THE INFLUENCE OF GUIDED WRITING STRATEGY ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

(A Quasi Experiment in an Asynchronous Class at STIESNU Bengkulu)

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu

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Wassalamu'alaikum Wr. Wb

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MOTTOS

نِ إِ مَعِۣ رِ الْعُسْنْ يُسْرًا ❖

Whoever is sincere, really sincerity is for his own good

(Q.s. Al- Ankabut: 6)

A very action has an equal and opposite reaction

To get what you want you must work hard and prayer.

God will take care of the rest. Believed, Allah has the best plan.

❖ "What's yours will find you"

Imam Ali Bin Abi Talib

DEDICATION

Bismillahirrohmanirrohiim

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends who guide us to be muslim. I proudly dedicated this thesis to:

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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"The Influence of Guided Writing Strategy on Students' Ability In Writing Descriptive Text (A Quasi Experiment in an Asynchronous Class at STIESNU Bengkulu)"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021

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ABSTRACT

Randy Aditya Putra, 2021. The Influence of Guided Writing Strategy on Students' Ability In Writing Descriptive Text (A Quasi Experiment in an Asynchronous Class at STIESNU Bengkulu)

The purpose of this research is to find out whether implementation of a Guided Writing Strategy had an effect on the students' ability in writing descriptive texts or not. The researcher decided on a small sample size of 10 students majoring in Economic Syariah of STIESNU Bengkulu to be sampled in this research, This research employed a descriptive quasi-experimental time-series design to collect the research data using the pre-test and post-test. From the results of this study, The means score of post-test of the experimental group class 79,3 was higher than the mean score of pre-test of the experimental group class 65,3. It was understood that the strategy gave a significant effect on students ability in writing descriptive text between students after being treated by guided strategy in writing descriptive text and has not been given treatment.

Keywords: *Guided Writing Strategy, Descriptive Text.*

ABSTRAK

Randy Aditya Putra, 2021. The Influence of Guided Writing Strategy on Students' Ability In Writing Descriptive Text (A Quasi Experiment in an Asynchronous Class at STIESNU Bengkulu)

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan *Guided Writing Strategy* memiliki pengaruh atau tidak terhadap kemampuan siswa dalam menulis teks deskriptif. Peneliti memutuskan ukuran sampel yang kecil yaitu 10 mahasiswa jurusan Ekonomi Syariah STIESNU Bengkulu untuk dijadikan sampel dalam penelitian ini. Dari hasil penelitian ini, nilai rata-rata post-test kelas eksperimen 79,3 lebih tinggi dari nilai rata-rata pretest kelas eksperimen 65,3. Dipahami bahwa strategi memberikan pengaruh yang signifikan terhadap kemampuan siswa dalam menulis teks deskriptif antar siswa setelah diberi perlakuan strategi terbimbing dalam menulis teks deskriptif dan belum diberikan perlakuan.

Kata kunci: *Strategi Menulis Terbimbing, Teks Deskriptif.*

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CHAPTER I

INTRODUCTION

A. Background of The Study

The most important tool of communication is language. Based on the hadith narrated by Imam Tirmidzi, the Holy Prophet ordered one of his secretaries named Zaid bin Tsabit to study the Syriac language which was used by the Jews at that time, this was motivated by the many letters that came to the Prophet peace be upon him, but the Prophet was afraid that there would be additions and subtractions if he ordered the Jews to reply to these letters (Hakim, 2017).

Writing is one of four language skills that are just as important as the other three skills. Students in learning English must learn writing skills because it is one of the skills that students must understand in learning English according to the curriculum. Writing improves our communication and critical thinking abilities. Our thinking and learning become visible and permanent when we write them down. The students' ability to use English to communicate in their daily lives is one of the important skills students should have. By writing, students can express their opinions; convey ideas and opinions to others. Writing is also a means of transmitting a message for a purpose to a reader. The purpose of writing is to give the reader a voice and information. It says writing can be a way of transferring ideas to the reader. The message can be used as a communication tool if it cannot be transmitted orally. Writing is a cognitive task that is challenging to master and necessitates the student's control over a variety of variables. These variables range

from the writer's academic background and personal interests to psychological, linguistic, and cognitive phenomena (Dar, M. F., & Khan, I., 2015).

Even though writing skills are important skills for students, but students still think that writing skills are the most difficult skills for students, because students are required to integrate many language skills such as mastery of vocabulary, spelling, determining topics, themes, composing sentences, to paragraph compilation. So it is not wrong if writing skills are considered difficult by most college students. In general, students cannot communicate their meaning by writing well. Students also realize many things that must be considered when write something.

