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

THESIS

Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto as a Partial Fulfillment of the Requirements for Achieving the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education

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Wassalamu'alaikum Wr. Wb.

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MOTTO

"Time won't make you forget, it will make you understand things"

DEDICATION

For my beloved parents Karsono and Karsini, thanks for your endless and unconditional love, supports and prayers for my success. I love you to the Milky Way and back.

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Bismillahirahmanirahim

In the name of Allah, the beneficent and the merciful

All praise is to Allah the lord of the words for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessing from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions and his followers.

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The researcher realized that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto, 11th October 2020

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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.***

ABSTRAK

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

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Menulis adalah keterampilan bahasa yang paling sulit dalam proses belajar bahasa Inggris. Siswa kelas 10 SMAN 1 Kejobong merasa kesulitan untuk menulis teks laporan dan mengembangkan ide-ide mereka dalam bentuk tulisan. Dalam penelitian ini, peneliti membahas tentang efektivitas GWT (Guided Writing Technique) dalam menulis teks report pada kelas 10 SMAN 1 Kejobong pada tahun akademik 2019/2020. Tujuan dari penelitian ini adalah untuk mengetahui adanya efektivitas yang signifikan dengan menggunakan GWT (Guided Writing Technique) dalam menulis teks report. Peneliti menggunakan metode eksperimen dan pendekatan kuantitatif. Sampel penelitian ini adalah 72 siswa kelas 10 yang terdiri dari 36 siswa X MIPA 1 sebagai kelas eksperimen dan 36 siswa X MIPA 2 sebagai kelas kontrol. Kelas eksperimen diajar dengan menggunakan guided writing technique dan kelas kontrol diajarkan dengan menggunakan teknik mind mapping. Di dalam kelas peneliti menyinggung menulis teks report dalam pembelajaran bahasa Inggris, dimana siswa dibimbing untuk membuat draft teks bahasa Inggris melalui observasi, berbagi ide dengan siswa lain tentang objek tersebut, dan menulis dalam paragraf pendek. Kemajuan keterampilan menulis siswa melalui GWT dianalisis dengan membandingkan skor menulis menggunakan pre-test dan post-test, berdasarkan lima indikator yaitu organisasi, konten, kosakata, tata bahasa, dan mekanika. Analisis data skor n-gain sebagai parameter kemajuan keterampilan menulis siswa, menunjukkan bahwa skor n-gain yang diperoleh dari kelas eksperimen lebih baik daripada kelas kontrol. Skor N-gain kelas eksperimen diperoleh 0.71 sedangkan skor n-gain kelas kontrol hanya 0.04. Itu berarti tingkat kefektifan dari GWT adalah tinggi. Sedangkan analisis draf tulisan siswa berdasarkan isi, pengorganisasian, tata bahasa, kosakata dan mekanika menunjukkan bahwa kompetensi dasar menulis siswa kelas eksperimen memiliki skor yang lebih baik daripada kelas kontrol. Secara umum, GWT efektif untuk meningkatkan keterampilan menulis siswa dalam teks report.

Kata kunci: GWT (Teknik Menulis Terbimbing), Menulis, Teks Report.

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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.

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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

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[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 Kopetensi 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

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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 experienced[10] 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.

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provides a very good means of foxing 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

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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.

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CHAPTER II
LITERATURE REVIEW

1. Guided Writing Technique (GWT)

Guided writing technique (GWT) is an instructional writing that is given by the teacher in the writing process through modeling, support, and practice.[12] GWT 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.[13] Guided writing activities help students learn to write by providing them with a partially completed draft or some other form of assistance. Guided writing activities are typically done in the classroom so the teacher can interact with students individually as well as with the entire class. Moreover, by using guided writing techniques the teacher will stimulate students to develop their ideas in their mind that will be guided by some questions. Guided writing is defined as instruction presented to small temporary groups of students who share similar needs at a particular point in time.[14] As a result, the guidance that the teacher will be given by using GWT is in the small group. Guided writing provides an important context for teachers' assessment and guidance of student writing to observe students during specific writing events and provide immediate instructional scaffolding for writing processes targeted to the needs of a specific group of students.

Parson defined guided writing ~~is~~ as the process where teachers develop and guide students' writing through discussion, join text

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[12] Tyner, B, *Beginning Reading Instruction and the Small-group Differentiated Reading Model, In Small-Group Reading Instruction,* (Newark DE: International Reading Association, 2004), p.16

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

[14] Fountas & Pinnell, *Guiding readers and writers Grades 3-6 Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann, 2001.

construction and evaluation of their independent writing.[15] Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. In addition, guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing.[16] Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process.

Guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher. It helps them feel certain that they are doing the right thing. They follow instructions and change or complete sentences as they write and they can analyze. Through guided writing, students are supported during the different stages of the writing process. As an activity, it should be carefully targeted towards groups of students according to their current targets or specific needs.

Guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe they will complete a shared writing experience together. Guided writing lessons give teachers the opportunity to bring together students who are struggling with similar skills for a mini-lesson, or a re-teaching session.

a. The Benefits of Guided Writing Technique

Guided writing is an important factor in writing strategies. Guided writing offers greater opportunities for young writers to make

[15] Sharon Parsons, *Bookwise 4 Teacher's Guide*. Cheltenham: Nelso Thornes Ltd, 2001, p. 12.

[16] Jima Dunigan, *Classroom Authoring Guided Writing*. Teachers Created Resources, 2008, p.13.

valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind.[17] Most importantly, with such a writing strategy, the instructor should think about how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding.[18] There are some benefits of guided writing:

1) Offers students opportunities to receive immediate teachers' feedback on their writing efforts.
2) Students understand that one ultimate goal is to take responsibility for their writing and put into practice learned problem-solving strategies
3) Students learn the value of combining their independent writing effort into a group of writing projects.
4) Provides a supportive context for specific instruction on the writing tools, for example at the text, sentence, and word level.
5) Guided writing demonstrates to students how to manage their writing time.[19]

On the other hand, the guided writing technique also has several benefits. Those are:

1) enables the teacher to tailor the teaching to the needs of either individual students or groups.
2) enables the teacher to observe and respond to the needs of individuals within the group.
3) encourages the students to be active participants in discussions about writing.

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

[18] Lori D. Oczkus, *Guided Writing Practical Lesson Powerful Result*. Portsmouth: Heinemann, 2007.

[19] Sharon Parsons, *Bookwise 4 Teacher's Guide*, Cheltenham: Nelso Thornes Ltd, 2001, p.13.

4) allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.
5) guided writing sessions can support students to transfer ideas from plans to writing.[20]

As an activity, it should be carefully targeted towards groups of children according to their current targets or specific needs. Within the teaching sequence, guided writing would normally follow on from shared writing, though not necessarily during the same session

b. The Stages of Guided Writing Technique (GWT)

Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process.

There are several stages of guided writing activity, those are:

1) Procedural skill

The stage focus is to establish writing routines and the appropriate materials that will enable the students to write independently. This stage is important in helping the students to manage their time and writing resources.

2) Strategy skill

This stage includes a strong emphasis on word and sentence level work.

3) Craft skill

This stage includes how to identify the feature of text types, genre, writing models and how to present non-fiction information in a variety of forms. There is a focus on how

[20] Lori D. Oczkuz, *A Guded to Effective Instruction in Writing*, Ontario, 2007, p.53.

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writers and illustrators communicate ideas and stories to readers.[21]

Guided writing is taught to small groups.[22] These groupings should be flexible, based on observation of students' current needs, and might be implemented following a whole-class writing lesson. Guided writing should engage the students in a brief and shared experience. Guided writing should provide brief examples of strategies in order to support the student's immediate use.

Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals of the group, provides the teacher with the opportunity to extend and challenge the groups of students. Guided writing can take place at any stage of the writing process. This should refer back to and build on the previous shared guided writing session. The activities might include:

1) Guided writing by giving the question

   Questions have an important role in guided writing. Question recalling data or facts. Questions also establish the students' background of experience in an area. Another lower order task in this type of writing has guided question and answer format in which the test administrator poses a series of questions that essentially serve as an outline of the emergent written.[23] Whenever students write; they first need to have some ideas to write about. Taking notes is one way to gather ideas.

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[21] Jima Dunigan, *Classroom Authoring Guided Writing*. Teachers Created Resources, 2008, p.13.

[22] Sharan A. Gibson, *Guided Writing*. California: Strategy Guide Series Teaching Writing, 2012.

[23] H. Douglas Brown, *Language Assessment.* United States of America: Pearson Education, Inc, 2004, p.234.

Moreover, several purposes of questions are diagnostic, instructional and motivational.[24] Diagnostic purpose allows the teacher to glimpse into the students to find out not only what they know or do not know but also how they think about the topic. If the students know or ever discussed the topic, it will ease them to write the text. Instructional purpose plays a part in helping students learn new material related to old material. The teacher can engage with the previous material or with the other subject that still relates to the topic. Motivational purpose can engage students actively in the lesson at hand, challenging their thinking and capture students' attention and provide a focus for the lesson. Frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continuous student involvement. So, by giving questions the students can easy to understand the topic, easy to improve their critical thinking and it will ease them to pour their ideas into written form.

2) Guided writing by giving pictures

Pictures are really useful ways to stimulate the students into writing texts. Teachers can use printed pictures that are available or draw pictures based on their needs. Pictures can be in the form of photographs of people, places, animals and things which are in magazines, newspapers or calendars.

The variety of picture cued controlled tasks has been used in English classrooms, the almost ubiquitous writing connecting and offering instead a nonverbal means to stimulate written responses. Picture description refers to represent an idea.[25]

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[24] Hughes, *A Handbook of Classroom English*. Oxford: Oxford University Press, 1994, p.95.

[25] H. Douglas Brown, *Language Assessment.* United States of America: Pearson Education, Inc, 2004, p.26.

Pictures are really useful ways to prompt students' ideas and imagination into written form.[26] It tells how something looks, feels, smells, tastes and sounds. It needs to become a sharp observer and notice many small details so that students can write a good picture. When students write a description of an animal or plant, they tell how it looks like based on the picture. They also can tell every part of what they see in the picture. When they describe a place, they tell what it looks like in the picture. If they describe a scene with people, they might first describe the place and then they might also tell what is happening and what the people are doing.

There are some criteria in using pictures as media:

a) They should be easy to prepare.
b) They should be easy to organize in the classroom.
c) They should be interesting.
d) The activity has to be meaningful and authentic.
e) The activity should give rise to a sufficient amount of language.[27]

Pictures bring challenges for students in learning writing skills. Pictures are used as the means of describing, identifying, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express an opinion, express and debate opinion and dramatize. So, many activities can be created by using pictures. Using this kind of media, the researcher thinks that it can help the students to compose a report text.

c. Writing Learning in English for Senior High School Students

[26] Jeremy Harmer, *How to teach Writing.* Essex: Pearson Education Limited, 2004, p.69.
[27] Andrew Wright, *Pictures for Language Learning.* Cambridge: Cambridge University Press, 1994, p.3.

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There are some techniques in writing learning for senior high school students. One of the techniques is mind mapping. In several schools, the teacher still uses mind mapping techniques to teach writing. Mind mapping is a technique involved in a visual and graphical form of note-taking which allows learners to brainstorm a topic, comprehend and generate ideas as well as build connection at the initial stage.[28] By using the mind mapping technique the students can make the branch and the keyword that will express their ideas of their topic. As a result, the students would develop their ideas in the keywords of their mind mapping into the sentences by the teacher's guidance.

Another technique used for writing learning in English is GWT. Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. There are several steps of guided writing activity, those are:

1) Planning: the students identify, collect the information and organize the ideas based on the topic that is given by the teacher.
2) Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
3) Popping: using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, and around.
4) Polishing: the students polish their writing project, with assistance as needed to compose a final draft.

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[28] Nugroho, *Mind Mapping as A Supporting Strategy to Develop A More Organized Writing Product*. 3rd ELTLT International Conference Proceedings September 2014.

