

THE INFLUENCE OF GUIDED TEACHING METHOD ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT GRADE X OF MAN KISARAN

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ABSTRACT

The aim of the study is to know whether guided teaching method can give significant influence on the student's ability in writing recount text at grade X of MAN Kisaran. This study was conducted by using experimental design consisting 2 groups. One group was taught by using guided teaching method and the other one was taught by using conventional way. The location of this study is MAN Kisaran. The writer took 60 students as the sample and divided them into two groups, namely the experiment group and the control group. The instrument of collecting data is an essay test. To obtain the reability of the test, the writer used Product Moment analyzed by using t-test. The result of the analysis show that $t_{\text{observed}} = 61,25$ and $t_{\text{table}} = 2,046$. It proved that alternative hypothesis is accepted because t_{observed} was higher than t_{table} . So, guided teaching method can give a significant influence on students' ability in writing recount text.

Key Word : writing, recount text, guided teaching method

Introduction

As an international language, English has an important role as a communication means for both spoken and written. Consequently, English is taught to the young learners (children) in the early age in Indonesia and in almost all over the world. Like in Indonesia, English has been taught to young learners at pre-school until university level. Relating to the previous statement, to master the English they should master the skills such as listening, speaking, reading, and writing. Like in writing, they are expected to be able write a recount text. The students of class X at MAN Kisaran still found the mistakes in writing a recount text. Therefore, guided teaching method

was used to know whether this method can give significant influence or not.

Review of Related Literature Writing

Writing is a process of communication that used conventional graphic system to convey a message to readers (Linderman, 1983:11). Moreover, 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. Based on the definitions stated, it can be concluded that writing is a process in communicating the idea, message,

information, feeling, etc in written way.

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. Hence, Writing can be regraded as the most difficult subject in the school for the students have to produce a text by using English. They must write about what they think in their mind and state it on a paper by using the correct procedure.

The Purpose of Writing

Purposes of writing is that witing 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). It means that, the purposes writing for can get information something from the people and media electronics and etc.

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 students with different age, interest, and level are given the types of writing differently. For instance, we can order the beginner write a simple poetry. When we set a ask for basic students, we will make sure that they will have enough words to do it and also for intermediate and advance students. The decision will be based on how much language the students know, what their interest are, and what we think will not only be useful for them, but also motivate them as well.

The Process of Writing

Harmer (2003:258) explained that in teaching writing process there is a set of recursive stage which include: drafting, structuring, reviewing, focusing and generating ideas and evaluation. Shin in Brown (2001) wrote that the teachers began to develop writing process to writing instruction by employing most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help students to understand their own composing process;
- c. Help them to build repertoires of strategies of prewriting, drafting, and rewriting;
- d. Give student's time to write and rewrite;

Tompkins (2002) stated that the writing process is a systemic approach to writing that include some stages are:

1. Prewriting

Prewriting is the getting ready to write stage. Thus the time for the writer to decide on the topic and to gather and organize his/her ideas. In the authoring cycle, prewriting begins ideas for the children's lives, their reading, and event in daily life of classroom. The experiences, observation, and interactions that student's have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, pre-writing prompts and activities can be integrated in to the writing process as scaffolds by teachers to help student's generate ideas for their writing and to practice the thinking skills inherent in the activity.

All of those techniques can be in pre-writing for the student's as they are not as difficult as free writing or writing a journal which can create new problem for the student's to start with.

2. Writing (Drafting)

In the drafting stage, the student's create and communicate the meaning, while spelling, punctuation capitalization, and sentence structure should be emphasized. While writing their first draft, the student's focus on getting meaning down on paper, do not be overly concerned with grammatical correctness. In this stage, the student's are also give a change to re-read and revise their draft. As they write, they can re-read review, and make revision on content.

3. Re-Writing

Re-writing is commonly referred to as editing or revising. Revising deals with the content of t

he written piece. In the stage, writers refine and polish what they have written. They added that revising is not the same as proofreading or editing. It is the chance for student's to the thing and change the text introduction on a paragraph. Beside, in this stage, the student's are engaged tidying up their text as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy or supportive textual material of the supportive textual material such as quotations, examples, and the like.