Therefore, writing is not easy, mainly for the students in senior high schools. Based on the preliminary observations, May 29th, 2021, at English lecturers of STIESNU Bengkulu, the researcher found many issues in the teaching and learning process of writing descriptive texts. Students have certain difficulties; they believe it is difficult to compose informative texts because they lack suggestions for forming sentences, they have no writing experience because they lack writing models, and they lack cues to generate ideas. It bored the students, and as a result, they became uninterested in studying. The students did not have many concepts to put in writing something. Besides, students had a long time to think that something could be written in a descriptive paragraph when doing some writing exercise. Moreover, many problems could be found when students continue to write something. Some students struggle to improve their thoughts about their subject because they lack vocabulary. Some students were also unsure

about which vocabulary to use while writing descriptive language. In this situation, the students must select the appropriate words (Rahayu & Isrina, 2017). Therefore, those students are also apprehensive about writing in English. This is not only due to their incompetence, but also due to the students' own actions. Their fear makes it difficult for them to write in English. They are confronted with issues caused by themselves or their surroundings, such as their teacher or their friends (Wahyuni & Umam, 2017).

The situation arose as a result of the lecturer method of instruction. As a result, the lecturer rarely used a variety of teaching techniques. The process of teaching becomes tedious. It had an automatic effect on the class's atmosphere. The students felt bored, and they had only a rudimentary grasp of the material. In STIESNU Bengkulu, the guided writing strategy was not yet used in the writing of descriptive text. In this case, researcher must devise a method that will assist them in writing the teaching-learning process. The guided writing strategy is one of them.

A guided writing strategy appears to be an effective method of teaching writing. A guided writing strategy is an educational technique in which a teacher supports and scaffolds a small group of students with a shared interest by reflecting on and encouraging writing strategy and behaviors. This strategy entails leading a small group of students through the process of writing independently written texts, getting input on their efforts, and improving students' thinking skills as they are writing. Students organize their thoughts and compose texts by guided writing, which can be done individually or in groups. Guided writing strategy is a very

useful way for students to become independent authors because it explains how to observe the writers transitional period, how to encourage them to extend their writing into the next phase of their growth, and how to offer specific education that allows them to accomplish goals that they could not achieve on their own (Oczkus, 2007).

Based on the description above, the researcher interests to conduct the research with the following title "The Influence of Guided Writing Strategy on Students' Ability In Writing Descriptive Text (A Quasi Experiment in an Asynchronous Class at STIESNU Bengkulu)"

B. Identification of the Problem

Following are some problems that could be listed based on the above description:

1. Students have less motivation in learning English, because the students' still think English is not very important for their major.

2. Students are lack in their vocabulary in writing.

3. Students find difficulties on writing descriptive text.

4. Uninterested teaching learning process makes students felt bored in learning English.

5. Students find difficulties in gathering and organizing their ideas unity.

C. Limitation of the Problem

Based on the observation of the interviews with some students, there are a number of issues that are thought to be affecting students' difficulties in writing descriptive texts. However, the researcher will never be able to study and address

all of the issues. In English, there are several different types of genres. A descriptive text is one of them, and there are four skills in English: reading, listening (receptive skill), speaking, and writing (productive skill). And the writing skill will be focused on this research and descriptive text will be studied. This research will also focus on writing skills, with descriptive text being studied. The focus of this study was on the impact of guided writing strategy on students' ability to write a descriptive text. The subjects of this research is second grade students at STIESNU Bengkulu, especially in English subjects.

D. Research Question

This study seeks to find the answer to the following question: How is the implementation of a Guided Writing Strategy on students' ability in writing descriptive text?

E. The Objectives of the Research

According to the statement, the researcher has the following objectives for this study: To find out whether implementation of a Guided Writing Strategy gave a significant effect on students ability in writing descriptive text

F. Significances of the Research

It is predicted that the findings of this research would be useful both theoretical significance and practical significance.

   1. Theoretical significance.

Theoretically, this research is intended to add to our understanding of the strategies for teaching students to write descriptive texts using a guided writing strategy.

2. Practical significance.

This research is expected to be useful in the following ways::

a. The students.

It is expected that this research can help the students of STIESNU Bengkulu to learn and improve their ability in writing descriptive texts well.

b. The English lecturers.

It is expected that this research can provide an input for the lecturer in providing an alternative technique to improve students' ability in writing descriptive texts by using guided writing strategy.

c. The other researchers.

This result may become one of the references to get information about the importance of guided writing strategy and to inspire for those who are interested in conducting research studies using the technique. It also will enrich and enlarge the knowledge of teaching English, especially in improving students' ability writing descriptive texts.

d. For the institution.