5) Publishing: the students shared their completed work. The students can share their results of writing to their friends in front of the class or stacked it on the wall.[29]

Gibson cited in Usman, B., & Rizki, Z. further elaborates the typical format for a 135-minutes guided writing lesson might include the following four steps:

1) Engagement in a brief, shared experience that is interesting for the students, including both a linguistically and informatively rich activity and accompanying conversations and expansion of the abilities of each student to talk about the content of interest.
2) Discussion of strategic behavior for writing, including a presentation of a think-aloud strategy and of cues for strategic activity along with an active discussion of ways in which students can integrate such strategies into their writing.
3) Time for each student to write individually with immediate guidance from his teacher, who "leans in" to interact with each student about immediate decisions and strategies and uses prompts to guide the thinking of each student to help solve problems whilst writing.
4) A brief sharing activity in which the immediate work is done by the writer is shared with an audience and each writer can experience their newly written text as a whole.

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Additionally, based on the explanation above Gibson cited in Usman and Rizki defines that the guided writing technique as writing in which one cannot make a serious error so long as one follows directions. From this statement, it seems that the guide is used to avoid any serious error being made by a student with the condition being that they should follow directions. Guided writing is the most powerful technique in teaching writing to students.

[29] Jima Dunigan, *Classroom Authoring Guided Writing*. Teachers Created Resources, 2008, p.14.

Within the framework of guided writing, the teacher is continually providing feedback, redirection, and expansion of ideas. Any area of writing can be addressed, but a good plan is to put similar needs together and address them all at once.[30]

2. The competence of Writing Report Text in English Learning Process at Senior High School

   a. The Definition of Writing Report Text

      Writing report text is one of basic competence in English learning should be mastered by a student at senior high school. A report is a text which functions to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.[31] A reported text is a piece of writing which aims to describe something in a general way.[32] This theory implies that report text refers to a kind of text that describes the information by explaining the general information which is used to report the information. Furthermore, it is a kind of text which is written in chronological order and constructed in the present tense. The report text also described the way things are related to history, science, geography, natural resources, man-made and environmental phenomena. It is explained that report text must include important information that is considered to write as a report form. In writing a report text, the writer must describe the subject incorrect information as it is observed.

      Based on the standard competence and basic competence of students in senior high school at tenth grade in the second semester, they are expected to compile oral and written report

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[30] Usman & Rizki, *Ussing the Guided Writing Technique to Teach Writing of Anayctical Exposition Texts*. English Education Jurnal of Educational Research and Information Science, 2006.

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

[32] Ray Barker, *Literacy Connections*, New York: A Catalog Record For This Book Is Available From The British Library, 2000, p.23.

texts, related to technology covered in other lessons at the tenth grade, based on the social functions, structure text, and language features, correctly and appropriate in the context.[33] The social function of report text is to give information about something and the language features of report text are:

1) Introducing a group or general aspect and use a general noun. (e.g. hunting dogs)
2) Using the relational verb to describe features. (e.g. Molecules are tiny particles)
3) Using action verbs when describing behavior. (e.g. Emus cannot fly)
4) Using simple present tense. (e.g. Tropical cyclones always begin over the sea)
5) Using technical terms. (e.g. Isobars are lines drawn on a weather map)[34]

In senior high school, students can learn their writing report text skills through practice. Students will find their best in writing, if they have a lot of time to practice their writing skills such as make a free-writing, questioning, making a list, clustering, and preparing a scratch outline. Writing a report text needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good report text. Writing report text is a process of thinking in which writers figure out their thoughts then put them into written language.[35] During the process of thinking that sometimes needs a long time, the writers are asked to explore

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[33] Muhadjir Effendy, *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018: Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah*, Kementrian Pendidikan dan Kebudayaan, 2017. p.448

[34] Linda Gerot and Wignell Peter. *Making Sense of Functional Grammar*. Alexandria: Antipodean Educational Enterprises. 1994, p.196-197.

[35] H. Douglas Brown, *Teaching by Principle: and Interactive Approach to Language Pedagogy Second Edition.* New York: A Pearson Education Company, 2001, p.336.

their knowledge, experiences, or memories then observe something to find and then determine a topic to write.

b. The Aspect and Quality of Writing

In writing, there are five aspects; they are content, organization, vocabulary, language, and mechanics, which must be ordered by the writer to make good writing. It was needed to give clear information that as the writer means. According to Jacob et al, there are five aspects of writing. Those are:

1) Content

Content refers to the substance of writing, the experiences of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. The content paragraph does the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis.

2) Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts, it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

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3) Vocabulary

It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4) Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining group ideas in words, phrases,

clauses, and sentences to bring out logical relationships in paragraph writing.

5) Mechanic

It refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, word sentences, paragraphs by using knowledge of the structure and some others related to one another.[36]

According to the "Standards for Basic Skills of Writing Programs", to measure the quality of students' writing, we should focus on before and after samplings of complete pieces of writing. This instrument describes briefly, in non-technical language, what is considered to be high, mid, and low quality levels in the following areas, those are:

1) The students' ability to use words accurately and effectively.
2) The ability to use a standard of English.
3) The ability to use appropriate punctuation.
4) The ability to spell correctly.

Based on the explanation above, the teachers can eliminate much of the uncertainty and frustration of measuring the quality of the samples if they will identify limited types of discourse and create exercises that stimulate writing in the appropriate range but not beyond it.[37] By seeing the statements, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. By considering those aspects, students can compose perfect writing and understandable by the reader.

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[36] H. J. Jacobs, et al, *Testing ESL Composition: a practical approach,* Rowley, MA: Newbury House, 1981, p.90.

[37] Hyslop, Nancy B, *Evaluating Students Writing: Methods and Measurement*, ERIC Clearinghouse on Reading and Communication Skills: Bloomington, 2000

A. REVIEW OF RELEVANT STUDIES

Based on several sources related to this research, journals and previous research related to the topic of this research. The following are the comparison of the results of previous research studies.

The first, research entitled *"*Developing Students' Writing Skill on Recount Text through Guided Writing Technique (A pre-experimental study at the eighth-grade students of SMPN 01 Cariu in the Academic Year of 2017/2018)" was written by Ika Adiliani from UIN Sunan Gunung Djati, Bandung in 2018. The research methodology was a quasi-experimental design. In this research, the population was the eighth grade of SMPN 01 Cariu. The sample of this research was VIII F class consisting of 30 students. The researcher used a mind mapping technique in the guided writing process. In collecting the data, the researcher used an instrument such as documentation, pre-test and post-test. Before giving the treatment, the researcher gave a pre-test for the students. Then, after conducting the treatments, the researcher gave a post-test for the students. The researcher analyzed the data using SPSS to compute the independent sample t-test. From the data analysis computed by using SPSS, it was obtained that Sig. = 0.000 and $\alpha = 0.05$. It means Ha is accepted because of Sig. $< \alpha = 0.003 < 0.05$. Therefore, there is a significant difference in students' writing skills before and after taught using guided writing techniques in the eighth grade of SMPN 1 Cariu in the Academic Year of 2017/2018. The dissimilarities between this research and Adiliani's research are the analysis data is different, the dependent variable different, and the grade also different from this research. In Adiliani's thesis, the dependent variable is recount text and the researcher's dependent variable is report text, but we also have similarity in the independent variable as a guided writing technique.

The second is research entitled "The Effectiveness of Guided Writing in Improving the Students' Writing Ability of the Eighth Grade

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Students at SMP Negeri 2 Temon in the Academic Year of 2017/2018" was written by Yosep Dwi Anggara from Yogyakarta State University. The research methodology was a quasi-experimental design. In this research, the population was the eighth grade of SMPN 2 Temon. The sample of this research was two classes, experimental class and control class. The experimental class consisted of 30 students, and the control class consisted of 31 students. In collecting the data, the researcher used an instrument such as documentation, pre-test and post-test. Before giving the treatment, the researcher gave a pre-test for the students. Then, after conducting the treatments, the researcher gave a post-test for the students. The analysis data used a normality test and homogeneity test. The researcher analyzed the data using SPSS. Based on the statistics calculation of Levene-Independent Samples of ANCOVA using IBM SPSS 21 for a computer program, the result of Sig. (2-tailed) showed that the significant value of the group was 0.002. It was less than the significance level of 0.05. So, the null hypothesis was rejected, and the alternative hypothesis was accepted. Therefore, there is a significant difference in writing ability in students who are taught using guided writing. The dissimilarities between this research and Yosep's research are the analysis data is different, the dependent variable different, and the grade also different from this research. In Yosep's thesis, the dependent variable is recount text and the researcher's dependent variable is report text, but we also have a similarity in the independent variable as a guided writing technique.

The third is research entitled "The Effectiveness of Guided Writing for Teaching Writing Recount Text (A Quasi-Experimental Study at the Eighth Grade Students of SMP N 1 Tulis in the Academic Year of 2014/2015) by Dian Ayu Titisari from Semarang State University in 2015. The research methodology was a quasi-experimental design. In this research, the population was the eighth grade of SMPN 1 Tulis. The sample of this research was two classes, experimental class and control

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class. The experimental class consisted of 34 students, and the control class consisted of 32 students. This research was focused to investigate whether guided writing is effective to be used in teaching writing recount text. The researcher analyzed the data using SPSS. The result showed that the t-test was 11.26, whilst the result from the t-table at a level of significance 5% (α=0.05) was 2.0211. So, the t-test was higher than the t-table (11.26>2.0211). In conclusion, the results from this study showed that there was a significant improvement in skills for writing recount texts from the experimental group students taught using the GWT whilst the control group taught by a standard teaching technique for writing did not show such improvement. The dissimilarities between this research and Dian's research are the analysis data is different, the dependent variable different, and the grade also different from this research. In Dian's thesis, the dependent variable is recount text and the researcher's dependent variable is report text, but we also have a similarity in the independent variable as a guided writing technique.

B. HYPOTHESIS

The research hypothesis that was used in this research was concerned with the effectiveness of the Guided Writing Technique (GWT) toward students' writing ability in the report text. There are two kinds of hypothesis, those are:

1. Null Hypothesis (H_0)

   H_0: $\mu 1 = \mu 2$ (there is no significant effect of using the Guided Writing Technique (GWT) toward students' writing skills in report text).

2. Alternative Hypothesis (H_a)

   H_a: $\mu 1 \neq \mu 2$ (there is a significant effect of using the Guided Writing Technique (GWT) toward students' writing skills in report text).

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CHAPTER III
RESEARCH METHOD

A. Type of the Research

The type of research in this study was experimental research. The approach of experimental research is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables.[38] Experimental research in which there is the manipulation of (at least) one independent variable to determine based on random assignment.[39] The researcher attract to the effect of environmental change, referred to as "treatment", demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable. This standardization ensured high internal validity (experimental control) in comparing the experimental group to the control group on the dependent or "outcome" variable.

In this study, there are two groups or classes which have been chosen based on the procedure of experimental research design. The treatment was conducted only in the experimental group while no treatment was conducted in the control group. Before giving the treatment to a group of experimental, the researcher did a pre-test to know the baseline of knowledge in two different groups without any treatment. In the next step, both groups have given a post-test to know the effectiveness of the independent variable GWT (*Guided Writing Technique*) through the dependent variable (writing report text). Based on the explanation above, the researcher chose a quasi-experiment to analyze the effectiveness of the treatment towards the independent variable in the experimental group.

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[38] C. R. Kothari, *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publisher, 2004, p.5.

[39] A. Mackey and Gass, *Second Language Research: Methodology and Design*, London: Lawrence Erlbaum Associates Publishers, 2005, p.356.

B. Time and Location of the Research

The researcher conducted the experimental research at 10th grade of SMA N 1 Kejobong where located in Gumiwang street at Kejobong, Purbalingga, Central Java. The research was held on January, 15th to February, 15th 2020 in the academic year of 2019/2020.

C. Population and Samples of the Research

1. Population

   The population is "the collection of all individuals, families, groups, or organizations, communities and events that will participate in the study". The characteristic of the population is called parameter therefore, the population commonly calls as an object of the research.[40] Therefore, the population is not only the subject (person) or object, especially the characteristics of subject or object included in the population. The population of this research is the tenth-grade students of SMA N 1 Kejobong in the academic year 2019/2020. There are six classes of 10th grade level, those are X MIPA 1, X MIPA 2, X MIPA 3, X IPS 1, X IPS 2, and X IPS 3, accordingly, the population in this research is 213 students in the tenth grade of SMA N 1 Kejobong.