4. Post- Writing

The last stage is post writing stage. It continues any classroom activity that the teacher and student's can do with the completed piece of writing. This includes publishing, sharing, reading aloud, transforming test for stage is a platform for recognizing student's work as important and worthwhile.

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 thet 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

Writer or speaker must know some types of recount text like in exploring how text work (Derewinka, 1990: 15—17) there are three types of recount. They are:

a. Personal Recount

personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

Language features of personal recount text are:

1. Use of first pronoun (I, we)
2. Personal responses to the events can be included, particularly at the end.
3. Details are often chosen to add interest or humor.

b. Factual Recount Text

factual recount text is a recount that recording the particulars of an accident. (e.g. report of science experiment, police report, news report, historical recount). Language features of factual recount are:

1. Use of third person pronouns (he, she, it, they).
2. Details are usually selected to help the reader reconstruct the activity or incident accurately.

3. Sometimes the ending describe the outcome of the activity (e.g. in a science experiment).
4. Mention of personal feelings in probably no appropriate.
5. Details of time, place and manner may be need to be precisely stated (e. g. at 2.35 pm, between john st and Park rd, the man drove at 80 kbp).
6. Descriptive details may also be required to provide precise information (e. g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
7. The passive voice may be used (e. g the breaker was filled with water).
8. It may be appropriate to include explanations and satisfactions).

c. Imaginative Recount

imaginative recount is a recount that talking on an imaginary role and giving details events (e. g. a day in the life of a Roman Slave : how I invited..)

a. Personal Recount

b. Factual Recount Text

c. Imaginative Recount

Constructing the Written Recount Text

- a. The First paragraph that gives 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.

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 of Senior High School.

Vacation to the Beach

Orientation:

Last week, I and my friends went to the beach after school. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.

Events:

At the beach, it was fun. We played football in the coast line. After that, we built a castle from sand. In the night, we made bonfire together. We roasted fishes and squites then we ate them. In the midnight, it was time to share our scary stories. One by one, we told our story.

Reorientation:

At the morning, we went home. It was a moment i never forgot.

Guided Teaching

Learning guidance (guided teaching) is a lesson that can be applied as a distraction in the learning process by filing one or more questions that are presented to the students in order to determine the level of students' ability on a particular matter or to obtain a hypothesis or conclusion then group them into categories certain as an example of the results of the discussions are the small grouped students. This method can be used before the teacher explained what will be taught, especially material related to abstract concepts.

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". Most important in the use of this method is the extent to which teachers can appreciate the efforts of the students through the answers

given, as well as serve as a facility for teachers to hone their thinking skills in higher tiers.

Steps of Guided Teaching includes:

- (1) Outline some questions for learners to learn and the ability they have. Use questions - questions which has several possible answers.
- (2) Give a few minutes to answer questions. Encourage them to work both or in small groups.
- (3) Have students present the results of their answers and record the answers - answers that they convey. If possible, write on the board by grouping their answers in the category - a category that would you say in the study activities.
- (4) Delivering points - the main points of your material and interactive lectures;

- (5) Ask students to compare their answers with points - points that have to convey. Note points - points that can expand your material discussion.

The Benefits of the Guided Teaching Method

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 Weaknesses of the Guided Teaching Method

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.

Research Methodology

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

This study was conducted to the Grade X of MAN Kisaran in Academic Year of 2016/2017. This study was conducted on June until July 2017 at Grade X of MAN Kisaran in Academic Year of 2016/2017. The population of this study is Grade X of MAN Kisaran in Academic Year of 2016/2017. There are parallel classes: X-IPS¹ (Social Sciences) consist of 30 students, X-IPS² consist 30 students. So total number of students is 60, which automatically become sample. The

instrument of this study is a writing test which the students are required to write a recount text.

Research Findings

The findings of the research can be as follow:

- 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 lower 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.

Conclusions

Having analyzed and interpreted the data statistically, the conclusion could be as the 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. There is significant difference for the mean of control and experimental group. It means students taught by using guided teaching method is more effective than students taught by using conventional method. In otherwords, there is significant influence of guided teaching method on the student's ability in writing recount text at grade X of MAN Kisaran

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