

THE EFFECT OF GUIDED TEACHING METHOD ON STUDENTS' WRITING SKILL AT GRADE X OF SMA NEGERI 2 TANJUNGBALAI IN ACADEMIC YEAR OF 2016/2017

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Abstract

The objective of the study is to find out whether The Effect of Using Guided Teaching Method on Student's Writing of Skill at Grade X of SMA Negeri 2 Tanjungbalai In Academic Year Of 2016/2017. This study conducted in experimental design, namely to find out the student's understanding and writing skill by using Guided Teaching Method. There will be two test of student's, namely pre- test and post test. The experimental pre-test will be taught by not using Guided Teaching Method and post test will be taught teach using guided teaching method. The location of this research is SMA N 1 Tanjung Tiram in grade X student's in academic year of 2016/2017. The writer took 54 students as the sample and divided them into two groups. The first 27 students became the experiment class and the second control class. The instrument of collecting data is writer made essay test. To obtain the reability of the test, the writer used Product Moment analyzed by using t-tes. The result of the abalysis show that t-observed 61,35 and $t_{table} = 2,056$ So, the writer is success to reject H_0 (there is no significant effect of without using Guided Teaching Method on students' writing skill).

Key Word : Effect, writing, guided teaching method,recout text

INTRODUCTION

English is one of the International languages. It has an important role as a communication means for both oral and written. Therefore, English is taught to the young learners (children) in the early age in Indonesia and in almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university. Many non-degree English courses are also offered outside the formal programs. As we know in learning English there are four skills, which are very important for English learners. They are: Speaking skill, Writing skill, Reading skill and Listening skill. The four skills are very important,

because they are basic of English learning.

The most important language skill is writing because in English writing if less one alphabet will change its meaning of the word. Writing is an important skill beside reading, speaking and listening. It is a way of communication by sending messages to the audience, by expressing their thoughts, ideas, and feeling. Writing flows out a burden occupying our mind offer our ideas and concept to others, and share knowledge and experiences. Therefore, it is very important writing in English language skills which aims to find a message that is read, including writing recount text.

The Review of Related Literature

The relevant study was used in the research and several studies have succeeded in effect students by using guided teaching method. The first, Jatiman (2015) The application of the "Guided Teaching" in Order to Improve the Learning Cooperative Study Economic Achievement SMK 2 Madium.

There are some Teaching Methods that can be used by teachers to make students interested in studying and be able to write a recount text and increasing ability in writing skill. One of them is Guided Teaching Method. It makes the students more active in learning process and can be motivated in understanding and increasing students ability in a writing skill. In addition, students also feel enjoy during a Method of Guided Teaching. The use of Guided Teaching will help students' understanding because the learning can be fun.

This study is to find out the effect of Guided Teaching Method on students' writing skill at Grade X-IPS SMA N 1 Tanjung Tiram in Academic Year of 2016/2017. Hopefully, there will be effect of Guided Teaching Method on students' writing skill at Grade X-IPS SMA Negeri 2 Tanjungbalai in Academic Year of 2016/2017.

Definition of Writing

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a

matter of "writing things done". It is one of the four basic skills (listening, reading, speaking, writing) that are very complex.

It is neither an easy a spontaneous activity. Writing needs one mental efforts that must be combined and arranged. Writing need hard working, when the students do writing. They not only have to keep minds but also considered the past opinion or ideas, which are relevant to their goal at the teaching. Writing is a process of communication that used conventional graphic system to convey a message to readers (Linderman, 1983:11). Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understanding the message or the information. This also means that writing is used for communicating one's idea in written form to the ideas. Furthermore, Raimes (1983:76) says that writing is a skill in which we express the ideas, feeling, and thought arranged in word, sentences and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thought of the writer as a means of communication.

In addition, Tarigan (1987:7) says that writing is a language skill that is used for indirect communication. The student can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. This study must think

first about the topic, try to know the topic and find some information about the topic. And Guided Writing Technique can be used for helping the student's develop their ideas.

Writing is the most difficult subject in the school since the student's have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Mayers (2005:2) states that writing is away to produce language you do naturally when you speak. Writing is speaking to other on paper-or on a computer screen. Writing also an action – a process of discovering and organization your ideas, putting them on a paper and reshaping and revising them.

Before writing, we should plan what we are going to write about and the purpose of the writing. After that, we could start to write. We might procedure a number of writing (draft) and editing in order to get the good writing – that was the final draft. Writing involved some activities before, when we wrote, and after writing. The activities before we wrote include exploring ideas which could be building vocabulary, interviewing someone, discussion, etc: and organizing ideas which could ne ordering information paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc

The Purpose of Writing

Nuna (1999) says that purposes writing is written language can be used for action (for example, public signs, product levels, TV and radio guides, bills, news, telephone

directions, ballot papers, computer manuals). Information (for example, newspapers, current affair magazine, advertisements, political pamphlets) and entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features film suitable).

