

**THE INFLUENCE OF USING GUIDED WRITING TOWARDS  
STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT  
THE FIRST SEMESTER OF THE TENTH GRADE OF MA  
MATHLA'UL ANWAR KEDONDONG**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements  
for the Bachelor Degree**

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## ABSTRACT

### THE INFLUENCE OF USING GUIDED WRITING TOWARDS STUDENT'S WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF MA MATHLA'UL ANWAR KEDONDONG

Guided writing towards student's writing ability in recount text is a method used by teachers to guide students to express all ideas in writing, so that they can be described clearly. The objective of this research is to know whether there is a significant influence of using guided writing towards student's writing ability in recount text.

This research was conducted using a quasi-experimental design. The population in this research was the Tenth grade of MA Mathla'ul Anwar Kedondong that was consisted of 92 students. In taking the sample, the researcher used cluster random sampling technique. The samples used were two classes for the experimental class and the control class, X IPA and X IPS 2 which consisted of 30 students. Furthermore, in collecting the data researcher was used pre-test and post-test. After given the pre-test and post-test, the researcher was analyzed the normality and homogeneous distribution data using SPSS v.24 to calculate the independent sample t-test.

From the data analysis, it was found that Sig. (2-tailed) of the equal variance assumed was 0.015 and  $\alpha = 0.05$ .  $H_a$  is accepted if Sig.  $< \alpha = 0.05$  and  $H_o$  is accepted if Sig.  $> \alpha = 0.05$ . Its means that, Sig.  $0.015 < \alpha = 0.05$ . Therefore,  $H_a$  accepted. Based on these results, it can be concluded that there was a significant influence of using Guided Writing toward student's writing ability in recount text at the tenth grade of MA Mathla'ul Anwar Kedondong in the academic year of 2023/2024.

**Keywords:** *Guided Writing, Recount Text, Quasi Experimental Design, Writing Ability*

## DECLARATION

I hereby stated that thesis entitled “The Influence of using Guided Writing towards students’ writing ability in recount text at the first semester of the tenth grade of MA Mathla’ul Anwar Kedondong” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

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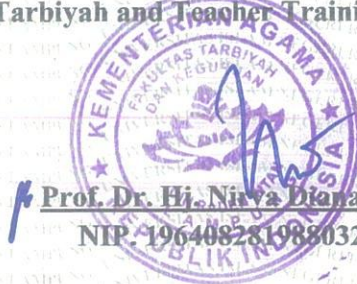
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## **DEDICATION**

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. Allah Swt, whose blessing and mercy have been crucial to completing my thesis.
2. My beloved parents, Mr. Amsir Hidayat and Mrs. Masnah, always pray and give me motivation and wish for my success. Thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis, I love them so much.
3. My beloved grandmothers and grandfathers, who have been supportive, caring and generous during the many difficult stages of my study at university.
4. My beloved brothers and sisters, Mr. Haidar, Mrs. Husnilawati, and Mrs. Elis Tiana, who always support me and cheer me up until the completion of this thesis. Thanks for your support.

## **CURRICULUM VITAE**

The writer name is Liza Apriani. She is called Liza. She was born on April 4<sup>th</sup>, 2000 in Nabang Sari. She is the last child of Amsir Hidayat and Masnah. She has one beloved brother, his name is Haidar. And she has two beloved sisters, they name are Husnilawati and Elis Tiana.

She began her study at Kindergarten at Dharma Wanita and finished in 2005. She continued her study at elementary school at MIN 1 Kedondong, Pesawaran on 2006 and graduated in 2012. Then, she continued her study at junior high school at MTSN 1 Pesawaran and graduated in 2015. After that, she continued her study at senior high school at YPPMA Kedondong and graduated in 2018. In the same year, she was registrated as a student of English Department of Tarbiyah and Teaching Training Faculty of UIN Raden Intan Lampung through UM-PTKIN.

During her study, she gained a lot of experience and ability in improving her skills such as she learned how to build good public speaking for good communication with others, she also learned about critical thinking in dealing with various problems that occur and how to appreciate the cooperation during her study.

The writer

Liza Apriani



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This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1- degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who are involved in the English teaching profession.

Bandar Lampung  
The Writer

Liza Apriani  
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# CHAPTER 1

## INTRODUCTION

### A. Title Affirmation

To make an understanding about the title of this thesis proposal, the researcher decided to make an explanation about certain words that are the key to the title of this thesis proposal. The title is “the influence of using guided writing towards students writing ability in recount text at the first semester of the tenth grade of MA Mathla’ul Anwar Kedondong”. The description about the meaning of certain words that are contained in the title of this proposal, as follows:

Influence is to have an effect on the way that someone behaves or thinks.<sup>1</sup> In addition, the word influence is something that has an influence and changes something that is done. In the title of this thesis proposal, influence means the appearance of guided writing in the recount text. It can be interpreted that influence is a reaction that arises in the form of actions or circumstances.

Guided Writing according to Dunigan, is an effective teaching method for all ages which include adults.<sup>2</sup> Guided Writing is a teaching technique that allows students with similar abilities to write together in small groups.

Writing ability is pouring an idea or thought, and opinion in a piece of writing. Writing activities can be a tool for conveying written communication. According to Marianne C. Murcia, writing is the ability to express one idea in written form is a second or foreign language.<sup>3</sup> It means that writing is an activity to express our ideas in written form.

