**The Effect of Using Guided Writing Procedure Strategy on**

**Students’ Ability in Writing Descriptive Text**

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**Abstract**

This research aims to investigate the effect of using Guided Writing Procedure Strategy on Students’ Ability in Writing Descriptive Text at State Senior High School 2 Benai of Kuantan Singingi Regency. This research was an experimental research with quasi-experimental design by using pretest-post-test. The subjects was the tenth grade. It was a class experimental (X A), and it was a class control (X B). The technique used to collect data was a test. The type of the test was written test. In analyzing the data, the researcher used independent simple t-test and paired sample t-test by using SPSS 16.0 version. Then, the researcher used eta square formula to find out the effect of mystery strategy. Based the result, it showed that to score is 2.07 <16.462>2.82. Then the effect size was 0.91, therefore the researcher can conclude that there was a large effect obtained from students’ ability in writing descriptive text at State Senior High School 2 Benai of Kuantan Singingi Regency.

*Key Words: The Effect , Guided Writing Procedure Strategy , Descriptive text*

1. **Introduction**

Writing is one of essential English skills that should be mastered by the students. It plays an important role in learning English as a Second Language (ESL) or English as a Foreign Language (EFL). As an important skill, writing should be taught intensively at school. The process of learning writing has been started from junior high school level until university level. In learning writing, especially in senior high school level, writing has been a compulsory subject and part of overall evaluation of language learning. Writing skills help learners gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered these skills, they will be able to write correctly.

There are many kinds of texts in composition of language. Descriptive text is one of the various types of composition. The word descriptive is a word that can create pictures and impression that appeal not only to the mind but also to the five senses: sight, sound, smell, taste, and touch (Schuster and Simon, 2003: 122). It means that descriptive text generally is to describe or imagine things through different sides, whether its sense or form of things. Writing a descriptive text is not an easy job. In writing descriptive text, the students have to arrange the sentences and details according to where the objects being described are located (Syafi’i et.al, 2011: 19). Moreover, the students should follow the generic structures by describing things. Then, descriptive text should be clear, detail, and render the represented reality chronologically rather than providing advice. It also focuses on essential information that is presented in a step-by-step manner.

SMAN 2 Benai is one of the schools in Kuantan Singingi Regency. As a formal institution, this school provides the learning of English to the students, including the learning of writing skill. SMAN 2 Benai is one of the schools that applies School-Based Curriculum (SBC) as its guidance in teaching and learning process. In SMAN2 Benai, English is taught since the tenth grade. English is taught twice a week with the duration of about 45 minutes. The criteria of students’ passing grade at the tenth grade is 73 (interview with English teacher, May 11, 2014).

According to School-Based Curriculum (Depdiknas, 2006:278), the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture

Based on the preliminary observation conducted at SMAN2 Benai on May 11, 2014, it was found that writing was taught by using some techniques. Generally, the teacher reviewed the characteristics of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, teacher asked students to write a simple descriptive text individually based on the time given. After writing a simple descriptive text, the teacher would give feedback on students’ writing. In order to increase students’ writing ability, teachers also supported it by providing other programs such as writing their holiday experiences posted three time of one semester on billboard and writing love letters by two students everyweek. Based on the description above, students have been taught writing maximally. Ideally, the students in SMAN2 Benai are able to write descriptive texts. In short, students in SMAN 2 Benai are not supposed to have problems with their abilities in writing descriptive text*.* However, based on the teacher’s experience in teaching writing at the tenth grade students, she stated that students still face difficulties in writing descriptive text.

To improve students’ ability in writing descriptive texts needs a suitable strategy for helping them to solve the problems. There are several writing strategies such as POWER Strategy, RAFT Strategy, LESSER Strategy and Guided Writing Procedure Strategy. In this research, the researcher applied Guided Writing Procedure Strategy which according to Smith and Bean in Richardson, Morgan, and Fleener (2006:375) can improve students’ writing ability.

1. **Review of Related Literature**

In this part, the researcher discusses about some keywords. They are Writing as a Language Skill, Descriptive text , and Guided Writing Procedure strategy. According to Smith and Bean in Morgan et.al (2006:375), Guided Writing Procedure Strategy. Guided Writing Procedure Strategy is one of writing strategies. According to Smith and Bean (1980), Guided Writing Procedure Strategy has several advantages as follows:

* + - * 1. Activate and sample students' prior knowledge about a topic to be studied before they begin learning about it

Before learning a topic, the students need to activate their prior knowledge about the topic they want to learn in order to ease them to understand it. Prior knowledge becomes a crucial thing when students want to do something including writing. Prior knowledge of students about a topic will help them collect information about the topic that they need to write a completely writing. The ability to integrate their prior knowledge about the topic of study with what they learn from a text and then produce a carefully edited, readable piece of writing.

* + - * 1. Sample and evaluate how well students can express their thoughts in writing in a specific content area discipline

This strategy ia a useful strategy for writing. Evaluating is one of the process of writing to make a good writing. This strategy provides evaluation for students’ writing.