Types of Writing

There are two types of writing, the first is practical or factual writing. This type of writing deals with facts. Factual writing includes advertisement internet websites, current affair shows, debate, recipes, reports, and instruction. The second types is creative of imaginary writing, this type of writing usually exist in literature including aboriginal dreaming stories, movie scripts, limerick, fair tales story, plays, novels, song lyrics, mimes and soap.

The Process of Writing

1. Prewriting
2. Writing (Drafting)
3. Re-Writing
4. Post- Writing

Recount

Recount is a text which retells events or experiences in the past. Recount writing tells something happened in the past time, e.g. exciting holidays last year, planting a rare flower last weekend, and so forth.

Descriptive

Descriptive is presenting observations about the characteristics of someone or something. The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or thing, our aim is to reveal a

subject through vivid and carefully selected details. Descriptive is a kind of paragraph in which the writers draw their ideas and thought vividly based on their senses on the objects they see.

Narrative

Narrative is a story or account of events, experiences, or the like, whether true or fictitious. Anderson and Anderson (2008:8) defines a narrative paragraph tell a story, either fiction or non-fiction, of an event or some events. Its purpose is to present a view of the world that entertains or informs readers or listener.

Requirement of a Good Writing

1. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle.

2. Cohesion

Another characteristic of a good paragraph is Cohesion.

3. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence.

Recount Text

Recount text is a text which tell about something that happened in the past. Knapp (2005: 224) says that Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount text means telling about oneself adventures or the day's activities (Echols, 1975:471).

The Purpose of Recount Text

Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

Types of Recount Text

- a. Personal Recount
- b. Factual Recount Text
- c. Imaginative Recount

Constructing in Written Recount Text

- a. The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which "rounds off" "the sequences of events or retell about what happened in the end.

Language Features in a Recount Text

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker's or researcher's time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.

- f. Use of adjectives to describe nouns.

Significant of Lexical Grammatical Features

- a. Focus on specific participant.
- b. Use of material process or action verb.
- c. Circumstance of time and place.
- d. Use past tense and focus on temporal sequences.

Lexicogrammatical Features

1. The recount focuses on a sequence of events all of which relate to a particular occasion.
2. It introduces specific participants (i and we)
3. Frequent uses of simple past tense
4. Temporal sequencers are also used in the sentences to show the events.
 - Before...
 - After...
 - When...
 - While...
 - Until...
 - During...
 - As...
 - At that time/ moment,...
 - After that/ then,...
 - Firstly/secondly/finally...

Below is an example of recount text adapted from: English in Focus for Basic School Grade X-IPS of Senior High School.

Travelling by plane

Orientation { Mr. Richards's family was on vacation. They are Mr and Mrs Richard with two sons. They went to London.

Events { They saw their travel agent and booked their tickets. They went to the British and Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane, the cabin crews were very friendly. They gave them newspapers and magazines to read. They gave food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

Re-orientation { On arrival at Heathrow Airport, they had to go to customs and Immigration. The officers were pleasant. They checked the document carefully, but their manners were very polite. Mr Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

Re-orientation { The two week in London went by fast. At the end of the 14-days, they were quite tired but they felt very happy.

Advantages and Disadvantages of Recount Text

Advantages	Disadvantages
1. students can analyze what is the text that they have read is recount or not.	1. it is difficult to differentiate between recount with the others especially narrative, because they mostly have the same elements.
2. by knowing about the elements of recount, they easy to make recount text.	2. in using the generic structure can make confuse for the students that don't know about the tense.
3. it also can improve vocabulary.	
4. the student can rewrite a story based on someone's experience.	

Definition of Guided Teaching

Interest teacher's questions posed to students is not solely for the answers, in other words that whatever the answer given student is not a priority so that students answer correctly, then the teacher classify the answer with the words "right" or "wrong".

The Advantages of the Method Guided Teaching

1. To create an active learning environment.
2. Motivation and enthusiasm for learning and increased student;
3. The teaching materials submitted by teachers to attract the attention of students.

The Disadvantages of the Method Guided Teaching

1. Necessary guidance of teachers to conduct activities.
2. The time available must be used properly so that time is not wasted - and meaningless;
3. The teacher requires preparation to mature as preparation materials and equipment were adequate.

Conceptual Framework

In the teaching activity, a teacher should create a method influencing the students ability in the learning process, especially in writing recount text. Students should be able to express their ideas in mind though not a speech but can share them through writing, including in writing recount text.

The Hypothesis of the Study

Ha: There is an effect of Guided Teaching Method on student's writing of Recount Text at Grade X-IPS SMA N 1 Tanjung Tiram in Academic Year of 2016/2017.

Ho: There is no effect of Guided Teaching Method on student's writing of Recount Text at Grade X-PS2 SMA N 1 Tanjung Tiram in Academic Year of 2016/2017.

