

THE EFFECTIVENESS OF GUIDED WRITING TO TEACH RECOUNT TEXT

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Abstrak. Penelitian ini bertujuan untuk mengukur keefektifan penggunaan tulisan terbimbing dalam pembelajaran teks pengalaman siswa kelas X MA Darul Ulum Ngabar. Penelitian ini menggunakan desain penelitian pra eksperimen dengan pendekatan kuantitatif. Subyek penelitian ini adalah siswa kelas X MA Darul Ulum Ngabar yang berjumlah 30 siswa. Peralatan penelitian dilakukan melalui tes tertulis. Sedangkan metode pengumpulan data dari hasil pre-test pra-perlakuan dan pasca-perlakuan menggunakan tulisan terbimbing. Metode analisis data dalam penelitian ini adalah analisis statistik data uji-t. Berdasarkan hasil analisis data, hasil pre-test siswa menunjukkan nilai rata-rata 75,16 dan hasil post-test siswa rata-rata 82,5. Hasil analisis data menunjukkan nilai 5,384 dan tabel 2,045 pada taraf signifikan 5%. Dapat disimpulkan sebagai berikut: nilai t hitung > t tabel dengan demikian hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima. Oleh karena itu, terdapat perbedaan yang signifikan dalam peningkatan hasil pre-test dan post-test dalam pembelajaran menulis menggunakan tulisan terbimbing efektif untuk siswa kelas 10 MA Darul Ulum Ngabar.

Kata Kunci: efektivitas; text pengalaman; panduan menulis

Abstract. This study aims to measure the effectiveness of using guided writing in teaching the 10th grade MA Darul Ulum Ngabar recount text. This study used a pre-experimental study design with a quantitative approach. The subjects of this survey were 10th graders of MA Darul Ulum Ngabar, with a total of 30 students. The research equipment was carried out through a written test. Meanwhile, a method of collecting data from pre-treatment and post-treatment pre-test results using guided writing. The data analysis method for this study is statistical analysis of t-test data. Based on the results of the data analysis, the student pre-test results showed an average score of 75.16 and the student post-test results averaged 82.5. The results of data analysis showed that the value was 5.384 and the table was 2.045 at a significant level of 5%. It can be concluded as follows: t-value>t-table thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Therefore, there was significant difference in the increase of pre-test and post-test results in teaching writing using guided writing is effective for students of grade 10 MA Darul Ulum Ngabar.

Keywords: effectivity; guide writing; recount text;

INTRODUCTION

Language is a communication medium that is used to interact with each other (Anderson, 1997). In this modern era, English is the language most widely used in various countries especially Indonesia as a medium of communication and running cooperative relations in various sectors (Oshima, 2007) (Hyland, 2004). This English language is an international language given its importance to facilitate communication between countries (Block, 2002). English is very important to face global competition (Reid, 1993). Currently, English has entered the curriculum in

Indonesia, starting from elementary school to senior high school to prepare their careers and increase their confidence, becoming a tool to achieve the goal of going international education (Weigle, 2002).

Writing skills are one of the four skills in English. That is, listening, speaking, reading, writing (Eyres, 2004). Writing is the activity of combining words to form a message or sentence with meaning expressed in a text or sentence by a writer (Brown, 2001). Writing is the process of thinking in which a writer understands his thoughts and translates them into a written language (Hidayat, 2012).

Writing skills need to pay attention to the correct vocabulary. Therefore, many students think that writing is not easy, especially when writing a foreign language (Hamer, 2004), because writing a product is not instantaneous, so writing is different from speaking. say. Students still struggle to get sustainable products, struggle to write good sentences, and have difficulty organizing and composing sentences (Dani, 2015) (Richard, 2002).

Teachers instruct students to write texts, teachers set an example for students, students follow in their instructional writing (Brown, 2001), and teachers provide a series of stimuli but relax control. The teacher can give a series of exercises focusing on vocabulary formation and the structure of money sentences in relation to the text (Arikunto, 2006). Students first learn and understand building correct vocabulary before writing. In this way, students' writing results will be better in writing (Tyner, 2004). As can be seen from the above explanation, guided writing is an effective strategy for writing paraphrased texts.

In this study, researchers wanted to measure the effectiveness of guided writing to teach recount text of the tenth-grade students of MA Darul Ulum Ngabar .There are reasons why researchers want to find out how effectively to use recount writing text teaching techniques. This research was conducted to consider research that has been done by several previous researchers. As researcher was from (Sugiarti, 2017) entitled *"The Effectiveness of Writing Workshop to Improve Students Writing Skills of Recount Text"*. The result showed that there were significant differences in student learning achievement taught using writing workshops and using conventional techniques.