Recount text is sequential writings that consist of a series of occurrences. Writing a recount text is a task that involves keeping

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<sup>1</sup> Oxford dictionary

<sup>2</sup> Dunigan jima, *Classroom Authoring Guided Writing*. Teacher Created Resources, 2008. P.4

<sup>3</sup> Marianne C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle Publishers, 1991), p. 233

a record of past events.<sup>4</sup> With the use of a number of conjunction and sequence markers, the occurrences are presented chronologically according to the setting of time and place.

Based on this explanation, the purpose of this title is to find out whether there is an influence of using Guided Writing toward students writing ability in recount text at the first semester of the tenth grade of MA Mathla'ul Anwar Kedondong.

## **B. Background of the Problem**

The most important means of communication is language. Language is a way of human communication using spoken or written words.<sup>5</sup> English is an important language in the world, because English is an international language both in a global and local sense.<sup>6</sup> which is used by many people in the world and in various fields of life for all people. Therefore, using English is the easiest way to communicate with people from other countries about many aspects of human life.

For Indonesian, English is a foreign language. Learning a foreign language is an integrated process in which the learner must learn four basic skills listening, writing, reading and speaking. We use it to understand our words through listening and reading to communicate our feelings and desires through speaking and writing. Writing is one of the four basic skills. This is very important teaching and learning English. Writing involves several language components, such as spelling, grammar, vocabulary, and punctuation.

Writing ability is also one of the important keys in mastering a language, especially English. English is not only communicated orally, but can also be written because it can develop more ideas and impressions if we know and apply the right writing techniques

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<sup>4</sup> Dea venda marpaung, et al, *Teaching writing recount text throught personal journal writing*, English Language Education Study Program of FKIP UNTAN, no 3.

<sup>5</sup> Mc Adam, *Macmillan English dictionary: for advanced learners, international student edition*, United Kingdom: Macmillan publisher, 2002. P.798.

<sup>6</sup> Sandra Lee McKay, *Teaching English as an international language: Rethinking Goals and Approaches*. New York: Oxford University Press 2002, page 4.

because it can hone vocabulary, grammar and pronunciation skills. Writing is one of the English skills that must be mastered by students in learning English as a foreign language. Writing is important because writing is a trusted means of communication, and writing can provide information. Fulwiller said that writing is not just about skills, but more about how writers can encourage or expand their thoughts, ideas, and motivate themselves to communicate with others through writing.<sup>7</sup>

In the English syllabus for class X MA there are several texts that must be mastered. One of them is Recount text. Recount text is one of the texts that is learned in writing English. Besides that, recount text is also a text that retells a story, activity, or event that happened in the past. Inside the recount text contains the generic structure and language features of the recount text. It can be concluded that recount text is a type of text in English text which retells an event that has occurred in the past for the purpose of providing information or entertaining the reader.

In writing there are many obstacles faced by students. In addition, students must be able to adjust the correct writing arrangement of each text in English because each text will have a different structure from one text to another. Therefore, the process that must be carried out is not only writing on paper or books, but also having to adapt to the genre they use, be it narrative, recount, procedure or descriptive and so on.

In writing recount text, there are several rules that students must pay attention to when writing recount text. Therefore, in writing students must be detailed and sequential so that the text becomes a good and easy to understand text. Students cannot simply write recount texts without paying attention to the correct arrangement.

Based on the results of interviews with English teacher in Mathla'ul Anwar Kedondong, Haidar, S.Pd, stated that the problem in teaching writing was because students' writing skills

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<sup>7</sup> Ufi Ruhama, Dewi Ismu Purwaningsih, *Improving Students' Writing Skills through the Application of Synectic Model of Teaching Using Audiovisual Media*, English Language Teaching Educational Journal (ELTEJ). Vol. 1, No.3, p.177.



were still low. Most of the student's writing ability is still far from the target. So that students experience difficulties in composing good recount text writing and which are arranged sequentially so that they become effective paragraphs. The lack of understanding of students in writing recount text causes students to find it difficult to write down ideas in the recount text they are going to make, and also a lack of understanding of grammar. In other words, even though they have started writing, students find it difficult to continue writing. students feel very confused to write what to write.

In addition, according to MA Mathla'ul Anwar Kedondong students, the obstacles in the process of learning to write were due to a lack of understanding of the material they had mastered, which made it difficult for students to write recount texts. Students find it difficult to find and develop ideas when asked to write a recount text. In addition, students also find it difficult how to write a good and appropriate recount text. As a result, students get bored easily in writing classes and find writing to be boring and difficult to learn.

Table 1.1  
Students' writing score at the Tenth Grade of MA Mathla'ul Anwar  
Kedondong In the Academic 2021/2022

| No         | Class   | Score |     | Total |
|------------|---------|-------|-----|-------|
|            |         | <70   | ≥70 |       |
| 1          | X IPS 1 | 18    | 14  | 32    |
| 2          | X IPS 2 | 21    | 9   | 30    |
| 3          | X IPA   | 18    | 12  | 30    |
| Total      |         | 57    | 35  | 92    |
| Percentage |         | 62%   | 38% | 100%  |

Source: The data form English Teacher of MA Mathla'ul Anwar Kedondong

From the data in the table above, the total number of students in class X MA Mathla'ul Anwar Kedondong total of 95 students. Minimum completeness score criteria (KKM) from The English subject at the school is 70. There are 95 students (62%) who score

below the KKM. He pointed out that most of the students still had difficulties in writing.