2. Sample

   The sample is "a smaller set of cases a researcher selects from the larger pool and generalizes to the population".[41] Sampling is the way or technique of taking a sample from the population. The researcher was unable to do sampling the students based on a simple random sampling technique due to a permission problem from the principal. In this case, the researcher was allowed to do research only in two classes, i.e. they are a class of X MIPA 1 and X MIPA 2.

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[40] A. Neolaka, *Metode Penelitian dan Statistik,* Bandung: PT Remaja Rosdakarya, 2014, p 41.

[41] William Neuman, *Social Research Method: Qualitative and Quantitative Approach*, USA: Allyn and Bacon, 2006, p.518.

Hence, the researcher chose a purposive sampling technique. The researcher chose the sample by using students from the class of X MIPA 1 as the experimental class, and students of X MIPA 2 as the control class. The researcher was chosen X MIPA 1 and X MIPA 2 based on the recommendation of the teacher.

Table 3. 1 Sample of the Research

Group	Class	Number of the students
Experimental	X MIPA 1	36
Control	X MIPA 2	36

D. Variables of the Research

One of the important things in conducting the research is variable. Variable refers to the characteristic or attribute of an individual or organization which can be measured or observed.[42] Based on the explanation above, in this research two variables are GWT (*Guided Writing Technique*) and writing report text. GWT (*Guided Writing Technique*) is an independent variable and writing report text as a dependent variable. In addition, this research includes experimental research so the researcher needs control variables such as students' English proficiency, learning style, students' language acquisition and so on.

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E. Indicators of the Research

According to the variables of the research, the researcher broke down into several indicators would be explained as follow:

1. GWT (*Guided Writing Technique*)

   Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an

[42] J. W. Cresweel, *Research Design: Qualitative, Quantitative, and Mix Method Approaches (Ed)*, California: Sage Publication, 2010, p.76.

additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. The indicator of the GWT method in English learning observed by the researcher as follows:

a. Planning: the students identify, collect the information and organize the ideas based on the topic that is given by the teacher.
b. Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
c. Popping: using the established rubric, the teacher and individual student conference on paragraphs. Then popping ideas and words in, out, and around.
d. Polishing: the students polish their writing project, with assistance as needed to compose a final draft.
e. Publishing: the students shared their completed work. The students can share their results of writing to their friends in front of the class or stacked it on the wall.[43]

2. Writing Report Text

The student's skill in writing report text was analyzed based on five writing competences referred to theory from Jacob as follows[44]:

a. Content

From the content the teacher could see the students' ability to think creatively and to develop thought including all of the relevant to assigned topics. The topics that were given to the students were considered familiar to the students. However, in this research some students felt difficult to develop their ideas well. It might be because they did not understand how to develop the ideas. The first problem is dealing with developing ideas. They already prepared their ideas in their mind, but in their

[43] Jima Dunigan, *Classroom Authoring Guided Writing*. Teachers Created Resources, 2008, p.14.

[44] H. J. Jacobs, et al, *Testing ESL Composition: a practical approach*, Rowley, MA: Newbury House, 1981, p.90.

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written form there were only a small number of ideas presented. They were able to compose a good topic sentence.[45]

b. Organization

From the organization the teacher could see the students' ability to write correctly and appropriately for a particular purpose with a particular audience in mind, together with the ability to select or organize and other relevant information. Many of the students failed to organize the text well. It was related to the use of coherence in writing. Some learners were able to say what they wanted to write but have difficulties in putting it into written form.[46] They must compose the writing by applying the correct coherences, so the students could bring the real situation to the writing works. The students confessed that these occurred because they did not write the outline before writing the text and did not make a list of ideas first. They directly wrote the ideas coming to their mind. So, it made their text did not organize well and many repetitions of ideas presented.

c. Vocabulary

From the vocabulary the teacher could see the students' ability to write the word effectively and to appropriate register.

There are two kinds of vocabulary, those are:

1) Productive (active) vocabulary is words that they can produce themselves.
2) Receptive vocabulary (passive) is words that they understand but may never produce.[47]

We can distinguish four kinds of vocabulary in the text, those are:

1) High-Frequency Words

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[45] S. C Weigle, *Assessing Writing*. United Kingdom: Cambridge University Press, 2002.
[46] Nation, *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009, p.119.
[47] J. Hadfield and Charles H, *Introduction to Teaching English*, New York: Oxford University Press, 2008, p.45.

A high-frequency word is a vocabulary that mostly appears in the text. There is a small group of high frequency which is very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of the language.

2) Academic Words

The text is from an academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

3) Technical Words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them, we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

4) Low-Frequency Words

This group is included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost include the high-frequency list and words that we rarely use in the language.[48]

d. Grammar

From the grammar the teacher could see the students' ability to write correctly and used the appropriate sentence. Grammar is a description of the language system; it shows us how

[48] Nation, *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009, p.11.

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we order the words in sentences, how we combined them and how we change the form of words to change their meaning.[49] This element consists of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre.

e. Mechanical skill

From the mechanical skill the teacher could see the students' ability to use correctly those conventions peculiar to written languages such as punctuation, neatness and spelling.[50] Punctuation is the marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning. Neatness is the state of being neat in writing, so the reader could easily read the text and understand the meaning. Spelling is the process or activity of writing or naming the letters of a word.

Furthermore, the researcher measure the student's skill in writing based on scoring criteria refers to the reference of H.D Brown and presented in table 3.2.[51]

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[49] J. Hadfield and Charles H, *Introduction to Teaching English*. New York: Oxford University Press, 2008, p.18.

[50] H. J. Jacobs, et al, *Testing ESL Composition: a practical approach*, Rowley, MA: Newbury House, 1981, p.139-140.

[51] H. Douglas Brown, *Language Assessment.* United States of America: Pearson Education, Inc, 2004.

Table 3. 2 Criteria for Scoring in Writing Assessment

Aspect	Performance Description	Score
Content (30%) -Topic -Details	The topic is complete and clear, and the details are relating to the topic.	4
	The topic is complete and clear, but the details are almost relating to the topic.	3
	The topic is complete and clear, but the details are not relating to the topic.	2
	The topic is not complete, not clear, and the details are not relating to the topic.	1
Organization (20%) -Identification -Description	Identifications are complete and descriptions are arranged with proper connectives.	4
	Identifications are almost complete and descriptions are arranged with almost proper connectives.	3
	Identifications are not complete and descriptions are arranged with few misuse connectives.	2
	Identifications are not complete and descriptions are arranged with misuse connectives.	1
Grammar (20%) -Simple present tense -Agreement	Very few grammatical or agreement inaccuracies.	4
	Few grammatical or agreement inaccuracies but not affected on meaning.	3
	Numerous grammatical or agreement inaccuracies.	2
	Frequent grammatical or agreement inaccuracies.	1
Vocabulary (15%)	Effective choice of words and forms.	4
	Few misuses of vocabularies, word forms, but not change the meaning.	3
	Limited range of confusing words and word forms.	2
	Very poor knowledge of words, word forms, and not understandable.	1
Mechanics (15%) -Spelling -Punctuation -Capitalization	It uses correct spelling, punctuation, and capitalization.	4
	It has occasional errors in spelling, punctuation, and capitalization.	3
	It has frequent errors in spelling, punctuation, and capitalization.	2
	It is dominated by errors of spelling, punctuation, and capitalization.	1

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F. Techniques of Data Collections

In collecting data, the researcher will use several techniques as follow:

1. Observation

   Observation is the way to gain the data which sees the situation and phenomenon that occur in the research.[52] In this research, the researcher will observe the students' behavior both in experimental and control groups in teaching and learning English process during conducting the experimental research.

2. Documentation

   The researcher will collect the data using documentation which are gained by the students' achievement in English subject and the answers sheets of pretest and posttest.

3. Test Instruments

   The researcher used two Test instruments to analyze the effectiveness of treatment in experimental research including:

   a. Pre-test

      Pre-test data was obtained by using a test before the researcher giving the treatment. The pre-test was used to know the baseline of student's skills in writing report text both in the experimental class and control class to the treatment. In the pre-test the students were instructed to write a simple report text about the Papaya Tree consist of three paragraphs, each paragraph consists of five sentences, and the time allocation is 70 minutes. For the experimental class (X MIPA 1), the researcher conducted a pre-test on Monday, January 6th 2020 from 12.30 pm until 02.45 pm. Then for the control class (X MIPA 2), the researcher conducted the pre-test on Wednesday, January 8th 2020 from 12.30 pm until 02.45 pm.

   b. Post-test

[52] Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta: Graha Ilmu, 2006, p.239.

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A post-test was conducted to measure the student's skill in writing report text both in experimental and control class after the treatment.[53] The researcher has applied the treatment to the experimental class on Monday, January 13th 2020 and Monday, January 20th, 2020 from 12.30 pm until 02.45 pm. Then, the researcher applied the treatment to the control class on Wednesday, January 15th 2020 and on Wednesday, January 22th 2020 from 12.30 pm until 02.45 pm. On the post-test, the students should write a simple report text about Cat consists of three paragraphs, each paragraph consists of five sentences, and the time allocation is 70 minutes. The post-test helped the researcher to know whether the goal has been reached or yet. For the experimental class (X MIPA 1), the researcher has given a post-test on Monday, January 27th 2020 from 12.30 pm until 02.45 pm. Then for the control class (X MIPA 2), the researcher has given the pre-test on Wednesday, January 29th 2020 from 12.30 pm until 02.45 pm.

G. Techniques of Data Analysis

The researcher analyzed the data of pre-test and post-test know the effectiveness of the GWT *(Guided Writing Technique)* in the writing report text. The effectiveness of GWT treatment was using a normalized gain (N-gain) score. N-gain is a test that can provide a general idea of an increase in scores of learning outcomes before and after the implementation of a method or technique.[54] By using N-gain we can find out the differences in students' ability score, both in terms of increases and decreases. Moreover, n-gain is appropriate to apply in this research to determine the presence or absence of development. The purpose of

[53] Lestari and Yudhanegara, *Penelitian Pendidikan Matematika.*Bandung: PT Refika Aditama, 2017, p.233.

[54] Lestari and Yudhanegara, *Penelitian Pendidikan Matematika.* Bandung: PT Refika Aditama, 2017, p.234.

analyzing data using n-gain was to establish the effectiveness of the GWT *(Guided Writing Technique)* in writing report text based on the pre-test and post-test scores. The formula would be written below:

$$Normalized\ gain\ (g) = \frac{Posttest\ score - Pretest\ score}{Maximum\ score - Pretest\ score}$$ [55]

N-gain calculation results can be categorized into 3, those are:

Table 3. 3 Criteria Index of Normalized gain Score

Score N-gain	Criterion
g > 0,7	High
0,3 ≥ g ≤ 0,7	Medium
g ≤ 0,3	Low

Based on the table above, we can conclude:

If the score of n-gain more than 0.7, it means the effectiveness level is high.

If the score of n-gain more than 0.3 and less than 0.7, it means the effectiveness level is medium.

If the score of n-gain less than 0.3, it means the effectiveness level is low.[56]

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[55] David E Meltzer. *The relationship between mathematics preparation and conceptual learning gains in Physics*. American Journal of Physic Vol 70 no 12, 2002, p.1260.

[56] Nani & Kusumah, *The Effectiveness of ICT Assisted Project Based Learning in Enhancing Students' Statistical Communication Ability.* Depok: International Journal of Education and Research, 2015, p.191.

CHAPTER IV
RESULTS AND DISCUSSION

This chapter discusses the Effectiveness of GWT (*Guided Writing Technique*) in Writing Report Text based on the data obtained from the experimental research. The effectiveness of GWT to increase the students' writing skill was obtained from the experiment involving experimental class and control class. Data presentation and data analysis in this chapter are divided into several sections to support details and comprehensive descriptions.

