

TEACHING WRITING A DESCRIPTIVE TEXT BY USING GUIDED WRITING STRATEGY

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Abstract

Most of the students' problem in writing is that they do not know how to develop ideas in writing. They write based on what is in their mind randomly without any technique that can help them to write ideas directly, because they use limited thinking skills to solve a problem. The guided writing strategy technique was applied to improve students' skills in writing descriptive texts. To apply this technique, a pre-experimental research was conducted at SMK Islam Solalatul Huda, with a population of class X ADM students and a research sample of 38 students. To obtain data showing the effect of the technique, pre-test and post-test were used as instruments, and tests were used as a data collection tool. Based on the results of hypothesis testing and analysis, it is shown that teaching writing descriptive texts has a strong influence on teaching writing descriptive texts at SMK Islam Solalatul Huda. Therefore, this technique is recommended to be applied in teaching writing descriptive text.

Keywords: Guided Writing; Descriptive Text; Writing Achievement

INTRODUCTION

One of the skills in learning that must be mastered by students is writing. Writing is a skill used to explore ideas and other communication activities. The four language skills, writing is the most difficult skill to learn for students (Richard and Renandy, 2002: 303). Because writing is considered very difficult to put ideas on paper, turning thoughts into a sentence (Brown, 2001:336). Besides, the process of writing is more important than the result because writing is a way of communicating with others in written form. In contrast to speaking, whose communication messages can be captured through nonverbal language, such as body language or body movements, written messages are only conveyed through written form.

In addition, writing is an important skill for everyday life because it can be used as a way to communicate, share and express some ideas, opinions, experiences, and information to others. This can be seen from the fact that scientific books, memos, novels, reports, letters, newspapers, magazines, brochures, diaries, commercial advertisements are writing products proving that writing skills are needed for everyone, especially students. In high school, writing material is a difficult subject matter for students, because students always find it difficult to learn to write a text, one of which is descriptive text. The main difficulty is the lack of vocabulary. In addition, they have difficulty visualizing ideas when writing. So they need a lot of time to think about the idea itself and it is difficult to imagine so that the learning process becomes inefficient. Other than that, the teacher rarely ask the students to write a text.

Accordingly, an English teacher needs an appropriate technique in teaching learning especially in teaching writing. Teaching writing a descriptive text which is one of the techniques in teaching writing; the thing related to structure is not needed in this case, students' job is just write without any considerations. That is a great way to express emotions and experiences. It is known as writing descriptive text because it is writing activity that done in every day. It is good for students to practice writing by using guided writing strategy. They can practice their writing

by writing descriptive text. Besides, having practice in writing everyday will help the students write English text appropriately.

Descriptive text was applied to teaching writing descriptive text SMK Islam Solalatul Huda to find out whether or not the technique is effective. This school had been chosen because the students have some writing problems as in general. By using descriptive text guided writing strategy, it could help the students and also facilitate the teacher in teaching writing descriptive text. It also stated by Johnson, Cutis and Bailey as cited in Taqi et al (2015:76) a guided writing strategy is usually hand written that is used to express personal feeling, thoughts, and experience on daily basis arranged by date and it is not for publication. This statements was related to descriptive text, which the writer can write the events or feeling in the text, but in writing descriptive text, the writer needs to consider about the grammar.

Common problems those were found in learning writing was grammar. Teachers need more attention to students so that the writing transfer process is easier to obtain and more fun to learn. Teachers are expected to have their own intelligence in teaching by using all types of visual media that already exist in their environment. According to Harmer (2007:128), writing descriptive text is similar to journaling. Both journals and diaries have the same goal, namely to reflect on something that happened in written form. In addition, by writing descriptive texts or journals, especially for learning to write, students will benefit from writing descriptive texts. In addition, there are some benefit of writing a descriptive text stated by Harmer (2007: 128), the first benefits of writing descriptive text is the value of reflection. A guided writing strategy provides an opportunity for students to think about what and how they learn. The second, freedom of expression. Writing descriptive texts can allow students to express feelings freely according to what is observed or seen. For example, students can write about describing a person, thing, or whatever they want to write about descriptive text. Next is the development of writing skills. Writing descriptive text contributes to the general improvement of students such as fluency and neatness in writing. This will increase their ideas in their minds as they write regularly and it becomes easier to develop the ideas that are in their minds.

Being able to write descriptive texts is one of the learning objectives of class X students. However, students are still reluctant and not confident when asked to write. It was because they thought they had nothing to write about that they became confused. Harmer (2007:113) recommend teachers to engage students with writing activities that are easy and fun to follow. Writing descriptive text is applied as a technique to improve students' skills in writing descriptive texts the same pattern of relationships, thus, writing activities will not only become a normal part of classroom learning life but also provide opportunities for students to achieve success. In this study, the researcher used writing descriptive text as a technique to teach writing descriptive text. Knowing the way how to use it was needed by researcher when doing the research in implementing that technique in the class.