In teaching writing recount text, English teachers at MA Mathla'ul Anwar Kedondong use pictures as media writing teaching where the teacher only explains material about a text to be studied. Then the teacher asks students to practice by making recount texts that have been learned, which are then collected without the teacher giving feedback to students. So, this is what makes students bored and makes students not interested in learning. Therefore, the writer chose the most appropriate technique in this study, namely by using the guided writing technique. Guided writing is a great way to help students learn, especially writing. This shows to guide students to be better at writing recount texts properly, correctly and precisely in accordance with the problems obtained. The teacher must choose the right technique in teaching writing. The researcher chose guided writing in the form of guided questions as a writing teaching technique because it provides opportunities for students to develop their own ideas freely by answering questions as a guide, then students follow the questions as they write, they express ideas in writing in an easy form and their writing will be more complete, and organized.

Basically, in this research it is still rare to do research with this title. Besides that, there is also an update of the title, namely there are two variables used. the independent variable is guided writing, while the dependent variable is the students' writing ability in recount text, especially in personal recount text. where students write recount text based on their personal experiences. So that researchers here conduct research with techniques or methods that are different from previous research. So that new research will appear that is made much more different from other studies. This research will certainly be more interesting and challenging for researchers with very different versions. And also, to find out whether it is necessary to make changes to the aspects to be studied.

Based on the description above, it can be concluded that students still have difficulty expressing their ideas in written form.

Therefore, the teacher must choose the right technique in teaching writing. One of good technique which proper in teach writing is guided writing. The researcher chose guided writing in the form of guided questions as a technique for teaching writing because it given opportunities for students to develop their own ideas freely, by answering questions as a guide. then students follow the questions as they write, they express ideas in written form easily and their writing will be more organized. Guided writing will help students organize their ideas coherently. It can also solve the problems that students face when they do not know what they are going to write first, while the questions that are made before writing, flow in a coherent way from the beginning to the end of the writing. Therefore, this study focused on the ability to write of students recount text, because recount text is one that must be mastered by first grade high school students.

Based on the explanation above the researcher is interest in conducted the guided writing as a technique to teach writing, especially recount text paragraph writing. Therefore, the researcher entitled her research “the influence of using guided writing towards students in recount text at the first of the tenth grade of MA Mathla’ul Anwar Kedondong”

### **C. The identification and limitation of the Problem**

#### **a. Identification of the problem**

Based on the background of the problem, the identification of the problem is:

1. The student ability in writing a recount text paragraph is still low.
2. The student bored with learning methods so there is no interest in learning.

#### **b. Limitation of the problem**

The problem in this research was limited and just focused to knowing whether there was an influence of using guided writing towards students in recount text at the first semester of the tenth grade of MA Mathla’ul Anwar Kedondong.

#### **D. Formulation of the Problem**

Based on the background above, this research was formulated as follows: is there any significant of using guided writing towards students in recount text at the first semester of the tenth grade of MA Mathla'ul Anwar Kedondong?

#### **E. Objective of the Research**

The objectives of this research are:

In relation to the formulation of the problem, the objective of this research is to find out whether there is a significant influence of using guided writing towards students in recount text at the first semester of the tenth grade of MA Mathla'ul Anwar Kedondong.

#### **F. Significance of the Research**

##### 1. Theoretically

For theoretical contributions, this research was expected to provide information about influence of using Guided Writing towards students in recount text students writing ability.

##### 2. Practically

###### a. Teachers

This research can be used by the teacher as a reference about the types of learning that can be used to teach writing skills in recount text. Teachers can use guided writing in writing recount text, to teach and learn to write in class.

###### b. Students

The results of this study are expected to provide useful information for students and the public to improve their recount text writing skills using guided writing. By using guided writing in recount text, creators can develop their ideas in written form.

###### c. For Other Researchers

This research can be used by the other researchers as the reference for their research.

## G. Relevant Research

As a reference to this research, it is necessary to have references that are relevant to the title of this research. This research is also supported by some previous research. There were several relevant studies for this research.

The first researcher is Siti Sunarsih from Raden Intan State Islamic University Lampung, the title of her thesis is ‘The Influence of Using Guided Writing Towards Students Narrative Paragraph Writing Ability at the first semester of the first grade of SMAN 1 KEDONDONG’. On her thesis, she used theory of Bobby Fisher. In the research the test shows that both classes got improvement. The test result shows that the value of  $T_{\text{observed}}$  is 4,92. And the value of  $T_{\text{critical}}$  is 2.00. So,  $H_a$  is accepted because  $T_{\text{observed}}$  is higher than  $T_{\text{critical}}$ . It is interpreted that there is significant influence of using guided writing towards student’s narrative paragraph writing ability.<sup>8</sup>

The second researcher is Dian Ayu Titisari from Semarang State University, the title of her thesis is “The Effectiveness of guided writing for teaching writing recount text “. On her thesis, she used theory of simpson. the researches applied a quasiexperimental study and the research design was a nonequivalent control group design. and this research, the experimental group was taught using guided writing and the control group was taught using conventional method. The result of the t-test also showed that there was a significant difference between the experimental group and the control group. t-value for  $\alpha = 5\%$  and  $n = 77$  was 2.34 and t-table for  $t_{(0,05)(77)}$  was 1.985. The calculation proved that t-value was higher than t-table. It is concluded that guided writing is effective to be used in teaching writing recount text.<sup>9</sup>

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<sup>8</sup> Siti sunarsih, thesis, *The Influence of Using Guided Writing Towards Students Narrative Paragraph Writing Ability at the first semester of the first grade of SMAN 1 Kedondong* (Lampung, Raden Intan State University Lampung, 2011)