A. General Description of the Research Site

SMAN 1 Kejobong is located at Gumiwang street, Kejobong, Purbalingga regency, Central Java, Telephone (0281) 7617859. It is one of the high schools in Purbalingga regency with "A" accreditation. Nowadays the school has been led by Mr. Bambang Yuniarto, S. Pd., M.M. SMAN 1 Kejobong has several facilities and infrastructures. It was used to support learning activities in the school. There are classrooms, a library room, a sports center, a science laboratory, a language laboratory, a computer laboratory and so on.

In this school, there are 38 teachers which are divided into two categories; permanent teachers and not permanent teachers. The English teacher for a tenth grade is Mr. Adi Tri Widiyanto, S.Pd. The numbers of students at SMAN 1 Kejobong in the academic year 2019/2020 are 617 students. The tenth grade consists of 213 students which are divided into six classes; three classes of science and three classes of social science. The eleventh grade consists of 216 students which are divided into six classes; three classes of science and three classes of social science. The twelfth grade consists of 188 students which are divided into six classes; three classes of science and three classes of social science. From the population, the researcher was taken the tenth-grade and the class of X MIPA 1 and X MIPA 2 were chosen as the sample which consists of 72 students.

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B. Description of English Learning Program for Students

Based on Permendikbud No. 37 2018, the English learning process at Senior high school was set to reach the skill of English, including listening, speaking, reading and writing. In addition, there are four levels of competencies in the 2013 curriculum that should be mastered by the students. The competencies are spiritual attitude, social attitude, knowledge, and skill. The competencies expect students to perform all of the skills in English, with the aim that students communicate well in oral and written communication. The English learning process in Senior High School was held three times a week. For the students in tenth grade who study in the second semester, the basic competences of English learning were emphasized as follows:[57]

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[79] Permendikbud, *Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah*. Jakarta: Kemdikbud, 2018. p.447-448

Tabel 4. 1 Basic Competency in English Learning Process for Students at Tenth Grade in the Second Semester

Competence	Basic Competencies
Listening	4.10 Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to high school teenager life.
Speaking	3.6 Applying social functions, structure text, and language features of oral and written transactional interaction texts that involve the act of giving and asking for information related to the adequacy of being able or unable to do or become something, in accordance with the context of its use.
	3.7 Distinguish social functions, structure text, and language features of some special text in the form of advertisements by giving and requesting information related to activities (events), according to the context of its use.
	3.9 Interpreting the social function, structure text and, language features of special texts in the form of proverb and riddle, by giving and requesting information related to adolescent life in the context of its use.
	3.10 Interpreting social functions and language features of song lyrics related to the life of high school adolescents.
Reading	4.7.1 Capturing contextual meaning related to social functions, structure text, and language features specifically in the form of advertising activities (events).
	4.8.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written report texts, related to technology covered in other subjects in the tenth grade.
	4.9 Capturing contextual meaning related to social functions, structure text, and language features specifically proverb and riddle texts related to adolescent life.
Writing	4.6 Making oral and written transactional interaction texts that involve the act of giving and asking for information related to the adequacy of being able/unable to do/making something, by paying attention to social functions, text structure, and not correct language and in context.
	4.7.2 Compiling oral and written special texts in the form of advertising activities (events), based on the social functions, structure text, and language features, correctly and appropriate in the context
	4.8.2 Compiling oral and written report texts, related to technology covered in other lessons at the tenth grade, based on the social functions, structure text, and language features, correctly and appropriate in the context

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The government through the ministry of education has set the standards for English Learning in senior high schools must emphasize activity-based learning, the assessment places more emphasis on process assessment, namely the values of attitudes, knowledge, and skills. Based on the observation in the classroom, the English learning process was conducted by using genre based approach, problem based learning, and discussion. The implementation of that learning approach was used to maximize the student's skills in English. In addition, the school also conducted an auxiliary English learning program for increasing the student's basic skills in English. The school has been conducting an English extracurricular (English club) for the students. Besides increasing the students' basic skills in English, it also helps the students to achieve the competencies in the 2013 curriculum. This extracurricular is held once in a week on Friday after the end of class. In this extracurricular they learned the four aspects of English and practice it with their friends based on the schedule for the week.

The preliminary research indicated that writing was the most difficult competence of English for the students in SMA N 1 Kejobong. It was caused by several factors such as:

1. The 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. It also because they learned English at the last hour.
2. The method used by the teacher difficult to understand by students, so the students got difficulties using the correct and appropriate grammar in writing.
3. The students rarely practice communicating with English in the English learning process, so their vocabulary did not vary. It made the students got difficulties constructing their idea into a cohesive and coherent paragraph.
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,

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while students did not active to interact and share each other. It made the students created new activities outside the English learning process.

C. Writing skill at the Tenth Grade Students of Senior High School

The basic competence especially at tenth grade, in the second semester was presented in Table 4.1. There are several kinds of text that must be mastered by the students. One of the texts that must be mastered is report text. Based on table 4.1 in the basic competence 4.8.2 students are expected to compile oral and written report texts, related to technology covered in other lessons at the tenth grade, based on the social functions, structure text, and language features, correctly and appropriate in the context.

Through the learning of writing text, the students are able to identify the social function, structure text, and language features correctly. In practical, the teacher used the topic of flora and fauna as the trivial topic to exercise is the social function, structure text, and language features of report text correctly and in context.

The researcher conducted an interview with the teacher to obtain the data on the learning process and students' assessment in writing of report text. Based on the interview, the learning process of writing of report text was conducted through genre based approach and used mind mapping technique. By using the genre based approach the students must be precise in determining the genre or the type of text to be chosen so that the students understand what they are going to write. There are four steps of genre based approach such as building knowledge, modeling, joint construction, and independent construction. For the first step was building knowledge, this stage was the initial steps taken by the teacher and students to direct their thoughts into the subject matter that will be discussed in each lesson. The second step was modeling; this stage contained the discussion of the text that was given by the teacher as the learning model. The discussion was directed at all aspects of language that made up the text as a whole. The third step was joint construction, in this stage the students were practiced by using everything they

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have understood in the previous stage. The last step was independent construction, in this stage the students were given the opportunities to write independently, with minimal teacher guidance, only if needed.

The implementation of genre based approach in writing report text indicated some of the weakness, such as:

1. In the learning process most of the students did not active in the building knowledge step, they were confused and shy to convey their ideas.
2. The teacher did not provide supportive media for the students in the modeling step that could ease the students in writing report text. So, it could not make the students enjoy the learning process.
3. In this case, the researcher found the problem faced by the teacher when the process of joint construction in a group. When the teacher asked the students to join their group, the teacher could not monitor all groups. So, most of them created new activities outside the learning process.
4. In the independent construction step, some of the students felt confused and still not ready when they were required to wrote independently, they were confused to put their ideas into a piece of writing. Moreover, writing in foreign languages.

These facts were also supported by the pre-test conducted by the researcher. In general the average scores of writing in the control group and experiment groups were only 5.1 and 5.0 respectively. Those scores are still very low and under the minimum passing grade for writing. In general, the score of the pretest indicated that most of the students did not understand the generic structure of the report text and the aspect of writing. They are still confused to divide where the general classification and the description. For the aspects of writing, most of the students got a medium score on content; it showed that most of them understood the topic. Meanwhile, the students got a low score on organization, grammar, vocabulary and mechanical skill. Based on these facts quasi experiment method based on guided writing text was conducted to increase student's skill in writing competence.

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D. The Improvement of Students' Writing Skill in Writing Report Text through Guided Writing Technique

This research was designed for improving student's writing skills in writing report text. For this purpose the researcher implemented the GWT (*Guided Writing Technique*). Guided writing helps the students to improve their skills in the writing process through modeling, support, and practice. Guided writing allows the researcher to work closely with a small group of students based on a common need. Before doing the treatment the researcher conducted a pretest to analyze the ability of students' writing skills and without treatment using GWT (*Guided Writing Technique*) in the writing report text. Implementation of learning using GWT was conducted through two meetings based on these procedures as follows:

1. Learning procedure of GWT (*Guided Writing Technique*) in the first meeting

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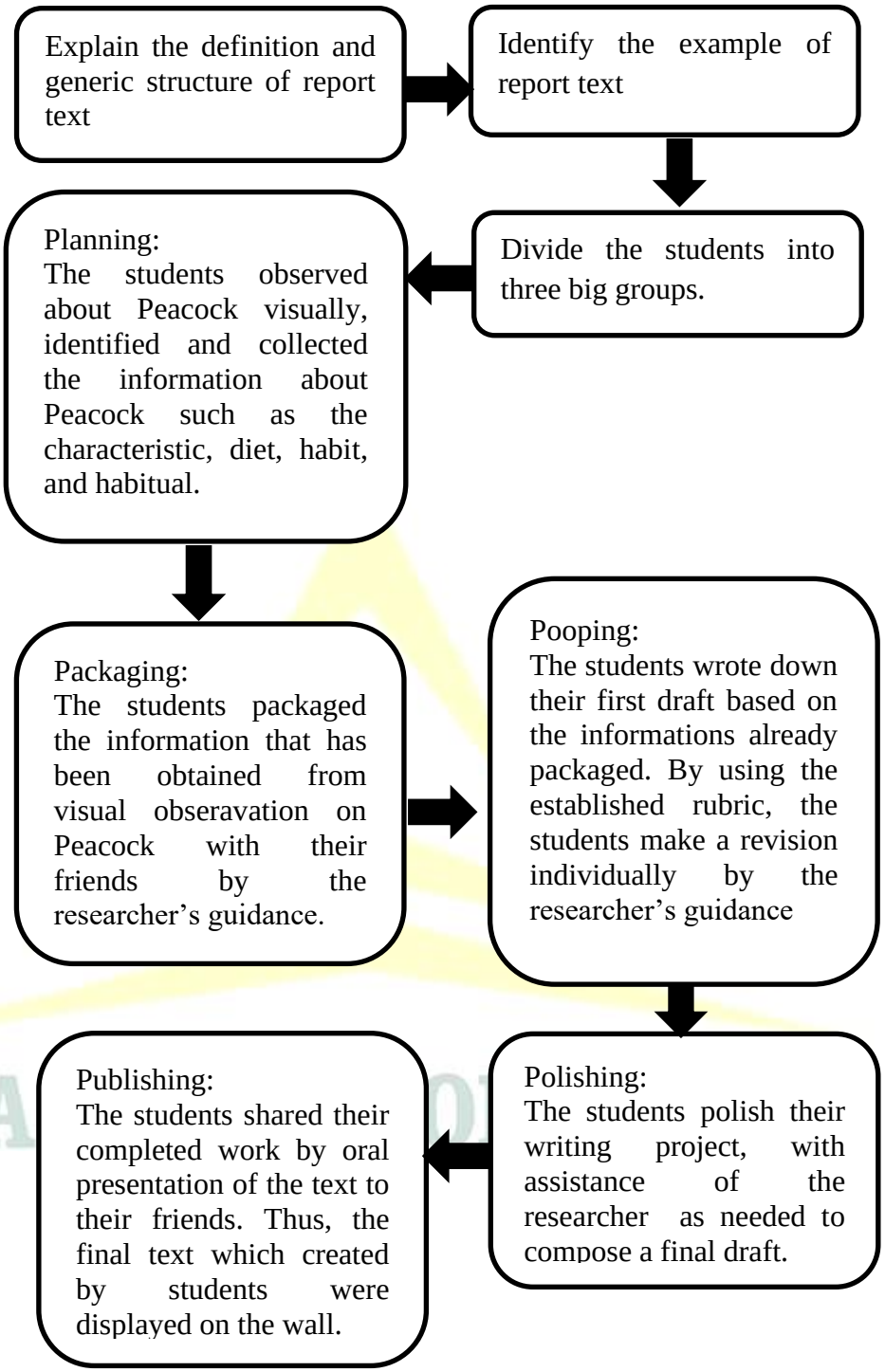

Figure 4.1 Learning Procedures in the First Meeting of Experimental Class

The researcher implemented GWT (*Guided Writing Technique*) on Monday, January 13th 2020 from 12.30 pm until 02.45 pm. GWT method was started with an explanation of report text material obtained from textbooks and the internet. In the explanation, the researcher explained the definition of report text, the social function, the generic structure, and the language features of report text. The researcher also provided the example of a report text entitled "Koi Fish". Then, the researcher asked the students to identify the language features in the report text of "Koi Fish". The students identified the general nouns, relative verbs, action verbs, simple present tense, technical terms, and the rubric of writing assessment such as content, organization, syntax, vocabulary and mechanical of this text. After the materials were understood by the students clearly the researcher divided the students into three big groups in which each group consisted of twelve students. After that the researcher gave a picture of a "Peacock" and asked the students to observe it. Then, the students were asked to do some activities as follows:

a. Planning

   In the preparation step, the students observed Peacock visually, identified and collected the information about Peacock such as the characteristic, diet, habit, and habitual. Then, the students organized the ideas with their friends to plan how the formation of their report text was.

b. Packaging

   In the theory, the packaging is the second step in GWT where the students captured the idea and information based on visual observation of Peacock in their mind. Then, the students tried to package the information and idea into the sentences from visual observation on Peacock with their friends by the researcher's guidance.

c. Popping

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Popping is the crucial step in which the students transfer the idea, and collected information about Peacock from their mind to the written text. To obtain the text, the students were asked to write down their first draft based on the information already packaged. By using the established rubric, the students make a revision of the draft of sentences individually by the researcher's guidance.

d. Polishing

The draft of sentences created by students has many mistakes. So, the next step of GWT was polishing the students' writing draft with the assistance of the researcher as needed to compose their final text.

e. Publishing

Publishing is an important step to encourage students' skills for communication. In this step, the students shared their final draft about Peacock by an oral presentation of the text to their friends. Thus, the final text created by the students was displayed on the wall.