* + - * 1. Improve the students' overall writing abilities through careful thought and revision

This improvement on the students' writing is facilitated by the teacher's continual monitoring of that writing, which guides the students' editing and revision processes and eventually leads to a well-thought-out and developed piece of content area writing.

Writing is a skill used to transfer information and to communicate to other humans by using written language. Writing is not an easy skill and activity. According to Hughey (1983:38), writing is a complex activity that desires the writer summing up his/her abilities to link the words to convince the readers. It means that the writer can share their ideas communicatively by using writing activity. Therefore, before writing, the writer needs to know the components of

writing. In line with this idea, Reid (1993:28) states that writing is a complex skill because there are some components that should be focused on writing, such as the purpose of writing and writer’s knowledge of writing. Pertaining to this idea, Hasibuan (2007:127) states that writing is a process and a product. Process means that the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers, meanwhile, writing as a product means that the final pieces of writing such a book, has grown out of many steps which make up the process.

The most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading (Harmer, 1998:79). Writing can not be separated from other skills because they are related to each other.

Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills (Hughey, 1983:6). Reading, vocabulary, and grammar skills are employed in the act of writing. The good writing is influenced by the components of writing. If the researcher uses the components of writing well, their writing will be better.

Based on the explanation above, it is clear enough that teaching writing is necessary. Through teaching writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the mastery of vocabulary and grammar have main role. Having the good grammar and vocabulary will lead the writer to have good writing. Therefore, by teaching writing, the other skills will be learned indirectly.

The basic competence of English language for the tenth grade students of state senior high 2 Benai have stated that the students are able to communicate oral and written language in texts of descriptive, narrative, and news item. It means that the teacher should teach the students some kinds of text: descriptive, narrative, and news item. But, in this research, the researcher will only focus on writing descriptive text.

Teaching writing in the classroom means that the teacher gives the explanation to the students what to write and how to write. It means that students will understand what to do if they understand what to write and how to write. For example, the teacher should explain, teach and ask the students to write a text. Then, the teacher should assess students’ writing to measure how well students’ achievement in writing is.

According to Brown (2007:220-221), there are two kinds of skill of writing as follows:

1. Microskills
2. Produce Graphemes and orthographic pattern of English
3. Produce writing at an efficient rate of speed to suit the purpose
4. Produce an acceptable core of words amd use appropriate word order patterns
5. Use accptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
6. Express a particular meaning in different grammatical forms
7. Use cohesive devices in written discourse
8. Macroskills
9. Use the rhetorical forms and conventions of written discourse
10. Appropriately accomplish the communicative functions of written texts according to form and purpose
11. Convey links and connections between events, and comunicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meanings when writing
13. Correctly convey culturally specific references in the context of the written text.
14. Develop and use a battery of writing strategies, such as accurately assesing the audience’ interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonims, soliciting peer and instructor feedback, and using feedback for revising and editing

The mastery of those skills will determine the type of writing that the students are able to write. Generally, the microskills apply more appropriately to imitative and intensive writing. While the macroskills are essential for the succesful mastery of responsive and extensive writing (composition or essay). In other word, in writing deescriptive text, what the students need is the macroskills of writing.

Descriptive text is a kind of texts. According to Kane (2000:352), descriptive text is a text which says what a person or a thing is like. In line with this idea, Zaida (2009:9) stated that descriptive text is a text describing a particular person, place or thing. Oshima and Hogue (2007:61) also state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Descriptive also describes ideas and examples focused on particular subject. The social function of descriptive text is to describe a particular person, place, or thing.

According to Sudarwati and Grace (2007:135), descriptive text has several descriptions, they are:

1. Generic Structure of Descriptive Text
2. Identification: If the object is a person, the writer needs to mention the name, occupation, profession, and career.
3. Description: If the object is a person, the writer needs to mention the physical features, the way he or she dresses and his or her personality.
4. Language Features of Descriptive Text
5. Using adjectives and compound adjectives such as white and attractive and beautiful
6. Using linking verbs such as smell, appear, fell, and etc
7. Using attributive *has* and *have*

In teaching writing by using Guided Writing Procedure Strategy, the students are asked to synthetize and retain the content area they have been studying. According to Richardson, Morgan and Fleener (2006:375), there are some steps in conducting Guided Writing Procedure Strategy. The procedures are:

1. The teacher asks students to brainstorm about the topic they have already known
2. The teacher asks students to factstorm and and categorize their facts
3. The teacher asks students to write two paragraphs by using the organized list
4. After writing two paragraphs, students are asked to read about the particular topic
5. After reading the topic, the students are asked to check their draft for functional writing concerns
6. The students are asked to rewrite based on functional needs and revision to incorporate the information from reading
7. Finally, teacher gives reward to the students who writes the paragraph correctly.
8. **Research Method**

This research was an experimental research. Gay and Airasian (200:367) said that experimental research is the only type of research that can test hypothesis to establish the cause and effect relationship. The design of the research was a quasi experimental research with non equivalent control group design which was intended to find out the difference in ability to write descriptive text taught by using Guided Writing Procedure Strategy. Quasi experimental is an experimental situation in which the researcher assigns, not randomly participants to groups because the experimenter cannot artificially create groups for the experiment (Creswell, 2012:309).

