

**THE EFFECTIVENESS OF GWT (*GUIDED WRITING TECHNIQUE*) IN
WRITING REPORT TEXT AT 10TH GRADE OF SMA N 1 KEJOBONG**



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THESIS

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ABSTRACT

THE EFFECTIVENESS OF GWT (*GUIDED WRITING TECHNIQUE*) IN WRITING REPORT TEXT AT 10TH GRADE OF SMA N 1 KEJOBONG

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Writing is the most difficult language skill in the English learning process. The students at the tenth-grade of SMAN 1 Kejobong felt difficult to write report text and develop their ideas in written form. In this research, the researcher discussed the effectiveness of the Guided Writing Technique (GWT) in writing report text in 10th grade of SMAN 1 Kejobong in the academic year 2019/2020. The research aimed to know there was significant effectiveness by using Guided Writing Technique (GWT) in the writing report text. The researcher used the experimental method and quantitative approach. The sample of the research was 72 students in tenth-grade which was consist of 36 students of X MIPA 1 as experimental class and 36 students of X MIPA 2 as control class. The experimental class was taught by using guided writing technique and the control class was taught by using mind mapping technique as the conventional method in the school. In the classroom, the researcher touches the writing report text in English learning, in which the students were guided to make their draft of English text through observation, shared their ideas with other students about the object, and wrote in a short paragraph. The progress of students' writing skills through GWT was analyzed by comparing the score of writing using pre-test and post-test based on five indicators i.e. organization, content, vocabulary, grammar, and mechanics. Analysis data of n-gain score as the parameter of the progress of students' writing skills showed that the n-gain score was obtained from the experimental class is better than the control class. N-gain score of the experimental class obtained 0.71 while the n-gain score of the control class was only 0.04. It means that the effectiveness level of GWT is high. Meanwhile, analysis of students' writing draft based on content, organization, grammar, vocabulary and mechanics shows that the basic writing competencies of students from the experimental class have better score than the control class. In general, GWT is effective to increase students' writing skills in report text.

Keywords: *GWT (Guided Writing Technique), Report Text, Writing.*

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CHAPTER I INTRODUCTION

A. BACKGROUND OF THE PROBLEM

Commonly, the people in the world need a language as a tool to communicate with each other. People can share their experience, feeling and knowledge with other people from different countries. Language is a core aspect that is used by people to do interaction. The language also makes us possible for giving and receiving some information. English is one of the languages that build communicative skills to be improved in this globalization era because it is very important.¹ In this era, we prosecuted to master English, because in some aspects either too formal or informal places we have to use English such as foreign companies, embassy offices, tourism sector, and many other places.

Nowadays, English is one of the international languages in the world that is used by almost all countries as a communication tool, such as a native speaker, a second language and a foreign language. For many years, English has been considered as an international language. Almost all the people from many different countries around the world used it to communicate. On the other hand, English is a foreign language for language learners in Indonesia that should be mastered to face the globalization era to make it easy in doing communication.² Language has four skills; they are listening, speaking, reading and writing. English has been taught in Indonesia since Elementary school as one of the compulsory subjects.

In Indonesia, there are approaches or techniques that can be applied by the teacher to build innovative and enjoyable learning. Successful learning also can be measured by the technique that the teacher used. To

¹ Jeremy Harmer, *The Practice of English Language Teaching Third Edition Completely Revised and Up to dated*, Harlow: Pearson Education Limited, 2002, p.49.

² Bambang Setiyadi, *Teaching English As Foreign Language*, Yogyakarta: Graha Ilmu, 2006, p.22.

apply the appropriate technique, the teacher must know the personality of each student. Every teacher has different techniques in the learning process to reach the goals of learning. The problem is that teacher is difficult to identify the name or the function of the technique in the learning process, some of the teachers just take it for fun without knowing that the technique will be effective for the students or not. One of the techniques in the learning process is GWT (*Guided Writing Technique*). Guided writing can assist the students to build their writing skills and encourage students to express their ideas in a written form.³

Guided writing is an instructional writing context that is given by the teacher in the writing process through modeling, support, and practice.⁴ The teachers' support is from the opportunity that is given. It is indicated that guided writing offers greater opportunities for young writers to make valuable connections between text, sentence, and word level decisions and help children shape and redraft texts with particular criteria in mind.⁵ Moreover, the teacher will stimulate students to develop their ideas in their minds that will be guided by some questions or pictures in small groups.

In senior high school, writing is important to be learned. The target competence in writing is to understand, comprehend, and produce those twelve types of text. Writing is the most difficult language skills to achieve by students and to teach by teachers.⁶ Written language is one of the language products and the means of communication. As a means of communication, it connects people to interact with each other. It is used to

³ H. Douglas Brown. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. San Fransisco: Pearson Education, Inc, 2001.

⁴ Tyner, *Beginning Reading Instruction and the Small-group Differentiated Reading Model, In Small-Group Reading Instruction*, Newark DE: International Reading Association, 2004, p.16.