2. Learning procedure of GWT (*Guided Writing Technique*) in the second meeting

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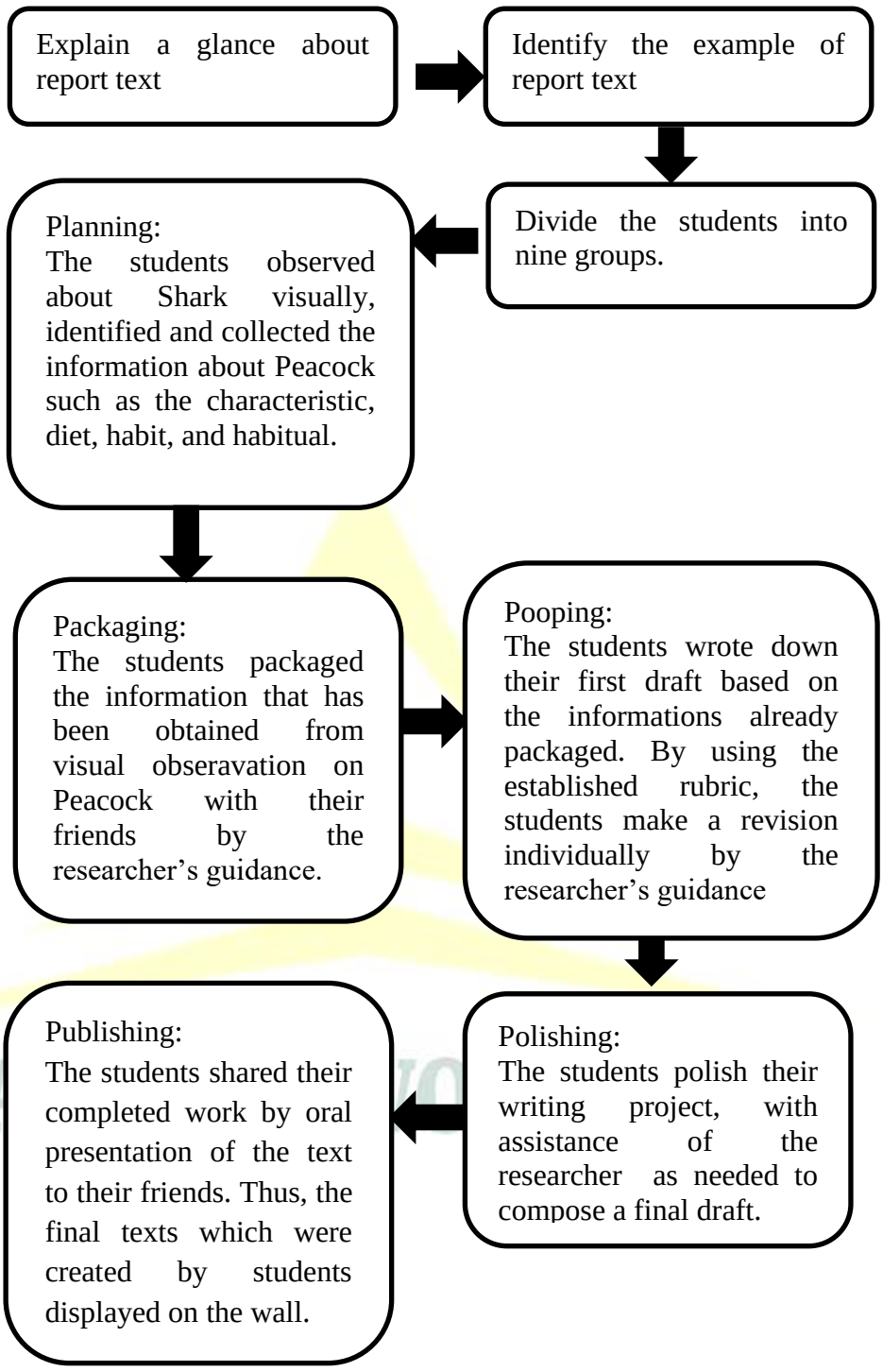

Figure 4.2 Learning Procedures in the Second Meeting of Experimental Class

The second meeting started on Monday, January 20th 2020 from 12.30 pm until 02.45 pm. GWT (*Guided Writing Technique*) was started with an explanation of report text material obtained from textbooks and the internet. In the explanation, the researcher explained a glance at the report text. The researcher also provided the example of a report text entitled "Owl". Then, the researcher asked the students to identify the language features in the report text of "Owl". The students identified the general nouns, relative verbs, action verbs, simple present tense, technical terms, and the rubric of writing assessment such as content, organization, syntax, vocabulary and mechanical of this text. After the materials were understood by the students clearly the researcher divided the students into three big groups in which each group consisted of four students. After that the researcher gave a picture of a "Shark" and asked the students to observe it. Then, the students were asked to do some activities as follows:

a. Planning

   In the preparation step the students observed Shark, identified and collected the information about Shark such as the characteristic, diet, habit, and habitual. Then, the students organized the ideas with their friends to plan how the formation of their report text was.

b. Packaging

   In the packaging step, the student captured the idea and information based on visual observation of Shark in their mind. Then, the students tried to package the information and idea into the sentences from visual observation on Shark with their friends by the researcher's guidance.

c. Popping

   The student transfers the idea, thinking, or information about owl from the mind to the written text. To obtain the text, the students

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were asked to write down their first draft based on the information already packaged. By using the established rubric, the students make a revision of the draft of sentences individually by the researcher's guidance.

d. Polishing

In the polishing step, the students were asked to polish their writing draft, with the assistance of the researcher as needed to compose a final draft.

e. Publishing

In the publishing step, the students shared their final draft about Shark by an oral presentation of the text to their friends. Thus, the final texts that created by students were displayed on the wall.

3. Learning procedures without using GWT (*Guided Writing Technique*) treatment

Due to conducting experimental research, the researcher also makes a learning technique of writing text without using GWT (*Guided Writing Technique*). This procedure was conducted to make a comparison of the outcome of learning techniques for writing by means of GWT (*Guided Writing Technique*) and mind mapping technique. Mind mapping technique was a conventional method that the teacher used in this school. The duration and session of learning of writing text by using the mind mapping technique were similar to the learning method with GWT (*Guided Writing Technique*).

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a. Learning procedure of mind mapping technique in the first meeting

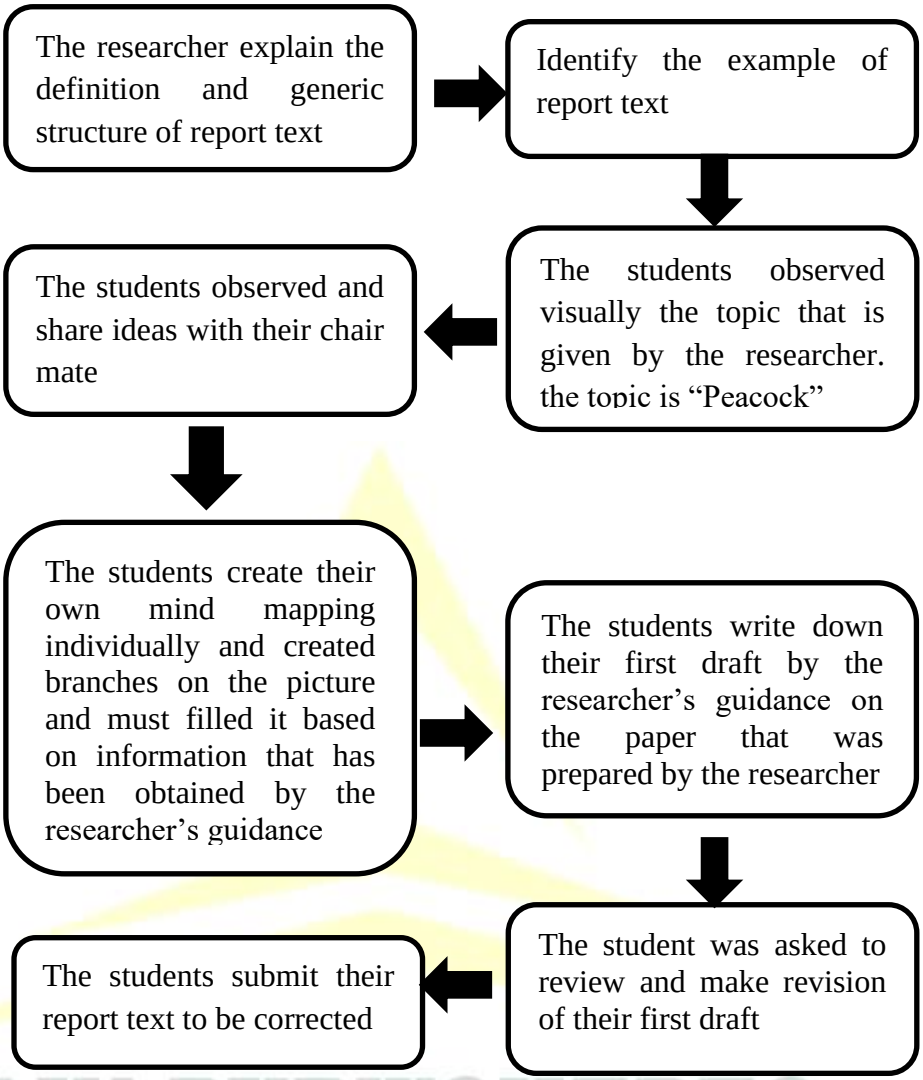

Figure 4.3 Learning Procedures in the First Meeting of Control Class

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The first meeting was conducted on Wednesday, January 15th 2020 from 12.30 pm until 02.45 pm. The procedure of writing without GWT conducted as follows:

1) The researcher started the technique by explaining a glance about the report text. The researcher also provided the example of a report text entitled “Koi Fish”.
2) The students were asked to identify the general nouns, relative verbs, action verbs, simple present tense, technical terms, and the rubric of writing assessment such as content, organization, syntax, vocabulary and mechanical of this text.
3) The researcher explained how to write a simple report text by using the mind mapping technique. Mind mapping is such a technique in writing that used a diagram with a hierarchical structure that is used for visually organizing, presenting information, and thoughts or ideas.
4) The researcher gave a picture of a “Peacock” and asked the students to observe visually and found out the interesting information about Peacock. The students shared their ideas about the interested information of Peacock with their chair mate.
5) The students were guided to do mind mapping and create a draft of several sentences based on their mapping of information of ideas based on their visual observation of Peacock. The drafts of the sentences then wrote on the paper that was prepared by the researcher. Then the student was asked to review and make a revision of their first draft. After making the revision, the students submit their report text to be corrected by the researcher.