<sup>9</sup> Dian Ayu Titisari, thesis, *The Effectiveness of guided writing for teaching writing recount text* (Semarang, Semarang State University, 2015)

The third research is Laras Sekar Tanjung from State institute of Islamic studies (UIN) Imam Bonjol Padang, the title of her thesis is "The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School 1 Ulakan Tapaki". On her thesis, she used theory by Timayi. In the research used the results of this study show the average score of students during class experiment was 63.96, while the average score of students in the control class was 56.35. In addition, the score of each component is also different. This can be seen from the comparison of the mean scores of students in the control and experiment. Contents 19.38 and 20.63, organization 13.30 and 14.30, vocabulary 12 and 13.04, grammar 9.46 and 13.08, mechanics 2.19 and 3.08. statistically, t-calculate is 2.62 greater than ttable 2.00, this shows that teaching with guided writing strategy gives significant effect on students' writing ability.<sup>10</sup>

Based on previous research, researchers conducted research on the effect of using guided writing on students' ability to write recount text paragraphs. In previous research, researchers used the theories of Bobby Fisher, Simphson, and Timayi. Apart from that, when using Bobby Fisher's theory, the test results show that there has been an increase. The test results show a Tobserved value of 4.92. And the Tcritical value is 2.00. So, Ha is accepted because Tobserved is higher than Tkritis. This can be interpreted as meaning that there is a significant influence of the use of guided writing on students' ability to write narrative paragraphs. Apart from that, when using Simpson's theory, the t test results also showed that there was a significant difference between the experimental group and the control group. The t value for  $\alpha = 5\%$  and  $n = 77$  is 2.34 and the t table for  $t(0.05)(77)$  is 1.985. The calculation results prove that the t-value is greater than the t-table. It was concluded that guided writing was effective for use in teaching writing recount texts. And also, in the use of timayi theory, statistically calculated at 2.62 which is greater than ttable

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<sup>10</sup> Laras sekar tanjung, thesis, *The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School 1 Ulakan Tapaki* (Padang, State Institute of Islamic Studies (UIN) Imam Bonjol Padang, 2017)

2.00, this shows that teaching with guided writing strategies has a significant influence on students' writing abilities. Therefore, to make this research different, the researcher used guided writing in recount text as the research title. Researchers will use Dunigan's theory and other theories to support research. Researchers make it specific in writing recount text paragraphs. Therefore, the researcher will title the research as "The Influence of Using Guided Writing towards students Writing ability in Recount Text at the First Semester of the Tenth Grade of MA Mathla'ul Anwar Kedondong."

## **H. Systematics of The Research**

In order for this research to be easier to understand, the researcher arranged this study into several chapters using thesis systematic writing. the systematics writing with the title "The Influence of using Guided Writing towards students in Recount text at the first semester of the tenth grade of MA Mathla'ul Anwar Kedondong" used by the researcher as follow:

1. CHAPTER I: In general, this chapter describes the title affirmation, background of the problem, formulation of the problem, objective of the research, the significant of the research, relevant research, research method, and systematics of the research.
2. CHAPTER II: This chapter contains several theoretical foundations obtained from various references, theoretical description of Guided writing and recount text.
3. CHAPTER III: This chapter is part in general description of the object, fact, section contains place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.
4. CHAPTER IV: This chapter is part in result and discussion.
5. CHAPTER V: This chapter contains the conclusion and the suggestions of the study.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Writing

##### a. Writing

Writing is one of the four very important skills to learned in English. Therefore, writing is one of the skills that must be mastered by students in addition to speaking, listening and reading. Through writing activities, students can express ideas and develop ideas in their thoughts and feelings, into written form so that they can form a paragraph. because the existence of writing can provide useful information for others. Therefore, writing as an effective means of communication.

According to Harmer, Writing as a more important skill. The most important reason to teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.<sup>11</sup> Writing is a productive skill that needs regular intensive practice and rehearsal. It means that to make good writing, the writer should pass a complex process. To produce a good written product, the writer needs several processes in writing, namely the step of thinking about the topic of writing. the next step is to put the ideas into a series of sentences into a paragraph, the next step is the revision step that the writer has a revision about writing craft, and the writer's step is to see the whole text if there are still some mistakes about the written product. The article can then be published if there are no other errors.

Writing skills must require proper understanding. Because many students can speak English fluently, but they cannot write it properly. The problem in writing is usually the lack of vocabulary and grammar, Grammar is a set of structured rules to regulate the arrangement of sentences, phrases, and words in a language. There are errors in vocabulary and grammar in writing, causing problems that can change the meaning of words and trigger the meaning. So, this is a very important lesson for writer. Therefore, writing requires a number of things, namely a high degree of

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<sup>11</sup> Jeremy harmer, *How to teach English*, England: longman 2004. P.79



organization in the development of ideas and information, a high degree of accuracy, so that there is no ambiguity of meaning, the use of grammatical devices, for focus and emphasis, and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.

Based on the above theory, it can be concluded that writing is a way of written communication, which can be used to convey important information and messages to others. In addition, writing can be a medium in developing one's ideas, thoughts, or feelings into writing in the form of paragraphs. In addition, to obtain good writing requires a sequential process, the writing process must be written sequentially from beginning to finished. So that the content in the writing has the meaning contained, so that other people can read and understand it. No matter how simple the words are written, they are definitely useful for the reader.

#### **b. Component of writing**

In writing there are five important components that are interconnected with each other, meaning that the five components cannot be separated, writing was adopted by Jacobs in Laras:

##### **1. Contents**

The content is a writing planning process in developing ideas that will be used the writers related to the topic used, so it must be clear and understandable.