The result of this research can use as a reference for students of the university as a learning and for the lecturers as an indication to worth the students' ability in writing especially writing descriptive texts by using a guided writing strategy.

G. Definition of Key Terms.

In order clarify the key terms used in this research, some definition are put forward:

1. Guided Writing Strategy.

Guided Writing is one of the approaches where the teachers teaching by giving the students examples of the specific topic and lead the students to understand with it. Guided writing can be held in a group of individually. This strategy is really useful in teaching English. The teachers give the students a problem and they tried to find the solution. Trial and error are recommended and the teachers as the guide. Thus the students will open their minds and try to express their own ideas about that topic.

2. Descriptive text.

A descriptive text defines an individual's or something characteristics. Its goal is to reveal and describe a specific person, place, or thing.

CHAPTER II

LITERATURE REVIEW

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A. Writing Ability

Writing is one of four language skills that are equally important to the other three. This diversity of languages is part of a sign of God's power, as stated in Qur'an Surah Ar-Rum verse 22: *"And among the signs of His greatness are the creation of the heavens and the earth, the difference in language and the color of your skin. Indeed, inside there are signs for those who know"* (Shihab, 2002). Thus, understanding foreign languages is the initial capital to get to know each other and establish harmony between nations, especially languages that are widely accessed and studied in the world, for now at least the means to penetrate the horizons of science and experience is mastery of Arabic and English.

1. Definition of writing

Writing is one of basic skills and competencies; it communicates concepts, through the identification of objects on the surface or in some products, instigation, drawing or otherwise communication. Writing ensures the preservation of knowledge and allows users to interact over long distances. Writing is the result of a traditional mark or graphic language documentation (Harmer, 2004). Writing is a method of expressing ideas; the Researcher would be interested in the process of constructing larger units of ideas from smaller ones.

According to Hylad (2003), writing is thought to be a product of grammatical and lexical abilities, and writing development is thought to be the

result of students imitating and manipulating models provided by the instructor. Many who hold this perspective see writing as an extension of grammatical means of reinforcing language habits by habit formation and testing learners' ability to produce well-executed sentences. Furthermore, writing is a complex structure that can only be mastered by honing the lexical and grammar skills.

In Addition, writing demonstrates the ability to relate in a manner that satisfies the reader completely (Hughes, 2003). It has a logical organisation structure that makes following the messages easy. The related arguments are framed in an engaging manner, with the core concept prominently and explicitly presented first, followed by entirely affective supporting content, arguments that effectively refer to experiences or points of view. There are errors in vocabulary, pronunciation, punctuation, and syntax, and the writing does not show a full understanding of linguistic structures.

Based on the above definition, the researcher concludes that writing is the result of the process of recording language in the form of signs or graphics that are seen conventionally on a surface. Writing has always been part of the syllabus in teaching English. However, it can be used for a variety of purposes, ranging from being merely a backup in situations where mastering the ability to write effectively is seen as a key goal for learners. Competence in writing in different genres and for different purposes realism heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

There are three reasons for writing: to entertain, to inform, and to persuade; however, the emphasis of this study is on informing (Grenvile, 2001).

    a. To entertain

Writing for entertainment is generally fictional or artistic. To put it another way, the researcher must use his or her creativity. It should not make the readers chuckle, but it should elicit some kind of emotional response from them.

    b. To inform

The aim of writing to inform is to convey information to the audience. Such insightful writings may concentrate in the journals and articles, science or business papers, instructions and procedures as well as essays for schools and university. These can include artifacts, locations, procedures, and events.

    c. To persuade

The researcher attempts to persuade the reader that a point of view is true by portraying facts/data in such a way that readers can believe and behave on the researcher's opinions.

2. Kinds of Writing

A narration is a type of writing that is used to tell or relate a story (Wishon & Burk, 1980). A summary is a type of writing that is used to describe something. Exposition is a technique for describing or interpreting something. Persuasion or argumentation writing is a form of writing that is used to convince or argue. There are four different types of prose:

a. Narration

Narration is a type of writing used for telling the story of events or acts. The natural time series is used to position events in time and explain what happened. Short stories, books, and news stories are examples of storytelling, as well as a significant part of our daily social interaction in the form of latter and dialog. The narrator's conclusion is to relate a tale that includes a troubling memory.

b. Description

Description is a technique for presenting a verbal portrait of an individual, location, or object. Description means to say, description means to display, and description is a strategy for presenting a verbal portrait of a person, place, or things. It may be used to supplement other types of writing or as the primary method for constructing an image of "what it feels like" (Oshima & Houge, 1983). The explanation concludes by identifying a person, location, or object.

c. Exposition

Exposition contains editorials, essays, and descriptive and educational content, and it is used to provide facts, make explanations, and translate context (Wishon, 1980). The aim of the exposition's conclusion is to provide detail about something.

d. Persuasion/ argumentation

Argumentation and persuasion are used to persuade and convince. In argumentation literature, the writer attempts to persuade and persuade the reader to accept the writers viewpoint, theory, and mood, as well as the researcher's

belief. Starting an opinion and convincingly supporting it is the conclusion of argumentation.