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b. Learning procedure of mind mapping technique in the second meeting

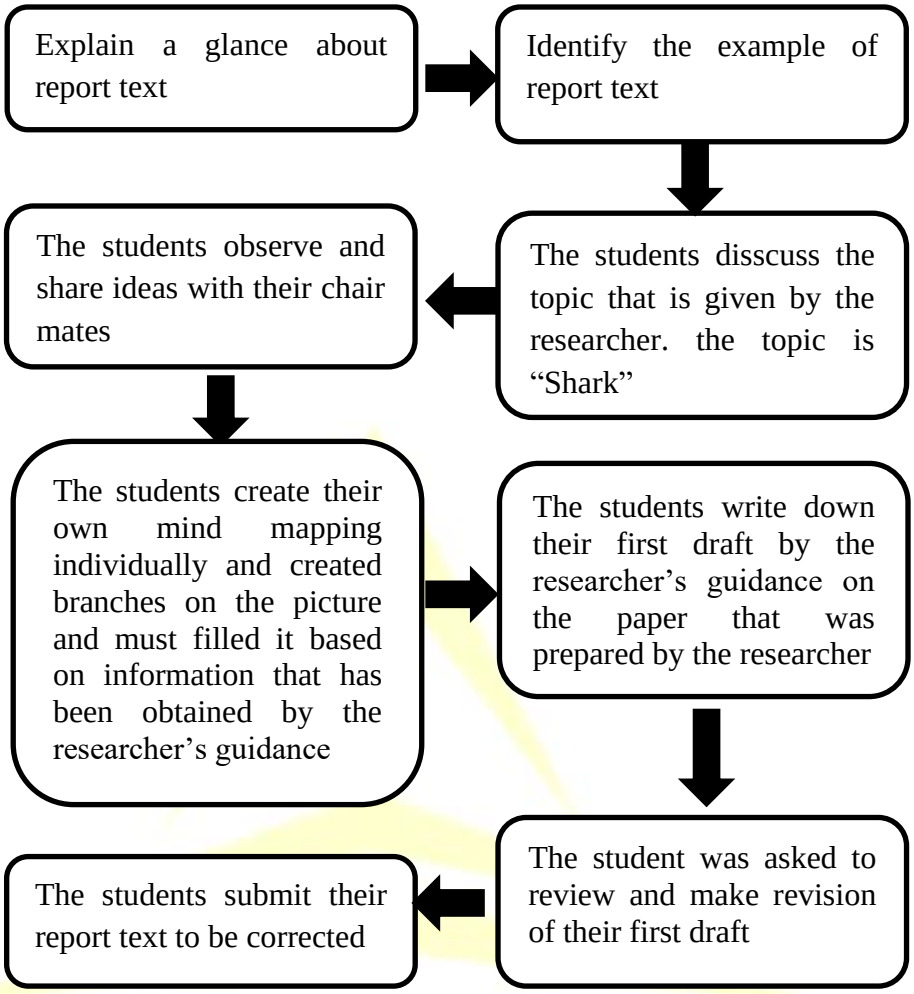

Figure 4.4 Learning Procedures in the Second Meeting of Control Class

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The second meeting was conducted on Wednesday, January 22th 2020 from 12.30 pm until 02.45 pm. The procedure of writing without GWT conducted as follows:

1) The researcher started the technique by explaining the definition of the materials of report text, the social function, the generic structure, and the language features of report text. The researcher also provided the example of a report text entitled "Owl".
2) The students were asked to identify the general nouns, relative verbs, action verbs, simple present tense, technical terms, and the rubric of writing assessment such as content, organization, syntax, vocabulary and mechanical of the example text.
3) Then the researcher gave a picture of "Shark" and asked the students to observe visually and found out the interested information of Shark. The students shared their ideas about the interested information of Shark with their chair mate.
4) The students were guided to do mind mapping. The researcher guided the students to make mind mapping as a guide to create several sentences based on visual observation of Shark before wrote down their first draft.
5) The drafts of the sentences then were written on the paper that was prepared by the researcher. Then the student was asked to review and make a revision of their first draft. After making the revision, the students submit their report text to be corrected by the researcher.

4. Evaluation technique for assessment of GWT and non-GWT for student's skill in writing

   Experimental research aims to examine the effectiveness of treatment for the tests. In this case we employed the treatment of guided writing technique for a group sample of experimental respondents and compared the result to another group of control respondents. For the sample group of

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the control class, the researcher did not employ the guided writing technique. Consequently learning of writing was conducted based on mind mapping technique. To compare the effectiveness of GWT, the researcher did written test twice, i.e. pre-test and post-test the respondents both in the experimental group and control group. A pre-test is a test conducted by the researcher before the treatment to find out the difficulties of students' writing skills in the report text. It was conducted on Monday, January 6th 2020 and Wednesday, January 8th 2020at 12.30 pm until 02.45 pm. The design of the pre-test was conducted as follows:

a. First, students were asked to observe the picture that was asked by the teacher.
b. Second, the students were asked to write the information that was collected based on the picture.
c. Last, the students were asked to write their report text with the topic decided by the teacher. The topic decided was writing a report text about "Papaya Tree". The students tried to write report text consisted of three paragraphs, each paragraph consisted of five sentences, and the time allocation was 70 minutes.
d. The researcher evaluated the students' work and gave the score.

Posttest was conducted to measure students' writing skills after receiving treatment for several meetings and held on Monday, January 27th 2020 and Wednesday, January 29th 2020 from 12.30 pm until 02.45 pm. The procedures of the post-test were conducted similarly to the pre-test.

E. Data Description

1. Students' Achievement in Experimental Group

There were 36 students in the pre-test and post-test of the experimental class. To analyze the student's skill in writing, we use some indicators of writing that refer to the theory from H.D Brown including content, organization, grammar, vocabulary, and mechanical skill. The students' writing skill for experiment group is presented in Table 4.2.

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Tabel 4. 2 Students' Pretest Score of Experimental Class Based on Indicators of Writing Assessment

NO	STUDENT NUMBER	INDICATORS OF WRITING ASSESSMENT					Total Score	Total Score (Scale 0-10)
		A	B	C	D	E		
1	SN01	9	4	4	3	3	23	5.75
2	SN02	6	4	2	3	1.5	16.5	4.12
3	SN03	9	4	4	3	3	23	5.75
4	SN04	6	4	4	3	3	20	5.00
5	SN05	6	4	2	3	1.5	16.5	4.12
6	SN06	9	4	4	3	3	23	5.75
7	SN07	9	6	4	3	3	25	6.25
8	SN08	9	4	2	3	1.5	19.5	4.87
9	SN09	9	4	4	3	3	23	5.75
10	SN10	9	4	4	3	3	23	5.75
11	SN11	6	4	2	3	3	18	4.50
12	SN12	9	4	4	3	1.5	21.5	5.37
13	SN13	6	4	2	3	1.5	16.5	4.12
14	SN14	6	4	4	3	3	20	5.00
15	SN15	6	4	4	3	3	20	5.00
16	SN16	9	4	4	3	3	23	5.75
17	SN17	6	4	2	3	1.5	16.5	4.12
18	SN18	9	4	4	3	3	23	5.75
19	SN19	6	4	2	3	3	18	4.50
20	SN20	6	4	4	1.5	1.5	17	4.25
21	SN21	9	4	2	3	3	21	5.25
22	SN22	6	4	4	3	3	20	5.00
23	SN23	9	4	2	3	3	21	5.25
24	SN24	9	4	2	1.5	3	19.5	4.87
25	SN25	9	4	4	1.5	3	21.5	5.37
26	SN26	6	4	4	1.5	1.5	17	4.25
27	SN27	6	4	2	3	1.5	16.5	4.12
28	SN28	9	4	2	1.5	1.5	18	4.50
29	SN29	9	4	4	1.5	1.5	20	5.00
30	SN30	9	4	4	1.5	1.5	20	5.00
31	SN31	9	4	4	3	1.5	21.5	5.37
32	SN32	9	4	2	4.5	4.5	24	6.00
33	SN33	9	4	4	1.5	1.5	20	5.00
34	SN34	9	4	2	3	1.5	19.5	4.87
35	SN35	6	4	4	3	3	20	5.00
36	SN36	9	4	4	3	3	23	5.75
AVERAGE SCORE		7.83	4.05	3.22	2.70	2.41	20.23	5.05
MAXIMUM SCORE		12	8	8	6	6	40	10

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Remarks:

A: Content

B: Organization

C: Grammar

D: Vocabulary

E: Mechanical

The table above showed that the student's pretest score based on indicators of writing that students achieved are still low. The average score of content is 7.83 and the maximum score is 12, it means that the topic of their text is complete and clear but the details are almost relating to the topic. The average score of the organization is 4.05 and the maximum score is 8, it means that the identifications of their text are not complete and the descriptions are arranged with few misuse connectives. The average score of grammar is 3.22 and the maximum score is 8, it means the frequent grammatical and agreement of their text inaccuracies. The average score of vocabulary is 2.70 and the maximum score is 6, it means their text is very poor knowledge of words, word forms, and not understandable. The average score of mechanical skill is 2.41 and the maximum score is 6, it means their text is determined by error of spelling, punctuation, and capitalization.

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Tabel 4. 3 Students' Posttest Score of Experimental Class Based on Indicators of Writing Assessment

NO	STUDENT NUMBER	INDICATORS OF WRITING ASSESSMENT					Total Score	Total Score (Scale 0-10)
		A	B	C	D	E		
1	SN01	12	6	6	3	3	30	7.50
2	SN02	12	6	4	3	3	28	7.00
3	SN03	12	6	6	6	4.5	34.5	8.62
4	SN04	12	8	6	4.5	6	36.5	9.12
5	SN05	12	6	6	4.5	4.5	33	8.25
6	SN06	12	6	8	6	4.5	36.5	9.12
7	SN07	12	8	6	4.5	6	36.5	9.12
8	SN08	12	6	6	4.5	4.5	33	8.25
9	SN09	12	6	6	6	4.5	34.5	8.62
10	SN10	12	6	6	6	4.5	34.5	8.62
11	SN11	12	6	6	4.5	4.5	33	8.25
12	SN12	12	8	6	6	4.5	36.5	9.12
13	SN13	12	6	6	4.5	4.5	33	8.25
14	SN14	12	6	6	4.5	4.5	33	8.25
15	SN15	12	6	8	4.5	6	36.5	9.12
16	SN16	12	6	6	4.5	4.5	33	8.25
17	SN17	12	6	6	3	4.5	31.5	7.87
18	SN18	12	8	6	6	4.5	36.5	9.12
19	SN19	12	8	6	4.5	4.5	35	8.75
20	SN20	12	6	6	4.5	4.5	33	8.25
21	SN21	12	6	6	4.5	6	34.5	8.62
22	SN22	12	8	6	6	4.5	36.5	9.12
23	SN23	12	8	6	6	4.5	36.5	9.12
24	SN24	12	6	6	6	4.5	34.5	8.62
25	SN25	12	6	4	3	4.5	29.5	7.37
26	SN26	12	6	6	4.5	6	34.5	8.62
27	SN27	12	4	6	4.5	3	29.5	7.37
28	SN28	12	8	6	4.5	4.5	35	8.75
29	SN29	12	8	6	4.5	4.5	35	8.75
30	SN30	12	8	6	4.5	6	36.5	9.12
31	SN31	12	6	6	4.5	6	34.5	8.62
32	SN32	12	6	6	4.5	4.5	33	8.25
33	SN33	12	6	6	4.5	6	34.5	8.62
34	SN34	12	8	6	4.5	4.5	35	8.75
35	SN35	12	6	6	4.5	6	34.5	8.62
36	SN36	12	8	6	4.5	6	36.5	9.12
AVERAGE SCORE		12	6.61	6	4.70	4.79	34.11	8.52
MAXIMUM SCORE		12	8	8	6	6	40	10

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Remarks:

A: Content

B: Organization

C: Grammar

D: Vocabulary

E: Mechanical

The table above showed that the student's posttest score based on indicators of writing that students achieved increases. The average score of content is 12 and the maximum score is 12, it means that the topic of their text is complete and clear, and the details are relating to the topic. The average score of the organization is 6.61 and the maximum score is 8, it means that identifications of their text are almost complete and the descriptions are arranged with almost proper connectives. The average score of grammar is 6 and the maximum score is 8, it means that few grammatical or agreement of their text inaccuracies, but not affect the meaning. The average score of vocabulary is 4.70 and the maximum score is 6, it means their text consisted of few misuse of vocabularies, word forms, but not change the meaning. The average score of mechanical skill is 4.79 and the maximum score is 6, it means their text has occasional errors of spelling, punctuation, and capitalization.