##### **2. Organization**

Organization is the next process that puts ideas into a series of sentences and makes a paragraph, which is good paragraph, true and clear in meaning.

##### **3. Vocabulary**

In writing, learning vocabulary is the main capital for someone to master a wide range of words and be able to compose or make new sentences. Because vocabulary is the most important thing in the process of improving aspects of language development in choosing and using the right word. Jacobs states vocabulary four descriptors: sophisticated range, effective

word/idiom choice and usage, word form mastery, and appropriate register.

#### 4. Language use

Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and structure used to create it. According to Jacobs, the use of language consists of eight descriptors: effective complex constructions, agreement, tense, number, word order/function, articles, pronouns and prepositions. There, the final product will be of high quality and acceptable by the readers.

#### 5. Mechanics

Mechanic is a description of spelling, punctuation, capitalization, paragraph and emphasis in handwriting accordance with the rules of writing. Writing is said to be good if it has the correct spelling, proper punctuation, so that the writing can be understood by the reader in every sentence in the form of paragraph.<sup>12</sup>

Based on the explanation above, there are five components to measure the writing test, namely, organization, vocabulary, language use, and mechanics. Each of these components can be used as an assessment of a writing task, where if all these components can be achieved then a writing can be categorized into good writing. Therefore, each component has important points that must be considered by students in making a good writing and can be understood by the reader.

### c. **The process of writing**

There are several processes carried out by an author, which have been set in order so that the writing is structured correctly and precisely. In the process students develop their ideas in a more organized, so that they on what they write. This process can see the advantages of student's creativity, on how to determine and develop topics then makes students writing complete until they are arranged correctly.

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<sup>12</sup> Laras sekar tanjung, thesis, *The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School 1 Ulakan Tapaki* (Padang, State Institute of Islamic Studies (UIN) imam bonjol, padang, 2017)

Rudells has organized the following descriptions of writing process into the categories of before, writing, during writing, and after writing. The following the descriptions of the categories:

1. Before writing: Prewriting

Prewriting is the main process in the actual writing of the initial thoughts to starts writing. Prewriting uses a variety of useful methods and technique to help writers generate idea in response to writing.

2. During writing: Drafting

Drafting is a process that the author does after having prewriting. In the drafting process, they develop the ideas they are already have related to the topic they will write about paying close attention to any errors that may occur in writing. At this stage, it is just writing a rough draft and focusing more on the content to be written against the mechanics.

3. After writing: Revising, Editing

Revision as process of improvement, review, or Reexamination for renewal. Revision is a review for improvement of an object of writing about correcting spelling, grammar, punctuation, and mechanic.<sup>13</sup>

Based on the explanation above, there are several processes that students must do in writing, namely about prewriting, drafting, revising and editing. This process is carried out so that it can help students and make it easier to organize writing to produce good written works. Besides that, it also provides understanding to students that every good writing process has meaning.

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<sup>13</sup> Supiah, *The Use of Journal Writing in Teaching English Writing*, 30 October 2018, p. 7

## B. The Concept of Text

### a. Definition of Text

According to Halliday and Hasan A text is usually refers to any instance of language, in any medium, that makes sense to someone who knows the language.<sup>14</sup> Text characterizes as language that functions in context. Language is, first of all, a resource for making meaning. So, text is the process of making meaning in context.<sup>15</sup> Text is a product in the sense that it is an output, something that can be recorded and studied, has certain constructions that can be represented systematically. In addition, text is a series of words or sentences that have a certain structure and grammar and can be arranged orally or in writing. The goal, to convey information, explain something, or reveal meaning.

According to Emilia in the Neni's thesis, that a text has texture and good characteristic, as follows:<sup>16</sup>

#### 1) Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational and generic coherence. Situational coherences the reader can identify the text as one of the kind texts such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

#### 2) Cohesion

Cohesion refers to how the writer relates each part from the text. When a paragraph has cohesion, all supporting sentences are connected and related to each other in support of the topic sentence.

Based on the statement above, text is a writing composed of words both orally and in writing with sentences that have context. In addition, ex is an arrangement of words used to provide

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<sup>14</sup> M.A.K Halliday and ruqaiya Hasan, language, context and text: aspect of language in a social semiotic perspective, (oxford university press,1989), p.10

<sup>15</sup> Ibid.

<sup>16</sup> Neni Astuti, *the influence of using Collaborative Writing Technique towards Students ability in Descriptive Text at the first semester of the eight Grade at MTS Al-Hikmah bandar Lampung in the academic years Of 2018/2019*, (bandar Lampung: Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung ,2018), p.24

information, explain meaning and so on. Therefore, to make writing good, there is texture and characteristics in writing.

## **b. Type of Text**

Gerot and Wignel in Dyah's thesis said that there are several types of text genres, including the following:

### **1. Narrative Text**

Narrative text is one type of text that tells a series of events with a chronological system or interconnected. Narrative text is generally imaginative, aka not real or in the form of the imagination of the author. narrative text consists of the structure of Orientation, Complication Resolution, and Reorientation.

### **2. Descriptive Text**

Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience through the use of adjectives and adverbs. There are two generic structures of descriptive writing: identification and description. Identification is to introduce the person, place and the object while the description gives the detail of the person, place, and the object described.

### **3. Procedure Text**

Procedure text is a type of text that serves to inform the reader about the steps to do something. In the material about procedure text, there is a structure of the text which includes three parts, namely goals, materials, and steps to be taken.