In line with Kurnianingsih (2009:19), in teaching activities, the use of guided writing strategies in descriptive text learning is included in the modeling stage. The teacher provides a model of writing descriptive text and then explains it to students. In addition, they must consider several criteria to make good and neat written descriptive text. The researchers use writing descriptive text as an alternative technique in teaching descriptive text and the topic is an unforgettable experience for students. This supports that unforgettable experiences are very close to the lives of teenagers because they tell stories that happened in the past. According to Taqi et al (2015), guided itself can be interpreted as a diary that records events that occur during the day. Students are updated daily by writing descriptive texts, it is hoped that students can find writing ideas faster because they can write about their daily experiences and feelings, it really helps them practice writing inside and outside the classroom. In addition, the researcher found the similar research that had been conducted by Mutslihah (2015) reported that writing a descriptive text was a effective technique in teaching writing because it could help students to elaborate the idea

and make students' writing achievement became better. Therefore, writing descriptive text could be an appropriate technique that was used to help students to improve their writing skill and facilitate the teacher in teaching writing descriptive text.

METHOD

The purpose of this study was to determine the effectiveness of learning using the techniques used in learning to write descriptive texts in class X ADM. This type of research is pre-experimental research. Pre-experimental research is a procedural research that does not have a control group where one group of subjects is observed, given treatment and the group is observed again after treatment. The effect of the treatment was assessed by the observed score change between the pre-test and post-test. Cohen (2005:212) also states that in the pre-experiment, the focus of the research is students and treatment in one class. The pre-test and post-test designs are described as follows:

Pre-test (XDM) was conducted to determine the students' abilities before the research began. The treatment (T) was done 2 times when the writing descriptive text technique was applied to the students. Post-test (XADM) was given when the treatment had been conducted. The population that become the target of this research was Tenth Grade Students of SMK Islam Solalatul Huda (2019/2020) which consist of seven classes. Population is a complete set of element (person or object) that established by the researcher. Cohen et.al (2000:92) defines population as all memebers of any well define class of people, events, or objects.

Table 1. The Tenth Grade Students Number of
SMK ISLAM SOLALATUL HUDA (2019/2020)

Class Students Number
X ADM 38
X TKJ 38
X OTOMOTIF 39
Total 115

Therefore, only one class was used as the research sample, namely in class X ADM which consisted of 38 participants. The sample of this study used descriptive text writing clustered random sampling. It was chosen because the researcher assumes that the sample has the same opportunities and the population is homogeneous. This reasoning is supported by Cohen, Mansion & Morison (2007:110) which states that participants are selected randomly. Due to probability and probability, the sample must contain subjects with characteristics similar to the population as a whole in a study. Selecting and using the right technique to collect research data is very important to obtain objective results. In this study, researchers used quantitative methods to measure students' writing skills by giving pre-test and post-test to the experimental group in this study. Measurement is a series of processes describing, explaining and predicting phenomena and concepts that occur (Kaplan; Pedhazur & Schmelkin cited in Marczyk, DeMatteo, and Festinger, 2005:95). Any tool for measuring, observing, or documenting numerical data collected from a large number of individuals is a data collection instrument (Creswell, 2008:55).

To measure students' writing achievement, the researcher used a written test to determine the results of students' ability in writing descriptive texts. The test is divided into pre-test and post-

test. Pretest was conducted before giving treatment to students through writing descriptive text and posttest was given after treatment. The test is in the form of writing an essay about descriptive text. The test requires students to be able to organize and develop their ideas related to the topic and based on the generic structure of the descriptive text. Pre-test is given to students before applying treatment to students. Then a post-test was conducted to see the effect of the treatment given on the students' writing skills. The researcher gave a written test to collect data from the students. Researchers used pre-test and post-test to determine the improvement of students' skills in writing descriptive texts. Students are asked to write a descriptive text based on their observations and in their own words.

Procedure of Data Collecting

The procedure for collecting research data was carried out as follows:

First, the researchers chose the research in class X of SMK Islam Solalatul Huda as the population.

Second, the researchers took the experimental sample of class X ADM.

Third, the researchers gave a pre-test to measure the students' skills in writing descriptive text before conducting the research.

Fourth, the researchers conducted the research by writing descriptive text.

Fifth, the researchers gave a post-test to the students to measure their achievement in writing descriptive text after doing the research.

Finally, after the holding-stage above was carried out, the researchers analyzed the students' test results to obtain significant data (Ary, Jacobs, & Sorensen, 2010:108).