In this research, the researcher used two groups as sample, namely: experimental group and control group. For the experimental group, the students were treated with particular teaching on what problems of research that the researcher had. Meanwhile, control group was only given a pre-test and pos-test without particular treatment as given to the experiment group. Both experimental and control group were tested with the same tests.

1. **Findings and Discussion**

 There were some findings of this research that were found by researcher. First, the researcher found that the mean score for the experimental class before using Guided Writing Procedure Strategy was 51.04 with standard deviation 5.20000. Whereas, the mean score for the control class taught without using Guided Writing Procedure Strategy was 50.48 with standard deviation 3.83319. It can be assumed that there was no a significant difference of the students’ ability in writing descriptive text pre-test mean scores before treatment between experiment groups and control groups. On the other word, Ha was rejected and H0 was accepted. Second, The researcher found that the result of t-test was 2.01 < 7.893>2.68. It can be assumed that there was a significant difference of the students’ ability in writing descriptive text post-test mean scores after treatment between experiment groups and control groups. On the other word, Ha was accepted and H0 was rejected. Third, The researcher found that paired sample t-test was 2.06 <16.462>2.80 It can be conclude that there was a significant effect of the students’ ability in writing descriptive text pre-test and post-test mean scores of using Guided Writing Procedure Strategy on students’ ability in writing descriptive text at State Senior High School 2 Benai of Kuantan Singingi Regency. Then, the effect size for the difference above was 0.91, therefore the researcher can conclude that there was a large effect obtained from students’ ability in writing descriptive text at the tenth grade of State Senior High School 2 Benai of Kuanan Regency.

1. **Conclusion**

This research was conducted to find out about students’ ability in writing descriptive before using Guided Writing Procedure strategy and without using Guided Writing Procedure Strategy, to find out students’ ability in writing descriptive text after using Guided Writing Procedure strategy and without using Guided Writing Procedure Strategy, and to find out whether there was a significant of using Guided Writing Procedure strategy on students’ ability in writing decriptive texts at the tenth grade of State Senior High School 2 Benai of Kuantan Singingi Regency. Based on the data presentation and data analysis of students’ writing ability from control and experimental class, it showed that the result of students’ ability in writing descriptive text taught by using Guided Writing Procedure Strategy result of students’ ability in writing descriptive text after using Guided Writing Procedure Strategy on students’ ability in writing descriptive text is better than students’ ability in writing descriptive text taught without using Guided Writing Procedure Strategy. To analyze the data, the researcher adopted independent sample T-Test formula and Paired Sample T-Test by using SPSS 16 version.

Based on the data analysis explained in chapter 4, finally the researcher would like to depict the conclusions as follows:

1. For the first hypothesis, there is no significant difference on students’ ability in writing descriptive text before giving the treatment for the experimental class and non-Guided Writing Procedure Strategy for the control class at the eleventh grade of State Senior High School 2 Benai of Kuantan Singingi Regency. It can be seen from the result of data calculation. The mean of the experimental class pre-test score is 51.04. While the mean of the control class pre-test is 50.88. Furthermore, to obtained is 1.103 compared with t-table of df = 48 in significance of 5% and 1 % becomes 2.01>1.103<2.68. It means that both experimental class and control class are equivalent before having treatments.
2. For the second hypothesis, there is a significant difference on students’ ability in writing descriptive text after giving the treatments for the experimental class and non-Guided Writing Procedure Strategy for the control class the eleventh grade of State Senior High School 2 Benai of Kuantan Singingi Regency. It can be seen from the result of data calculation. The mean of the experimental class post-test score is 70.32. While the mean of the control class pre-test score is 53.28. Furthermore, to obtained is 7.893 compared with T-table of df=48 in significance of 5% and 1% becomes 2.01<7.893>2.68.
3. For the third hypothesis, there is a significant effect of using Guided Writing Procedure Strategy on students’ ability in writing descriptive text at the tenth grade of State Senior High School 2 Benai of Kuantan Singingi Regency. It can be seen from the result of data calculation. The mean of experimental class pre-test score is 51.04,while the mean of post-test score is 70.32. Furthermore, to obtained is 16.462 compared with T-table of df=24 in significance of 5% and 1% becomes 2.06<16.462>2.80.
4. There is a significant effect of using Guided Writing Procedure Strategy on students’ ability in writing descriptive text at State Senior High School 2 Benai of Kuantan Singingi Regency. It can be seen from the pre-test score and post-test score in experimental class which were analyzed by using eta squared formula. The result of eta squared was 0.91 or Kp was 91%. It means that there is a large effect obtained from students’ ability in writing descriptive text at the tenth grade students of State Senior High School 2 Benai of Kuantan Singingi Regency.

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