### **4. Exposition**

Exposition is a text that describes the author's ideas about the surrounding phenomena. Its social function is to convince the reader that the idea is important.

### **5. Recount Text**

Recount text is to retell events or activity in the past experience. The purpose of this text is to informing or entertaining.

### **6. Report Text**

Report Text is a type of text that describes the details of an object. The function of report text is to describe the way things are, with reference to arrange on natural, manmade, and social phenomena in our environment.

### 7. Spoof Text

Spoof text is a type of text that contains funny stories. The communicative purpose of this type of text is to entertain the reader or listener of the story.

### 8. News Item

News item is text that provides current information about events that are important to report. News items aim to provide information to readers or listeners.

### 9. Anecdote

Anecdote Text is a text that retells strange or unusual events, either in the form of facts or imagination.

### 10. Review

Review Text is a type of text that aims to review or assess a work, be it films, books and others. This assessment has the aim of knowing and informing the quality, advantages, and disadvantages of the work.

### 11. Discussion

Discussion text is a text that contains a discussion related to an issue. Issues can be discussed from various points of view, for example from the point of view of the people directly involved, or just observers. The purpose of Text Discussion is to provide readers with a new perspective on an issue. The new point of view referred to in the Discussion Text can come from many sources and not only from one side. In the discussion usually consists of Issues, Arguments, and Conclusions.<sup>17</sup>

## c. The Concept of Recount Text

According to Anderson, a recount is a text that retells past events that has purpose to give the audience a description of what occurred and when it occurred.<sup>18</sup> Based on that statement, recount text is a text which retells or experience in the past that will give

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<sup>17</sup> Dyah Ayu Amalia, Thesis: "The Influence of Using Peer Editing Towards Students' Writing Ability In Recount Text at The First Semester of Tenth Grade of SMA Negeri 17 Bandar Lampung in The Academic Year Of 2019/2020" (Bandar Lampung: Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung, 2018), p. 14-15.

<sup>18</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, (Malaysia: Mcmilan,2003), page.5

information to other person. Recount text is a kind of text that tells a story of certain experience. The communicative purpose of the text is to retell events as information or entertainment.

Writing a recount text is purpose to help student in memorizing and recall about an events or experiences in a kind of sequences story by follow the generic structure of recount text, orientations, events, and reorientation. Writing a recount text also develops student ability in using past tense and connector, such as first, then, after then, next, finally. The social function of recount text is to tell past experience by retelling in original sequence. The sample of recount text are experience, diary and personal letters. Recount text is a type of text that is commonly used in writing in order to provide information to the reader.

From the definition above, it can be conclude that recount is a text that is retelling the past events or describing an experience chronologically. Because the text tells the past event, the tense should be past tense. Therefore, language used and sequence are very important to avoid misunderstanding to the reader.

#### **d. Type of recount text**

##### **1. Personal Recount**

Personal recount is a text used to retell about personal experiences that have been passed by the author using the first person (I, We) such as bad or happy experience, and holiday.

##### **2. Factual Recount**

Factual recount is a text that contains actual event reports happened and not only based on opinion, but happened based on facts. Like for example traffic accidents and other reports.

##### **3. Biographical Recount**

Biography recount is a type of recount text that contains and discusses the history that has happened in ancient times or tells the life of a heroes using a third person (She, He).

##### **4. Imaginative Recount**

Imaginative recount is a type of recount text that serves to present imaginative stories based on events, as well as events that have occurred or experienced which are then written into

text such as fiction. The text that tells the fantasy that is obtained in a dream, and the dream is then retold.

Based on the explanations above, there are four types of recount text. Whereby, in this research, the writer focuses on the Personal Experience because conducted based on material in the tenth grade and the students interesting in retell a personal experience.

#### e. **The generic structure of recount text**

Lancashire Council in Atikasari thesis, a recount text has several generic structures consists of orientation, events and reorientation. Each generic structure has social functions.<sup>19</sup> Generic structure will help in making a sentence neat and structured. This will help to avoid a mistake that has been done so far. The generic structure of recount text the following:

##### 1. Orientation

Orientation is an element of a statement or text that explains the topic of the story. The orientation should be specific, be able to clearly explain when and what happened, and who was involved. So that the reader is interested in reading it and wants to know the entire contents of the text. Because this section contains the necessary information for the reader to understand the text.

##### 2. Events

Event is the main activities that occur in the story text. In writing recount text, events are ordered in chronological order.

##### 3. Reorientation

Reorientation is a closing step in the form of conclusions or summaries or repetition of information in the orientation structure. In conclusion to the paragraph, the author can provide comments, suggestions or personal statements.

From the definition above, it can be conclusion that a recount text paragraph is one that describes an action that progresses

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<sup>19</sup> Atikasari husna, *Student's Difficulties in Writing Recount Text at Inclusion Classes*. Department of English Education University of Ahmad Dahlan Yogyakarta. LET: Linguistics, Literature and Language Teaching Journal Vol.9 No.1,2019, p.55



through time and is arranged in chronological sequence. Thus, a student's ability to create a good recount text paragraph refers to their capacity to apply the aspects and guidelines required in producing a good recount text paragraph, such as chronological ordering, orientation, events, and reorientation.

**f. The language feature of recount text**

The language features of recount text are:

1. Proper nouns to identify those involved in a text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of past tense to retell the events.
4. Words that show the order of events (for example, first, next, then).

