the changes after the actions conducted. On the other hand, the quantitative data were obtained from the students' scores in the pre-test and the post-test. It aimed to know about the changes in students' skills after the actions had been carried out.

To analyze the qualitative data, some stages of data analysis by Burns (1999: 157-160) were applied. They were assembling the data, coding the data, comparing the data, building interpretation, and reporting outcomes. On the other hand, to analyze the quantitative data, the researcher calculated the mean scores of the pre-test and post-test. The mean scores of each test were compared to find out the gain scores obtained by participants. The gain scores were used to identify that the participants' reading skills improved or not.

Research Findings

The application of Guided Writing was combined with some other activities. The features of Guided Writing which were used in this study were model paragraph, comprehension questions, language-based exercise, outline, oral composition, and writing composition. However, the other activities applied in this research were employing outline, applying group work, and establishing routine.

The actions were conducted in two cycles with two meetings for each cycle. According to the reflection in Cycle 1, the problem dealing with the teaching writing could be solved. The learning activities were more enjoyable. The students were interested in making the outline and in presenting their works.

Cycle 2 was conducted to solve the problems which emerged in Cycle 1 and to improve the students' participation and vocabulary as well. The students enjoyed learning using a group competition. For detail description about the changes in this research, below is the table containing the information:

No	Action	Purpose	Result
1	Showing model paragraph in "observing" stage of the teaching process.	Giving the students basis of the materials, especially when it comes to text genre	The students had got basic knowledge about the text.
2	Asking comprehension questions	Helping students build up their ideas in writing	Students found it easier to getting more detail and plan for their writing
3	Conducting Language-based exercise	Making students more aware to the grammatical rules	Students mistakes in grammar decreased
4	Conducting oral composition	Giving students chance to think fast and build up their idea spontaneously	Students were used to think fast in getting ideas
5	Conducting written composition	Giving chance to students to practice writing	Students had more chances in practicing their skills in writing
6	Applying outline before composing the whole text	Making the students in the right line of their writing	Students were easier in developing their main idea
7	Applying group work	Making the students feel more comfortable when composing a text	Students felt more secure and looked more active in their group

Conclusions

This action research was completely carried out in two cycles. It began from August until November 2015. In both cycles, the researcher implemented Guided Writing. This strategy consists of some principles, namely model paragraph, comprehension questions, language-based exercise, oral composition, and writing composition. In addition, the researcher also applied some other activities such as employing outline, implementing group-work and establishing routine

After carrying out all the process in this research, there are some conclusions that can be drawn. The first is, the low writing skills of the students of class XI MIA 2 SMAN 1 Yogyakarta was caused by the lack of supports from their teacher. The second, there were positive changes on students, especially in their writing ability. They, got even more actively involved in the class, got better in grammar and found it easier in composing text.

The result of this study showed that the students' skills in writing at class XI MIA 2 improved after the implementation of Guided Writing.

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