⁵ Holdich & Chung, *A computer tutor' to assist children develop their narrative writing skills: conferencing with HARRY*. International Journal of Human-Computer Studies, 2003.

⁶ Alwasilah, *The Tapestry of English Language Teaching and Learning in Indonesia*, Malang: State University of Malang Press, 2004.

express ideas, thoughts, and feelings. Writing is also used to share and exchange information in written forms.

It can be said that writing is important in communication. In all educational levels (Elementary School, Junior High School, Senior High School, and University), writing skills still need greater attention in the teaching and learning process. Some current results of the research show that the process of teaching writing in some schools does not give sufficient chances for the students to explore and develop their abilities. Many students, still, have not been able to create good and meaningful writing. Consequently, the result of teaching writing at schools is not yet satisfactory. The students' writing ability is still poor.

Writing should be a formal language, use various vocabularies, consider the audience who does not directly see the writer, and avoid redundancy.⁷ In the Indonesian context, the purpose of teaching writing is to enable English Foreign Language students to master functional and monologue texts in the form of genres such as descriptive, narrative, recount, procedure, and report.⁸ Moreover, the report text should be required and mastered. Report text is a type of document written by someone or a group of people to announce the result of an investigation or announce something to the proper authorities.

To obtain data, the researcher conducted preliminary research by doing observation on Monday, 14th of October 2019 with Mr. Adi Tri Widiyanto, S.Pd as the English teacher in SMA N 1 Kejobong. He explained although the location of the school in a rural area but the students had a good interest in English. He also explained there were many problems in the learning process especially in the writing report text. Then, he explained that he used genre based approach and mind mapping technique as the conventional method in the school to teach writing. Based

⁷ Weigle, *Assessing Writing*. United Kingdom: Cambridge University Press, 2002.

⁸ Depdiknas, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran*. (Jakarta: Depdiknas, 2006)

on the researcher's observation, there were some problems which happened in the writing teaching-learning process at 10th-grade students of SMAN 1 Kejobong

1. Some students lack the motivation to learn English because they thought that English was difficult. As a result, the teaching and learning process was boring and burdensome for some students. To overcome this problem, the teacher should provide good method and good materials that facilitate the students to express their thought and opinion in the process of writing practice.
2. The students got difficulties to use the correct and appropriate grammar in writing. It made the limitation for students to develop and create their thoughts and opinion in the written form.
3. The students got difficulties constructing their idea into a cohesive and coherent paragraph. It is because the students' vocabulary did not vary. They often repeat the same vocabulary.
4. There was less interaction in the class during the writing teaching-learning process. Based on the observation, the class was dominated by the teacher, while students did not active to interact and share each other. Moreover, classroom activities were not encouraging the students to learn and write more. This condition makes the teaching-learning process of writing was boring because there was not much variety of classroom activities the teacher provided. Good classroom activities should facilitate the students' needs and interests in writing.

Considering the problems above, it is necessary to find a solution or technique to help students improve their skill in the learning process of writing. The use of technique in learning process could help to engage students' motivation, because it helps the teacher to create an attractive and joyful learning process. It is also help the students to understand, comprehend, and produce those several types of text. Therefore, the researcher was interesting to conduct the research about the effectiveness

of GWT (*Guided Writing Technique*) in writing report text at tenth-grade of SMAN 1 Kejobong. The researcher wanted to know and identify whether there is a significant effectiveness of students' writing skill in report by using GWT (*Guided Writing Technique*) or not.

B. OPERATIONAL DEFINITION

The definition of the key term is important to give a guideline of the research will be conducted. Related to this research, there are some key terms to guide the conduct of this research. Those are:

1. GWT (*Guided Writing Technique*)

GWT (*Guided Writing Technique*) is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing.⁹ Through guided writing, students are supported during the different stages of the writing process. It is one of techniques in teaching writing in which learners are given step-by-step instruction. Guided writing techniques also help students learn to write by providing them with a partially completed draft or some other form of assistance.

2. Writing

Writing is both process and product. writing is a powerful instrument for students to use to express their thought, feelings, and judgments about what they have read, seen, or experienced¹⁰ It is an act that takes place within a context, which accomplishes particular purposes a relatively permanent record of information, opinions, benefits, feelings, argument, explanations, and theories`. In addition, writing is an essential feature of learning a language because it

⁹ Department for Children, Schools and Families, *Improving writing with a focus on guided writing Leading improvement using the Primary Framework*, Primary National Strategy, 2007, p.5.

¹⁰ Lori D. Oczkuz, *A Guide to Effective Instruction in Writing Kindergarten to Grade*, Ontario, 2005, p.13.

provides a very good means of fixing vocabulary, spelling, and sentence patterns.

3. Report Text

Report text is a text which functions to describe the way things are, with reference to a range of natural, man-made, and social phenomena in a pure environment.¹¹. Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analyses. It purposes to inform the reader about the topic of people, animals, or things in general.