**C. Technique in Language Teaching**

Technique is an implementation that actually takes place in the classroom. These are special tricks, strategies or tools used to achieve an immediate goal. Technique must be consistent with method, and therefore aligned with approach as well.<sup>20</sup> technique is the way in which the teacher implements a specific method, something that really happens in teaching or learning language in class. The teacher may develop his own technique as long as the technique is still consistent with the assumptions or theory of the method from which the technique was derived.

Based on the explanation above, it can be understood that learning techniques are learning process situations that often use various terms. which is basically intended to explain the strategies, ways, stages, or approaches taken by a teacher to achieve learning goals for his students.

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<sup>20</sup> Ibid.

a. Type of Technique

Techniques related to Teaching Methods is as follows:<sup>21</sup>

1. Brainstorming

It is a group creativity technique that was designed to generate a large number of ideas for the solution of a problem. Problem solving is a process to choose and use the effective and beneficial tool and behaviours among the different potentialities to reach the target. It contains scientific method, critical thinking, taking decision, examining and reflective thinking. This method is used in the process of solving a problem to generalize or to make synthesis. It provides students to face the problems boldly and to deal with it in a scientific approach. It helps students to adopt the view of benefit from others' ideas and to help each other.

2. Micro Teaching Technique

It is important to practice teaching skills to become a better teacher. Teaching skills are a set of teacher teaching behaviors that are highly effective in producing desired changes in student behavior. This skill can be assessed through an observation scale. These skills are Question Asking Skills, Explaining Skills, illustrating Skills with Examples, Reinforcement Skills, Stimulus Variation Skills, Class Management Skills and Whiteboard Using Skills.

3. Programmed Learning

Programmed learning (or programmed instruction) is a research-based system which helps learners work successfully. The learning material may be a textbook or teaching machine or computer. The medium presents the material in a logical and tested sequence. The text is in small steps or larger chunks. After each step, learners are given a question to test their comprehension. Then immediately the correct answer is shown. This means the learner at all stages makes responses, and is given immediate knowledge of results

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<sup>21</sup> Umi Nur Kurniliawati, classroom technique used in the teaching of English based on curriculum 2013: A Naturalistic study at State Junior High School of Sawit 1 Boyolali, *Jurnal Penelitian Humaniora*, Vol. 17, No. 1, Februari 2016: 23-30.

4. Inquiry-Based Learning:

Inquiry-based learning starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator. Inquirers will identify and research issues and questions to develop their knowledge or solutions. The inquiry-based instruction is principally very closely related to the development and practice of thinking skills.

5. Mind Mapping

Mind mapping is a way of mapping thoughts by taking notes creatively and effectively. In this way, mind mapping also means a way of taking notes and connecting ideas and visualizing concepts that is more efficient than ordinary note-taking methods.

6. Cooperative Learning

It is a successful teaching technique in which small teams, each with students of different levels of ability, use variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learning, this creating the atmosphere of achievement. Students work through the assignment until all the members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit for all the group members.

7. Dramatization

One of the Modern teaching techniques teaches students how to behave in a situation by living it. Physical environment, costumes, accessories are important and they effect the concentration of the students. Students use their own imagination this improving their creativeness. It provides direct involvement in learning on the part of all students, improves their language usage, communicating or speaking and listening skills and allows for the exploration of solutions. The various types of Dramatizations are Informal drama, Role playing, Formal drama, Puppets, Pantomime and Finger game

## **D. The Concept of Guided Writing Technique**

### **a. Definition of Guided Writing**

According to Dunigan, guided writing as a teaching method effective for teaching writing to all ages, including adults.<sup>22</sup> Guided writing is used to guide students to write something. A guided writing lesson is one in which the teacher demonstrates for students the process of writing a sentences or paragraph using proper English conventions.<sup>23</sup> One of the guided writings is by giving some questions to the students before writing and guiding, until they finish their assignment. So, by answering questions students can express their ideas in writing easily. Guided writing is a small group approach, which involves meeting the teacher with a group of students with similar writing needs. This is done strategically in response to the identified challenges faced by selected students.

Guided writing involves a teacher working with a group of students on a writing assignment. The purpose of the assignment is based on what they have previously learned about the material in the writing process. Also, guided writing is a step-by-step approach to writing that includes planning, writing, editing, revising, and publishing.<sup>24</sup> Through guided writing students are supported during various stages of the writing process.

Guided Writing is an approach to teaching students with the ability to write together in small groups. Guided writing is a similar activity to co-authoring, but is a step further towards writing completely on their own, as students are encouraged to be independent. Because it will provide valuable practice and improve their skills. It also gives teachers and students the opportunity to have a more open discussion about how students write and about what obstacles students go through, so that all obstacles can be overcome. This is a great time for teachers to provide students with strategies that will help them complete assignments to the best of their ability.

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<sup>22</sup> Jima Dunigan, *Classroom Authoring Guided Writing*. Teacher Created Resources,2008. p.4

<sup>23</sup> Carol Simpson, *Daily Guided Writing*. (Parsippany, new jersey 1998) p.1

<sup>24</sup> Ibid.

## **b. Procedure of guided writing**

According to Dunigan, there are five different types of guided writing procedures:<sup>25</sup>

1. Planning  
The student identifies, collect and organizes the ideas.
2. Packaging  
The teacher guides the students in a write-along as the follow the plan to write their first draft. While developing the first draft, the writer chooses words, from sentences, and use the convention of mechanic, spelling, and punctuation. The first draft is attempted at firming up the thought process. The first draft may have weak or poorly formed sentences.
3. Popping  
The teachers and students individually consult on paragraphs using predefined rubrics to pick up thoughts and words.
4. Polishing  
The students should revise their writing such as structure, sentence, and vocabulary to compose final draft.
5. Publishing  
Sharing the writing with other, Publishing means making information available to the public.