From this study, researchers as teachers use guided writing to develop students' creative thinking independently in their writing abilities.

The researchers in this study hope the results of the study will be useful as verification of the application of theory based on the problem at hand. Researchers intend to learn more about guided writing for teaching writing recount text. In this study the researcher wanted to measure given by guided writing to teach recount text. In this research entitle *"the effectiveness of guided writing to teach recount text of the tenth hrade students of darul ulum ngabar"*

RESEARCH METHOD

This study used a pre-experimental design. Researchers use one group of pre-test and post-test. This study was conducted by providing pre-tests, treatments, and post-tests to one group. There is one group of students treated as an experiment to teach a recounted text of writing using guided writing. Studies with pretests aim to assess existing writing skills, posttests are performed at the end of treatment, and predictions of student writing skills after teaching writing using guided writing. It was to know the improvements that would be made. research.

This research focuses on investigating students' skills in mastery writing. The researcher chose tenth grade students of MA Darul Ulum Ngabar. Total students in this class are 30 students. The researcher will give pretest to students to determine the ability and the results of students' scores in writing recount texts. After conducting a pre-test, the researcher provides treatment. Applying guided writing techniques in the form of chain writing that will last for 90 minutes. The topic taken was "My Vacation" in the first and second treatment. Then the third and fourth are taken from the task book.

In this research, researchers conducted four treatments. First, the researcher divided the class into six groups consisting of 5 students. The task of the group is to write recount text by using a chain of actions for the

sentence. Researchers provide topics for each student in the group. Then students produce paragraphs from the generic structure recount text followed by a chain action to other students in the group. They have 90 minutes to compose their chain actions and complete the task of recounting their writing. Then the researchers invite students to tell it to other friends in front of the class.

RESULT OF RESEARCH

Table 1 presents the result of pre-test student achievement taught by using guided writing strategy of recount text for tenth grade students of MA Darul Ulum Ngabar .

In this study, researchers used a type of written test, an essay test. To give a score, students must write paragraphs using rubrics to assess format, punctuation and mechanics, content, organization, and grammar. Then the researchers took the data collected from the test results of writing about the recount text and from the scores the researchers would compare the results.

Table 1. Result of Pre-Test

No	Name	Pre-Test					
		Format	Mechanic	Content	Organization	Grammar	Total
1	Adam Pranata	5	10	20	20	20	75
2	Ahmad Manarul	5	10	20	20	20	75
3	Ahmad Zahid A	5	10	20	20	20	75
4	Amiril Mu'minin	5	10	20	20	20	75
5	M. Kisfim	5	10	20	20	20	75
6	M. Rizky A'raaful	5	10	20	20	20	75
7	M. Syahrul	5	10	20	20	20	75
8	M. Syehan M	5	10	20	20	20	75
9	M. Syifa'uromly	5	10	20	20	20	75
10	M. Yoga	5	10	20	20	20	75
11	Ainuri Arrisqiyah	5	10	20	20	20	75
12	Alma'idah	5	10	20	20	20	75
13	Azizah Alya	5	10	20	25	20	80
14	Dewi Ratna Sari	5	10	15	20	20	70
15	Dian Novitasari	5	10	20	20	20	75
16	Dita Dewi Avita S	5	10	20	20	20	75
17	Illa Ulil Ilmi	5	10	20	20	20	75
18	Istiqomah Alfi	5	10	20	20	20	75
19	Kristia Ningrum	5	10	20	20	20	75
20	Lailatus Sholihah	5	10	20	20	20	75
21	Luluk Maghfiroh	5	10	20	20	20	75
22	Lusiana Dewi	5	10	20	20	20	75
23	Mira Soraya	5	10	20	20	20	75
24	Natasya Kamila	5	10	20	20	20	75
25	Regita Inggar	5	10	20	20	20	75
26	Risky Lailatul H	5	10	20	20	20	75
27	Wahyu Nurfauziah	5	10	20	20	20	75
28	Widi Nur Pratama	5	10	20	25	20	80
29	Yuni Indahwati	5	10	20	20	20	75
30	Reynal Keny H	5	10	20	20	20	75
TOTAL							2255
AVERAGE SCORE							75.16