C. RESEARCH QUESTION

The problems that are analyzed in this research are:

1. How is the effectiveness of GWT (*Guided Writing Technique*) in writing report text at 10th grade of SMA N 1 Kejobong?
2. To what extent is the significant effectiveness before and after writing report text using GWT (*Guided Writing Technique*)?

D. OBJECTIVES AND SIGNIFICANCE OF THE RESEARCH

1. Objectives of this research
 - a. To find out whether the GWT (*Guided Writing Technique*) is effective in writing report text in 10th grade of SMA N 1 Kejobong.
 - b. To measure how far the significant effectiveness before and after writing report text using GWT (*Guided Writing Technique*).
2. Significances of this research
 - a. Theoretical significances
 - 1) The researcher expects this research can give some contribution to enlarge and enrich the English teaching methodologies especially about GWT (*Guided Writing Technique*). The researcher expects this research can be used as a reference for

¹¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Alexandria: Antipodean Educational Enterprises (AEE), 1994, p.196-197.

further researchers with the similar problem of writing ability improvement.

b. Practical significances

1) For teachers

This research can give innovative learning to the teacher on how to teach writing report text through GWT (*Guided Writing Technique*). The researcher hopes that the teacher can develop language teaching methods and improve the quality of the learning process.

2) For other researchers

This research can give more information about the English learning technique in writing report text to other researchers who have the same problem in improving students' writing skills. The other researcher also will know how effective guided writing techniques in writing report text.

3) For school

The result of this research can give more information to the school about the GWT (*Guided Writing Technique*) and can be used as a reference to make new treatments for the students.

E. STRUCTURE OF THE STUDY

In this part, the researcher will explain the structure of the research as follows:

Chapter I explains the introduction which contains the background of the problems, operational definition, research question, objectives of the research, significances of the research, and structure of the study.

Chapter II clarifies a literature review that includes a review of relevant studies, a literature review of GWT (*Guided Writing Technique*) theories, writing theories, report text theories, and also the hypothesis.

Chapter III tells the research method which contains the type of research, time and location of the research, population and sample of the

research, variables of the research, indicators of the research, technique of data collections and technique of data analysis.

Chapter IV discusses the finding of the research which consists of two sub-chapters those are: research findings of two variables both GWT (Guided Writing Technique) and Writing Report Text. Then, the last was the analysis and result of the data.

Chapter V presents the conclusion, suggestion and closing words.



CHAPTER V

CLOSING REMARKS

A. Conclusion

The researcher has conducted experimental research using two groups of students in which experimental groups were treated using guided writing techniques while the control grouped was treated by using the mind mapping technique. Based on the data collection and data analysis, those techniques for the 10th grade students of SMAN 1 Kejobong in the academic year of 2019/2020 obtain some conclusions as follows:

1. Learning of writing report text using a guided writing technique is more effective to increase the student's writing skills than another technique. Based on the observation in the classroom, the students were improving their English skills especially writing ability. In addition, implementation of the GWT technique for the learning of writing report text provided some features such as:
 - a. The students received immediate teachers' feedback on their writing efforts.
 - b. Students understood the ultimate goal of writing through direct practice learning and problem-solving strategies.
 - c. Students were involved in individual and a group discussion or work for out coming drafts of writing report text projects.
 - d. The students were guided to make a draft of the English report text a supportive context for specific instruction on the writing tools, for example at the text, sentence, and word level.
2. Based on quantitative analysis data using pre and post-test in two different groups of students, learning of writing report text through GWT yielded better in the increment of student's writing skills than other techniques without GWT. The n-gain score as an indicator of increment of student's writing skill obtained from experimental

groups obtains 0.71; it is higher than another n-gain score obtained from the control group.

3. In addition, the implementation of GWT for the learning of writing text also increases the competencies of writing text for the students, especially from experimental groups. Five indicators of writing competencies including content, organization, vocabulary, mechanics, and grammar indicated well performed than these competencies obtained from control groups.
4. In general, implementation of GWT promises better performance of student activity in the learning process of writing report text, increases the student's writing skill and basic competence for outcoming English text based on empirical observation of the objects.

B. Suggestion

The researcher hopes that this thesis could be useful for the teacher and the other researchers. Here, the researcher wanted to give some suggestions:

1. For the teacher
 - a. The teacher should be creative in using methods, techniques, or media on the teaching-learning process.
 - b. The teacher should be flexible and understand student's needs; as a result the teaching-learning process could be fun, enjoyable and interesting.
 - c. The teacher could apply GWT (*Guided Writing Technique*) as alternative techniques on teaching not only could be used to teach report text because it could apply in several materials in English subject.

2. For other researchers

It is recommended to conduct research using some factors that affect the learning English in a similar topic. Hopefully, with more researchers, the result would be more useful to improve students' writing skills in the English learning process.

3. For the school

The researcher could help the school to solve some problems in that school related to the use of the technique in writing report text especially in developing students' writing skills.



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