Based on this explanation, the researcher concludes that guided writing is strategies, support and instructional writing in the process of learning to write to improve and helping students writing skills, using procedures in guided writing.

## **E. The procedure of using Guided Writing through Recount Text**

### **a. Planning**

- The teacher explains what a recount text is and gives an example of a text by mentioning its generic structure.
- The teacher chooses or asks students to choose their own topic to write about.
- The teacher gives some questions to the students related to the topic. The number of questions depends on what topic the student will write about.

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<sup>25</sup> Ibid. p.12

**b. Packing**

- The teacher asks students to write their own recount text paragraphs.
- The students begin to write paragraphs of recount text by answering the questions given. While students are writing, the teacher goes around, providing assistance and guidance as needed.

**c. Popping**

- The teacher asks students to read all the paragraphs that the students have made, so that the teacher can give directions.

**d. Polishing**

- After writing, students must check for errors in writing that have been made, and if any errors are found, they must correct them.

**e. Publishing**

- The teacher asks students to publish their writing by reading the correct writing in front of their friends.

**F. The frame of thinking**

Writing is one of the important skills that must be possessed and developed by students because it is very important in relationships with other people in the World. students need to develop this skill because it is one way of communicating with others in a written way. In addition, writing is also one of the skills that must be possessed and will be taught in high school.

In the tenth grade of MA Mathla'ul Anwar Kedondong, students are asked to do an assignment, where the task is to write a recount text. So, to help students make good writing is to use one of the techniques that can be applied, namely the Guided Writing. Usually, student's difficulties are caused by lack of practice done by students or inappropriate techniques used by teachers to teach writing and also, they are not confident in their abilities. Guided writing is a strategy or component to balance in writing, by providing steps supporting steps for independent writing. The activity of Guided writing provides students with a

story based on the topic and provides a list of questions and students answer the questions.

Guided writing techniques can help students to improve their creative ability in writing. Guided writing also helps students to think freely so that they can express thinking ideas in writing. In addition, by using guided writing, students are also helped to focus the ideas they want to write and connect sentences into coherent ideas in the target language.

### **G. The hypothesis**

Based on the problem statements that presented by the researcher, the researcher hypothesis as follows:

Ho : There is no significant influence of using guided writing students in recount text at the first semester of the tenth grade of MA Mathlaul Anwar Kedondong.

Ha : There is a significant influence of using guided writing towards students in recount text at the first semester of the tenth grade of MA Mathlaul Anwar Kedondong.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the result of pre-test and post-test, after getting the treatments and post-test was conducted, it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 57.83 and in the post-test was 66.73, while the mean of pre-test score of experimental class was 53.96 and in the post-test was 69.63. It means that the significant enhancement was happened in experimental class.

Based on the analyzing the data and discussion in chapter IV, the researcher concluded that there was a significant influence of guided writing towards students' writing ability in recount text. The result could be seen from Sig. (2-tailed) was 0.015 was lower than  $\alpha = 0.05$ . It indicated that the alternative hypothesis ( $H_a$ ) was accepted. Because of that, teaching writing using guided writing could give a significant influence towards students' writing ability in recount text.

Moreover, guided writing could motivate the students to increase their writing ability. It was supported by the students' score which were higher after the researcher gave the treatments using guided writing. Therefore, guided writing had significant influence in students' recount text writing ability at the first semester of the tenth grade of MA Mathla'ul Anwar.

### **B. Suggestion**

According to the conclusions of the study, the researcher made the following suggestions:

#### **1. Suggestion for teachers**

- a. It has been suggested that English teachers focus more on cognitive style, or the differences between subject-dependent students and subject-independent students, in the learning process. It was discovered that the gap between field-dependent and independent students was significantly larger.



accomplishments in writing ability from this survey. The teacher also can use the guided writing to use in the learning process because that method could motivate the students to increase their writing ability.

- b. According to research, English teachers should be paid more and should take their students' personalities into account. Due to the variety of personality types among students, who might affect how they learn and perform in writing tests, English teachers should not undervalue their students' talents. Guided writing could be chosen by teacher, to increase the students' writing ability.
- c. The researcher suggests that English language instructors focus more on helping students learn to read, particularly by helping them recognize primary ideas, sentence subjects, details, references, and inferences as well as by helping them analyze visual and contextual cues. Because there are more independent than dependent subjects, the teacher should help the students learn to concentrate better. Their writing is consequently improved.

For instance, a teacher may employ guided writing in the teaching and learning process. Before the pupils engage in conversation or practice the assignment, the teacher can give directions. Because field-dependent students have poor analytical skills and require a lot of time to answer their difficulties, this can aid pupils in doing so. Because it enables them to interact with others, this is advantageous for autonomous students in the field. Student

## **2. Suggestion for students**

- a. Students should study and engage more seriously in teaching English to develop their writing skills
- b. Students should have more time to read and write in English language.
- c. Students should learn to translate book text with their friends to increase vocabulary and grammar

### **3. Suggestion For Further Researcher**

In this research, the researcher choose Guided Writing to improve students' writing ability, further researcher can applied this technique in different level of student. The other researcher can applied other text, such as report text, descriptive text and so on. There are many other techniques, methods or strategy that can be used to improve the students' ability. Choose the appropriate technique to improve certain students' ability, because each ability is unique and should use the appropriate technique to develop it.

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