In general, the student's writing skill based on the total score obtained from pre-test and post-test was presented in Table 4.4

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Tabel 4. 4 Pre-test & Post-test score of Experimental Class

Num	Subject of The Research	Pre-test	Post-test
1	SN01	5.75	7.50
2	SN02	4.12	7.00
3	SN03	5.75	8.62
4	SN04	5.00	9.12
5	SN05	4.12	8.25
6	SN06	5.75	9.12
7	SN07	6.25	9.12
8	SN08	4.87	8.25
9	SN09	5.75	8.62
10	SN10	5.75	8.62
11	SN11	4.50	8.25
12	SN12	5.37	9.12
13	SN13	4.12	8.25
14	SN14	5.00	8.25
15	SN15	5.00	9.12
16	SN16	5.75	8.25
17	SN17	4.12	7.87
18	SN18	5.75	9.12
19	SN19	4.50	8.75
20	SN20	4.25	8.25
21	SN21	5.25	8.62
22	SN22	5.00	9.12
23	SN23	5.25	9.12
24	SN24	4.87	8.62
25	SN25	5.37	7.37
26	SN26	4.25	8.62
27	SN27	4.12	7.37
28	SN28	4.50	8.75
29	SN29	5.00	8.75
30	SN30	5.00	9.12
31	SN31	5.37	8.62
32	SN32	6.00	8.25
33	SN33	5.00	8.62
34	SN34	4.87	8.75
35	SN35	5.00	8.62
36	SN36	5.75	9.12
Average		5.05	8.52

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2. Students' Achievement in Control Class

There were 36 students in the pre-test and post-test of the control class. To analyze the student's skill in writing, we use some indicators of writing that refer to the theory from H.D Brown including content, organization, grammar, vocabulary, and mechanical skill. The students' writing skill for the experiment group is presented in Table 4.5:

Tabel 4. 5 Students' Pretest Score of Control Class Based on Indicators of Writing Assessment

NO	STUDENT NUMBER	INDICATORS OF WRITING ASSESSMENT					Total Score	Total Score (Scale 0-10)
		A	B	C	D	E		
1	SN01	9	4	4	3	3	23	5.75
2	SN02	9	6	4	3	3	25	6.25
3	SN03	9	4	2	3	3	21	5.25
4	SN04	9	4	2	3	1.5	19.5	4.87
5	SN05	9	4	4	3	1.5	21.5	5.37
6	SN06	9	4	2	3	3	21	5.25
7	SN07	9	4	6	4.5	3	26.5	6.62
8	SN08	9	4	4	3	3	23	5.75
9	SN09	9	4	4	4.5	3	24.5	6.12
10	SN10	9	4	4	3	3	23	5.75
11	SN11	9	4	2	3	3	21	5.25
12	SN12	9	4	2	3	1.5	19.5	4.87
13	SN13	6	4	2	3	1.5	16.5	4.12
14	SN14	9	4	2	3	1.5	19.5	4.87
15	SN15	0	0	0	0	0	0	0.00
16	SN16	9	4	2	1.5	1.5	18	4.50
17	SN17	9	2	4	3	3	21	5.25
18	SN18	9	4	4	3	3	23	5.75
19	SN19	6	4	4	3	3	20	5.00
20	SN20	9	4	2	3	3	21	5.25
21	SN21	9	4	2	3	1.5	19.5	4.87
22	SN22	6	4	4	3	3	20	5.00
23	SN23	9	4	4	3	3	23	5.75
24	SN24	9	4	2	3	1.5	19.5	4.87
25	SN25	9	4	4	3	3	23	5.75
26	SN26	9	4	4	3	3	23	5.75
27	SN27	9	4	2	3	1.5	19.5	4.87
28	SN28	6	4	2	3	3	18	4.50
29	SN29	9	4	2	3	3	21	5.25
30	SN30	9	4	2	3	1.5	19.5	4.87

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Cont. Tabel 4. 6 Students' Pretest Score of Control Class Based on Indicators of Writing Assessment

NO	STUDENT NUMBER	INDICATORS OF WRITING ASSESSMENT					Total Score	Total Score (Scale 0-10)
		A	B	C	D	E		
31	SN31	9	4	4	3	3	23	5.75
32	SN32	9	4	2	3	3	21	5.25
33	SN33	9	4	2	3	1.5	19.5	4.87
34	SN34	9	4	2	3	1.5	19.5	4.87
35	SN35	9	4	2	3	1.5	19.5	4.87
36	SN36	9	4	2	3	1.5	19.5	4.87
AVERAGE SCORE		8.41	3.88	2.83	2.95	2.33	20.43	5.10
MAXIMUM SCORE		12	8	8	6	6	40	10

Remarks:

A: Content

B: Organization

C: Grammar

D: Vocabulary

E: Mechanical

The table above showed that the student's pretest score based on indicators of writing that students achieved are still low. The average score of content is 8.41 and the maximum score is 12, it means that the topic of their text is complete and clear but the details are almost relating to the topic. The average score of the organization is 3.88 and the maximum score is 8, it means that the identifications of their text are not complete and the descriptions are arranged with misuse connectives. The average score of grammar is 2.83 and the maximum score is 8, it means the frequent grammatical and agreement of their text inaccuracies. The average score of vocabulary is 2.95 and the maximum score is 6, it means their text is very poor knowledge of words, word forms, and not understandable. The average score of mechanical skill is 2.33 and the maximum score is 6, it means their text is determined by error of spelling, punctuation, and capitalization.

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Tabel 4. 7 Students' Posttest Score of Control Class Based on Indicators of Writing Assessment

NO	STUDENT NUMBER	INDICATORS OF WRITING ASSESSMENT					Total Score	Total Score (Scale 0-10)
		A	B	C	D	E		
1	SN01	9	6	4	4.5	3	26.5	6.62
2	SN02	9	4	4	3	4.5	24.5	6.12
3	SN03	9	4	4	3	3	23	5.75
4	SN04	9	4	4	3	4.5	24.5	6.12
5	SN05	9	4	4	3	3	23	5.75
6	SN06	9	4	2	3	3	21	5.25
7	SN07	9	2	4	4.5	4.5	24	6.00
8	SN08	9	4	2	3	3	21	5.25
9	SN09	12	4	6	4.5	4.5	31	7.75
10	SN10	12	6	4	3	4.5	29.5	7.37
11	SN11	12	6	4	3	4.5	29.5	7.37
12	SN12	9	4	4	3	4.5	24.5	6.12
13	SN13	9	4	2	3	3	21	5.25
14	SN14	9	2	4	3	3	21	5.25
15	SN15	0	0	0	0	0	0	0.00
16	SN16	6	2	4	3	3	18	4.50
17	SN17	9	6	4	3	4.5	26.5	6.62
18	SN18	9	4	2	3	4.5	22.5	5.62
19	SN19	9	4	2	4.5	4.5	24	6.00
20	SN20	9	4	2	4.5	4.5	24	6.00
21	SN21	9	4	4	3	3	23	5.75
22	SN22	9	6	4	4.5	4.5	28	7.00
23	SN23	9	4	4	3	4.5	24.5	6.12
24	SN24	9	4	2	3	3	21	5.25
25	SN25	9	4	2	3	3	21	5.25
26	SN26	9	4	2	3	3	21	5.25
27	SN27	9	4	2	3	3	21	5.25
28	SN28	9	4	2	3	3	21	5.25
29	SN29	9	4	2	1.5	3	19.5	4.87
30	SN30	9	4	2	3	1.5	19.5	4.87
31	SN31	0	0	0	0	0	0	0.00
32	SN32	9	4	2	1.5	3	19.5	4.87
33	SN33	9	4	2	1.5	1.5	18	4.50
34	SN34	9	4	2	3	1.5	19.5	4.87
35	SN35	9	4	2	3	3	21	5.25
36	SN36	9	2	4	3	3	21	5.25
AVERAGE SCORE		8.66	3.83	2.88	2.95	3.25	21.59	5.39
MAXIMUM SCORE		12	8	8	6	6	40	10

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Remarks:

A: Content

B: Organization

C: Grammar

D: Vocabulary

E: Mechanical

The table above showed that student's posttest scores based on indicators of writing that students achieved are increased but not significantly. The average score of content is 8.66 and the maximum score is 12, it means that the topic of their text is complete and clear but the details are almost relating to the topic. The average score of the organization is 3.83 and the maximum score is 8, it means that the identifications of their text are not complete and the descriptions are arranged with misuse connectives. The average score of grammar is 2.88 and the maximum score is 8, it means the frequent grammatical and agreement of their text inaccuracies. The average score of vocabulary is 2.95 and the maximum score is 6, it means their text is very poor knowledge of words, word forms, and not understandable. The average score of mechanical skill is 3.25 and the maximum score is 6, it means their text has frequent errors of spelling, punctuation, and capitalization.

In general, the student's writing skill based on the total score obtained from the pre-test and post-test was presented in Table 4.7.

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Tabel 4. 8 Pre-test & Post-test score of Control Class

Num	Subject of The Research	Pre-test	Post-test
1	SN01	5.75	6.62
2	SN02	6.25	6.12
3	SN03	5.25	5.75
4	SN04	4.87	6.12
5	SN05	5.37	5.75
6	SN06	5.25	5.25
7	SN07	6.62	6.00
8	SN08	5.75	5.25
9	SN09	6.12	7.75
10	SN10	5.75	7.37
11	SN11	5.25	7.37
12	SN12	4.87	6.12
13	SN13	4.12	5.25
14	SN14	4.87	5.25
15	SN15	0	0.00
16	SN16	4.50	4.50
17	SN17	5.25	6.62
18	SN18	5.75	5.62
19	SN19	5.00	6.00
20	SN20	5.25	6.00
21	SN21	4.87	5.75
22	SN22	5.00	7.00
23	SN23	5.75	6.12
24	SN24	4.87	5.25
25	SN25	5.75	5.25
26	SN26	5.75	5.25
27	SN27	4.87	5.25
28	SN28	4.50	5.25
29	SN29	5.25	5.25
30	SN30	4.87	4.80
31	SN31	5.75	0.00
32	SN32	5.25	4.80
33	SN33	4.87	4.50
34	SN34	4.87	4.80
35	SN35	4.87	5.25
36	SN36	4.87	5.25
Average		5.10	5.39

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F. Data Analysis

1. N-gain analysis

The N-gain score is a rough measure of the effectiveness of a treatment or course in promoting conceptual understanding. The N-gain score measures the general achievement learning outcomes in a group of people by comparing a rough score between before and after treatment. By using N-gain we can find out the differences in students' ability score, both in terms of increases and decreases. Moreover, n-gain in this research was used to determine the increment or decrement skill of writing in post-treatment in two different groups of students, i.e. experimental class that taught by using guided writing technique and the control class that taught without using guided writing technique. The n gain scores obtained from 2 groups of students are presented in Table 4.8 and Table 4.9

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Tabel 4. 9 n-gain Score of Experimental Class

Num	Subject of The Research	N-gain Score
1	SN01	0.58
2	SN02	0.49
3	SN03	0.67
4	SN04	0.82
5	SN05	0.70
6	SN06	0.78
7	SN07	0.76
8	SN08	0.73
9	SN09	0.67
10	SN10	0.67
11	SN11	0.68
12	SN12	0.80
13	SN13	0.70
14	SN14	0.65
15	SN15	0.82
16	SN16	0.65
17	SN17	0.70
18	SN18	0.78
19	SN19	0.77
20	SN20	0.69
21	SN21	0.70
22	SN22	0.82
23	SN23	0.81
24	SN24	0.73
25	SN25	0.65
26	SN26	0.68
27	SN27	0.54
28	SN28	0.76
29	SN29	0.75
30	SN30	0.72
31	SN31	0.70
32	SN32	0.63
33	SN33	0.72
34	SN34	0.75
35	SN35	0.72
36	SN36	0.78
Average		0.71

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Tabel 4. 10 n-gain Score of Control Class

Num	Subject of The Research	N-gain Score
1	SN01	0.20
2	SN02	-0.04
3	SN03	0.10
4	SN04	0.25
5	SN05	-0.06
6	SN06	0.00
7	SN07	-0.29
8	SN08	-0.11
9	SN09	0.41
10	SN10	0.36
11	SN11	0.43
12	SN12	0.25
13	SN13	0.16
14	SN14	0.08
15	SN15	0.00
16	SN16	0.13
17	SN17	0.24
18	SN18	-0.03
19	SN19	0.2
20	SN20	0.15
21	SN21	0.18
22	SN22	0.40
23	SN23	0.08
24	SN24	-0.05
25	SN25	-0.11
26	SN26	-0.11
27	SN27	0.00
28	SN28	0.13
29	SN29	0.00
30	SN30	-0.09
31	SN31	-1.35
32	SN32	-0.09
33	SN33	-0.05
34	SN34	0.00
35	SN35	0.08
36	SN36	0.08
Average		0.04

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Based on the data in Table 4.8 and 4.9 it is indicated that n gain score of the experimental class is 0.71. It means the effectiveness of the GWT (*Guided Writing Technique*) is high. Whereas n gain score of the control class is 0.04, it means that the effectiveness of the mind mapping technique is low.