Source: Data analysis researcher

Table 2. Result of Post-Test

No	Name	Post-Test					
		Format	Mechanic	Content	Organization	Grammar	Total
1	Adam Pranata	5	10	20	20	20	75
2	Ahmad Manarul	5	10	20	25	20	80
3	Ahmad Zahid A	5	10	20	25	20	80
4	Amiril Mu'minin	5	10	20	25	20	80
5	M. Kisfim	5	10	20	20	20	75
6	M. Rizky A'raaful	5	10	20	20	20	75
7	M. Syahrul	5	10	20	25	20	80
8	M. Syehan M	5	10	20	25	20	80
9	M. Syifa'uromly	5	10	20	20	20	75
10	M. Yoga	5	10	20	20	20	75
11	Ainuri Arrisqiyah	5	10	20	25	20	80
12	Alma'idah	5	10	20	20	25	80
13	Azizah Alya	5	10	20	30	30	95
14	Dewi Ratna Sari	5	10	20	30	30	95
15	Dian Novitasari	5	10	20	20	25	80
16	Dita Dewi Avita S	5	10	20	25	20	80
17	Illa Ulil Ilmi	5	10	20	25	20	80
18	Istiqomah Alfi K.H.	5	10	20	25	20	80
19	Kristia Ningrum	5	10	20	25	20	80
20	Lailatus Sholihah	5	10	20	25	20	80
21	Luluk Maghfiroh	5	10	20	25	20	80
22	Lusiana Dewi	5	10	20	30	30	95
23	Mira Soraya	5	10	20	30	30	95
24	Natasya Kamila	5	10	20	30	30	95
25	Regita Inggar	5	10	20	30	30	95
26	Risky Lailatul H	5	10	20	25	20	80
27	Wahyu Nurfauziah	5	10	20	25	20	80
28	Widi Nur Pratama	5	10	20	30	30	95
29	Yuni Indahwati	5	10	20	20	25	80
30	Reynal Keny H	5	10	20	20	20	75
TOTAL							2475
AVERAGE SCORE							82.5

Source: Data analysis researcher

After result data pre-test and post-test, researcher will comparison of the result.

Table 3. Comparison of the Test Result

No	Pre Test Score	Post Test Score	D = (X – Y)	D ²
	(X)	(Y)		
1	75	75	0	0
2	75	80	-5	25
3	75	80	-5	25
4	75	80	-5	25
5	75	75	0	0
6	75	75	0	0
7	75	80	-5	25
8	75	80	-5	25
9	75	75	0	0
10	75	75	0	0
11	75	80	-5	25
12	75	80	-5	25
13	80	95	-15	225
14	70	95	-25	625
15	75	80	-5	25
16	75	80	-5	25
17	75	80	-5	25
18	75	80	-5	25
19	75	80	-5	25
20	75	80	-5	25
21	75	80	-5	25
22	75	95	-20	400
23	75	95	-20	400
24	75	95	-20	400
25	75	95	-20	400
26	75	80	-5	25
27	75	80	-5	25
28	80	95	-15	225
29	75	80	-5	25
30	75	75	0	0
N = 30	Σ(X) = 2255	Σ(Y) = 2475	ΣD= - 210	ΣD ² = 2900

Source: Data analysis researcher

The table above shows that from the 30 students who got pre-test and post-test scores, the highest pre-test score was 80 and the lowest pre-test score was 70. It was carried out in writing activities. The highest score after the test was 95 and the lowest score after the test was 75. It means the writing students’ ability taught by using guided writing was lower than the students were taught by using guided writing strategy. Analysis pre-

test and post-test, the average score of pretest is 75.16 and the average score of post-test is 82.5. After analyzing the pre-test and post-test data using the t-test formula, the results showed the coefficient was 5.384.
The data analysis results show that the t value is higher than the t-table, $5.384 > 2.045$, indicating that the difference between the pre-test and the post-test is significant. Therefore, reject the null hypothesis (H0) and

accept the alternative hypothesis (H1). Based on the results of the data analysis, it is demonstrated that students who use guided writing instruction have improved writing performance. This means that in the 2017/2018 school year MA Darul Ulum Ngabar's 10th graders using guided writing teaching writing restatement texts is effective.

CONCLUSSION

The problem statement in this study is the effectiveness of using guided writing strategies to teach 10th grade students writing abilities. Based on the result is found that the student score writing in ability taught using guided writing was good enough. The student were able to answer the question after treatment. The result was the score of post-test is higher than pre-test. The researcher found the t-test was 5,384 and by t-table 5% level of significance was 2,045. It is shows that the different significance before and after taught by using guided writing strategy. Based on factual data which is given of MA Darul Ulum Ngabar, it is clear that using guided writing is effective to teach wiring skills of the tenth grade students of MA Darul Ulum Ngabar.

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