RESULTS AND DISCUSSION

Results

After conducting research in class X SMK ISLAM Solalatul Huda using guided writing strategies on descriptive texts, the researchers analyzed the data and tested hypotheses to answer research questions. The results of data analysis can be seen in the following table:

Table 2. The Data Analysis

Aspect Score
Mean score of pre-test 51.26
Mean score of post-test 70.18
Different score 18.92
t-test 11.32
Effect Size 1.62

Based on the result of data analysis above, the result showed that obtain is higher that table on significant level $\alpha = 0.05$ ($11.32 > 2.026$) and significant level $\alpha = 0.01$ ($11.32 > 2.744$). This could be prove that teaching descriptive text by using guided writing text descriptive text was significantly increased students' score in writing. Therefore, the Null Hypothesis (H_0) said "teaching writing a descriptive text by using guided writing strategy", was rejected and the Alternative Hypothesis (H_a) which said "teaching writing a descriptive text by using guided writing strategy" was accepted. In addition, the research finding was proved after the result of the effect size calculatio. The effect size calculation produce the index of the effect size in different range and degree. As the results howed that the research hypothesis was accepted, then

it was needed to know the significant effect of the treatment in teaching writing descriptive text. So that the researcher analyzed the effect size. It was calculation to know how far the effectiveness of teaching writing a descriptive text by using guided writing strategy. The effect size was difference in mean between the pre-test and post-test divided by the standard deviation. According to Ary, Jacobs, Sorensen & Razavieh (2010:136), Furthermore, the criteria of the effect size can be seen in table as follow:

Table 3 The Effect Size Range of Index Degree

10 – 0,20 Weak effect
0,21 – 0,50 Modest effect
0,51 – 1,00 Moderate effect
> 1,00 String effect
(Cohen, Manion, & Morrison, 2007 : 521)

It showed that the effect size of the technique was categorized as strong effect with the score $1.62 > 1.00$ means that teaching writing a descriptive text by using guided writing strategy.

Discussion

This research is proven to be able to improve the ability and improve the residual achievement in writing descriptive text. The finding was consistent with Harmer (2007) where students have a good achievements in learning when they've got practices and fun learning activities. In line with Johnson, Cutis, and Bailey as cited in Taqi et al (2015), students showed better in writing after more practices like write a descriptive text. Writing descriptive texts can develop good ideas or ideas and help students in observing an object. It provides opportunities for students to think about what and how they learn to write, after that they could express their feelings and ideas freely. Besides, it made students motivated in writing. As the result, students' writing had increased significantly. The results show that the use of teaching techniques to write descriptive texts can improve students' ability to write descriptive texts about a specified object. This is evidenced by all the data calculations in the research findings. The students' achievement of writing descriptive text in post-test was higher than pre-test after they were given the treatment. Besides that, the effect size of the treatment in this research categorized as strong effect. The effectiveness of the treatment could be seen by the students' writing. From the pre-test until post-test, students got improvement in their writing, moreover they got the treatment. They knew how to write a text correctly and their writing became better. The result of this research was in line with the previous research conducted Kurnianingsih (2009) which stated that writing descriptive text for personal experience could increase students' score in writing because it could help students to generate their ideas and feeling. Therefore, the similar finding was found in Hidayat (2012) which stated that writing descriptive text is effective to improve the students' writing fluency because by writing descriptive text, students can practice every day to improve their writing skill. The process in writing a descriptive text makes the students focus on the ideas that they want to elaborate. Besides, the students were able to write more information based on their feeling and experiences. In other words, the findings show that using guided writing strategy, achievement in writing significantly. Writing a descriptive text can be one of fun learning activities especially in writing because the students can get more practices and make them motivated to have good writing production.

CONCLUSION

Based on the findings and discussion of this research, it was found that the use of writing descriptive texts was more effective for students. It was indicated by students' achievement in writing test. Then, it is proven by the hypothesis testing that the alternative hypothesis was accepted while the null hypothesis was rejected. Furthermore, the effectiveness of the technique which categorized as strong effect by the effect size. Therefore, writing descriptive text significantly helps students to elaborate ideas or expressions better than before being given treatment. Writing descriptive text was more effective to be applied in convincing students that writing is not something that is difficult to do, but in fact it was easier to do. These ideas or feelings can be more easily created if they know how to express their ideas or feelings in writing. This technique students take individual tests so that they can motivate and help students to explore writing skills and develop their ideas well. Therefore, writing descriptive texts is more effective especially in helping students to find ideas when writing, increasing students' fluency in writing, and building writing habits.

ACKNOWLEDGMENTS

The researchers would like to thank SMK Islam Solalatul Huda for their permission to conduct the research.

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