2. Progress of Writing skill through GWT (*Guided Writing Technique*)

The author also analyzed the progress of student's writing skills based on writing competence referred to Yudhanegara and Lestari.[58] The progress of writing competences of 2 groups (experimental class and control class) was calculated using an n-gain equation involving pretest and posttest and presented in table 4.10 and table 4.11

Tabel 4. 11 Progress of student's writing competences in the experimental class

Num	Indicators Of Writing	Experimental Class		Progress	Grade
		Pretest	Posttest		
1	Content	7.83	12.00	1.00	High
2	Organization	4.05	6.61	0.64	Moderate
3	Grammar	3.22	6.00	0.58	Moderate
4	Vocabulary	2.70	4.70	0.60	Moderate
5	Mechanical	2.41	4.79	0.66	Moderate

Tabel 4. 12 Progress of student's writing competences in the control class

Num	Indicators Of Writing	Control Class		Progress	Grade
		Pretest	Posttest		
1	Content	8.41	8.66	0.06	Low
2	Organization	3.88	3.83	-0.01	Low
3	Grammar	2.83	2.88	0.01	Low
4	Vocabulary	2.95	2.95	0.00	Low
5	Mechanical	2.33	3.25	0.25	Low

[58] Lestari and Yudhanegara, *Penelitian Pendidikan Matematika*, Bandung: PT Refika Aditama, 2017, p.234.

Based on the table above, we can conclude that the n-gain score based on the pretest and posttest scores of the experimental class and control class each indicator of writing assessment are different.

a. Experimental Class

The table showed that n gain score based on the indicators of writing assessment increased. The highest n-gain score is on content, we can see that the n gain score of content is 1.00. It means that the progress of students on content was high. Most students in the experimental class understand well about content based on the topic that was given by the researcher. They also pay more attention when the researcher explained the materials. Their contents are complete, clear and the details related to the topic. The n gain score of students in the organization is 0.64. It means that the progress of students in the organization was moderate. Most of them could identify and described their text based on the topic. Their identifications almost complete and the descriptions are arranged with almost proper connectives. The n-gain score of students on vocabulary is 0.60. It means that the progress of students on mechanical was moderate. Most of them use a few misuses of vocabularies, word forms, but not change the meaning. The n gain score of students in the organization is 0.66. It means that the progress of students on mechanical was moderate. Most of them have occasional errors in spelling, punctuation, and capitalization. Whereas the lowest n-gain score is on grammar, we can see that the progress of students on grammar is 0.58. It means that the progress of students on grammar was moderate. Some students are difficult to understand the language feature of report text such as simple present tense, relating verbs, and technical terms. Some of them were difficult to improve their grammar skill fast. The total n-gain score in the experimental class is 0.71, which means the effectiveness of the GWT (*Guided Writing Technique*) is high.

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b. Control Class

The table showed that n gain score based on the indicators of writing assessment was stagnant. The progress of all students' competencies in writing including content, organization, grammar, vocabulary, and mechanical was low. The highest n-gain score is on mechanical, we can see that the n gain score of mechanical is 0.25. It means that the progress of students on content was low. Some of them understood how to put good capitalization, punctuation, and neatness. So, there is progress in their mechanical skill. Whereas the lowest n-gain score is on the organization, we can see that the progress of students in the organization is -0.01. It means that the progress of students on grammar was negative. The identifications of their text are not complete and arranged with misuse connectives. That was because they did not understand the topic well. The total n-gain score in the control class is 0.04; it means the effectiveness of the mind mapping technique is low.

G. Discussion

Based on the theory of guided writing (GWT) text from Holdich and Chung in the second chapter, GWT offers greater opportunities for young writers to make valuable connections between text, sentence, and word level decisions and help the student to shape and redraft texts with particular criteria in their mind.[59] Observation in the classroom showed that GWT could make the students enjoy and fun in the teaching-learning process, and the students could open their minds to understand the parts of the generic structure in the writing report text. Hence, the students were more easily to write a simple report text by the steps that were given by the researcher.

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

Furthermore, the benefit of learning writing report text in English learning for a student in the classroom based on analysis data of interview and observation refers to theory from Sharon Parsons can be described as follows:[60]

1. Offers students opportunities to receive immediate teachers' feedback on their writing efforts.

   The learning procedure of writing report text using the GWT method insisted the teacher give the guidance and feedback to his/her student. For instance in the first meeting, the teacher guided the students in the writing of "Owl". The learning was initiated by the teacher's explanation of the definition of report text, the social function, the generic structure, and the language features of report text. The researcher also provided the example of a report text entitled "Owl". Then, the researcher asked the students to identify the language features in the report text of "Owl". The students identified the general nouns, relative verbs, action verbs, simple present tense, technical terms, and the rubric of writing assessment such as content, organization, syntax, vocabulary and mechanical of this text. After the materials were understood by the students clearly the researcher divided the students into three big groups in which each group consisted of twelve students. After that the researcher gave a picture of a "Peacock" and asked the students to observe it. Then, the students were asked to prepare their draft of writing by following these procedures such as:

   a. Planning, the students observed the object of peacock visually.
   b. Packaging, the students captured the idea and information based on their visual observation.
   c. Popping, the student transfers the idea, thinking, or information about Peacock from their mind into the written text.

[60] Sharon Parsons, *Bookwise 4 Teacher's Guide*, Cheltenham: Nelso Thornes Ltd, 2001, p.13.

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d. Polishing, writing a draft with the assistance of the researcher as needed to compose a final draft.
e. Publishing, an activity of oral presentation their writing text in front of the class.

In addition, the researcher also gave feedback during the learning of writing text by giving comments to their report text. After the students did the oral presentation the researcher gave comments based on the indicators of writing assessment, so they could make a better report text in the next meeting.

2. Students understand that one ultimate goal is to take responsibility for their writing and put into practice learned problem-solving strategies.

   Learning of writing using the GWT technique stimulated the students to understand the ultimate goal of the learning process in which the students were able to write report text using standard English academic writing of students for senior high school level. The output of written text was obtained through capturing of the idea and information based on their visual observation with their group, they had to transfers the idea, thinking, or information about the picture from their mind into the written text and fulfill the standard academic writing in English such as content, organization, grammar vocabulary and mechanics. In this part they must practice writing the text with guidance from the teacher and researcher. Students learn the value of combining their independent writing effort into a group of writing projects.

3. Students learn the value of combining their independent writing effort into a group of writing projects.

   Learning of writing report text using the GWT technique was conducted in a group. In the group, the student did a small discussion with other students for sharing their ideas and information that they have observed with their friends. For instance, when the students learned to write a report text entitled “Peacock”. The researcher gave a picture of a Peacock and asked the students to observe it. Then, the

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students were asked to observe the Peacock visually, identified and collected the information about Peacock such as the characteristic, diet, habit, and habitual. Then, the students organized the ideas with their friends to plan how the formation of their report text was. Then, the students tried to package the information and idea into the sentences from visual observation on Peacock with their friends by the researcher's guidance in their mind or oral.

4. Provides a supportive context for specific instruction on the writing tools, for example at the text, sentence, and word level.

   With the assistance of the teacher or the researcher, the students would know how to write a report text properly. The teacher directed the students on the steps of packaging, pooping, and polishing. Hence, the students could make revise their content, organization, grammar, vocabulary, and mechanical skills. For reaching this goal, the researcher started the learning by explaining the definition of report text, the social function, the generic structure, and the language features of report text. Thus, the students were asked to write down their writing draft based on the information already obtained from the visual observation of the object. Using the established rubric, the students make a revision of the draft of sentences individually by the researcher's guidance. In addition, the researcher polished the students' writing draft to improve a final draft of writing report text.

5. Guided writing demonstrates to students how to manage their writing time.

   Guided writing is divided into five steps to ease the students split their time. In the step planning they should observe and share ideas or information with their friends in group discussion. In the step packaging, they should capture the ideas and information that have been collected. In the step pooping they should write down their ideas in written form as a first draft. In the step polishing they would revise their text individually, and in the step publishing they shared their text

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by an oral presentation. By knowing the steps, the student would easy to manage their time.

6. Guided writing enabled the teacher to tailor the teaching to the needs of either individual students or groups.

   The researcher did not only direct the students in a group discussion but also individually. The researcher also adjusts the needs of students in group discussion and individually. Individual working was conducted by the students when the students practice making a short paragraph about peacock in the first meeting and shark in the second meeting. Furthermore with the guidance and correction of content, grammar, organization, vocabulary, and mechanics from the researcher, the students revised their draft and made the final draft of the topic.

7. Guided writing encouraged the students to be active participants in discussions about writing.

   By dividing the students into several groups, the researcher could encourage the students to be active participants for they should share the ideas and information in group discussion. When the students discussed Peacock, the researcher encouraged the students the share the idea about peacock and shark, thus asked the students to communicate their idea orally to other friends in English based on their visual observation of those objects. Even though many mistakes in grammar and less fluency, this method was effective to improve their self-confidence for practice speaking in English.

8. Guided writing session can support students to transfer ideas from plans to written form. [61]

   GWT technique stimulated the student to make an idea of the observed object and transformed the idea from the mind into writing text. This method was trained using visual observation of the object. Then, the students captured the ideas and information form the object and write

[61] Lori D. Oczkuz, *A Guided to Effective Instruction in Writing*, Ontario, 2007, p.53.

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the observation result of the object into a written form. In this part they were trained to do a scientist work, write a sentence based on observation of the object, the complete the sentence into a short paragraph with deductive or inductive reasoning to obtain their first draft. The researcher guides the student to write their writing draft by giving correction and guidance in grammar, content, vocabulary, organization, mechanics as standard competencies in writing.

As the result, the researcher also makes a quantitative analysis to measure the effectiveness of GWT to increase the student's ability in the writing of a report text. The effectiveness of GWT in writing report text could be seen from the result of the n-gain score on the pretest and posttest. The data found that the highest pre-test score of the students of the experimental group or X MIPA 1 of SMA N 1 Kejobong was 6.25 and the lowest one was 4.11. While the highest post-test score was 9.12 then the lowest score was 7.00. In addition, the result of normality using n-gain of the group in the experimental class was 0.71. It meant the effectiveness of GWT in writing report text was high. According to the data above, it meant that the students of experimental class or X MIPA 1 in SMA N 1 Kejobong have a good result in writing report text by using GWT.

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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

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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.

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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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