METHODE

The Research Method

Class	Pre-test	Treatment	Post-
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			test
Experiment	X ₁	Guided teaching method	X ₂
Control	Y ₁	Conventional (Speech Method)	Y ₂

Location

This study was conducted to the Grade X SMA Negeri 1 Tanjung Tiram in Academic Year of 2016/2017.

Time

This study was conducted on February until March 2017 Grade X-IPS SMA Negeri 1 TanjungTiram in Academic Year of 2016/2017.

Population

The population of this study is Grade X-IPS SMA Negeri 1 TanjungTiram in Academic Year of 2016/2017. There are parallel classes: X-IPS¹ (Social Sciences) consist of 37 students, X-IPS² consist 36 students, X-IPS³ consist of 36 students. So total number of students is 108. This School is located in SMA Negeri 1 Tanjung Tiram Kecamatan Tanjung Tiram Kabupaten BatuBara.

No	Class	Population
1	X-PS ¹	37
2	X-PS ²	36
3	X-PS ³	36
Total		109

Sample

- a. The ability of researchers views of time, energy and funds.
- b. Narrow the vast area of observations from each subject, because it involves a lot of lack of funds.
- c. Great little risk borne by researchers, of course, if the sample is the large result would be better.

Technique Sampling

Technique sampling is a sampling technique. To determine the sample to be used in research, there are various sampling technique used. Sampling technique are basically two: Probability Sampling and Non-Probability Sampling. Probability Sampling includes, simple random, proportionate stratified random, disproportionate stratified random, and area random.

Variable (s) of the Study

A variable is something that can be changed, such as a characteristic or value. Variables are generally used in psychology experiments to determine if changes to one thing result in change to another.

Instrument for Collecting Data

The instrument of this study is test. Test is a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread. The experiment and control groups will be given the pre-test and post-test. To collect the data, this study will prepare a test. This test is writing a recount text.

Pre-Test

The experiment and control groups are given the before the treatment. The pre-test is conducted to find out the homogeneity of the samples and the mean score of each group. The test is a essay which given to experiment and control groups, essay test such as Jumbled Sentences.

Treatment

- a. Experimental Group
- b. Control Group

Post-Test

Will be given after a lesson or a period of instruction to determine what the students have learned. The

post-test also to find out the differences in score of both control group and experiment group. The test is write experiences them.

Technique for Scoring Data

The score of the test, this study will determine the score by counting the student's exercise by applying this formula:

Number	Aspect	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mekanika	5
	Total	100

DATA

The research conducted in Experimental design. The research was experiment research by using two groups such as experiment group (X_1) by using Guided Teaching Method and control group (Y_1) by using Conventional Method (Speech).

Treatment of Experimental Group

Teaching writing by using Guided Teaching Method. At the first meeting, each student from the experimental group was given a pre-test by writer.

The Data Analysis

The data has been collected by giving the test as instrument. The data comes from the students score of writing test in this research. The score were obtained simply by counting the total score of their writing. In collecting data, the writer gives the real object for test in writing about a jumble sentences to the students.

The Study Result of Experiment Group (X)

On used Method based on observation result by using Guided

Teaching Method on the Experimental group (X) by sample 27 students. The data totality used Method, based on the result got on the table below:

The Level of The Students' Skill

In order, find out the level of skill of the students, the writer should find out the mean and standart deviation firstly. Mean was computed by adding a list scores and divingg by the number of the scores.

After collecting and analysing the data, it is obtained two findings. First, the coeficient reliability of the test 0,381 is categorized high. It means that the test table is reliable. From the data above, it can br concluded that:

- 1) The total score of pre-test of control group is 1080 and in experimental group is 1030 so that, the total score of experimental group is low than the control group.
- 2) The total score of post-test of control group is 1601 and in experimental group is 2214 with using method, the total score of post-test of control group is lower than the experimental group.
- 3) The score of post-test from the control group and the experimental group are higher than the score of pre-test each group, but still there are the scores which its below complete the

standart minimize score (Standart Minimize score 72).

CONCLUSSION AND SUGGESTION

Having analyzed and interpreted the data statistically, the conclusion could be conducted as following:

1. The mean of control group are 59,30 and experiment group are 82 standart deviation of the control group 60,67 and experimental group are 82,16 with the number of students 27 for control group and 27 for the experimental group.
2. The result calculation of the t-test (61,35) is bigger than t-table (2,056). it means the hypothesis is accepted.
3. Thereis signifcant different the mean of control and experimental group. It means students that using method is more effective than students that without using method because using method can help them skill easier.

Based on the conclusion above it would be better to offer suggestions as following:

1. It will be better for the students to realize that the writing skill is aim at their undersatanding in writing especially text 2. It is better for teacher not only practicing in the group room but also the teacher should have to involve in the process of writing skill, organizing the students with same regulation in order to students follow the program, work out a closer coordinate with students and commite of the school,

motivate and control the students in practicing their writing skill wherever and whenever, the teacher should also encourage students can be more to make them interested in practicing their writing.

3. It is suggested to other researcher to investigation other method guided teaching in order to help the students understanding their writing skill

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