3. Descriptive Text

Descriptive text is a form of writing that contains detailed and entertaining descriptions of something. It is a verbal image of a person, a position or an entity. When someone describes something or anyone by writing an essay, they want to be as genuine as possible to attract the attention of the reader (Pharr, 2005). The objective of the descriptive text is to identify and reveal a person, place or thing.

Descriptive is about the subjective perception of seeing, hearing, and testing something (Kane, 2000). The definition focuses on sensory experience, but it also covers different types of vision. Hogue (2008) state that descriptions are "word images" that describe the appearance, feel, smell, taste, and sound of something. When it comes to writing good explanations, there are two things to keep in mind: Make extensive use of descriptive descriptions and use space order to coordinate the explanation. Below, descriptive text is described in terms of visual perception and what you smell, taste, and hear.

The researcher conclude that descriptive text is a text that provides in-depth information about whether the definition is person, place or other object. If something needs to be explained, it needs to be used to help readers to see, hear, smell, taste and sense the topics.

Two general structures consist of the descriptive text: identification and description. An introduction paragraph is used to describe who you are. It provides background information on the object or thing being described. The

attributes of the specific object being identified or addressed make up the definition. The language features of the texts are simple, tense, linkable, and adjective use (sizes, shape, texture, speed, etc.), verb linking (also, is, belongs, etc.) and signal word in descriptive text. There are language features (such for instance, etc).

4. The Stage of Writing Process

Writing is a skill that needs to be studied and mastered. It is important to keep in mind that writing is a process, not a product (Oshima & Houge, 1991). As a result, having mastered writing as a language skill is critical for students. Learning to write requires knowledge of the stages and also the affiance approach, which integrates each step into the affiance process. The remainder of this section looks at the stages of writing: prewriting, drafting, revising, and editing (Detrich & Kaisar, 1986).

a. Prewriting

Prewriting refers to any of the exercises that train us to write the first draft.

b. Drafting

The first draft should be thrown out or at the very least buried, but it is an important aspect of the writing process. Draft is useful for two reasons:

1) They allow us to put all of our thoughts on paper, but we should never be able to see everything at once.

2) They encourage us to assess all our materials by placing them before us.

c. Revising

To revise is to revise, to see once again where our thinking is halted in a draft, warts, and everything before us, and we will focus on the efficiency of our writing.

      d. Editing

Learning about a subject and devising tactics for introducing it to a reader is both challenging and satisfying. Prewriting, drafting, revising, and editing are all necessary steps in the writing process.

    5. Assessing writing

Jacob (1981) said that a written evaluation was one of the ESL analytical scales most commonly used and well-known. Scripts deal with five facets of the Jacobs scale writing: text, structure, terminology, usage of language and mechanics (Weigle, 2002).

B. E-Learning Method

Online education allows students to obtain a higher education without physically attending classes (Butner & Murray, 1999). Interaction in online learning, the equivalent of face-to-face discussions in physical classes, occurs in asynchronous discussion forums, via email, or chatting platform and in synchronous chatrooms (Delahunty & Verenika, 2014). In e-learning, the types of learning that occur are generally divided into one of two categories: synchronous and asynchronous. Both strategies have their own pros and cons, and the right technique for learners depends largely on their method of absorbing the information provided.

Synchronous e-learning, which is commonly accompanied by media such as videoconferencing and chat, has the potential to assist e-learners in the formation

of learning communities. By asking and answering questions in real-time, learners and teachers perceive synchronous e-learning as more social and avoid frustration. Asynchronous e-learning, which is commonly facilitated by media such as e-mail and discussion boards, helps learners and teachers maintain work relationships even when participants are not online at the same time. As a result, it is an essential component of adaptable e-learning. Indeed, many people take online courses because of their asynchronous nature, allowing them to balance education with work, family, and other responsibilities.

In this case, researchers will conduct e-learning research using the asynchronous method. According to Higley (2013) & Azimzadeh (2014), asynchronous instruction is defined as a student-centered teaching method that uses elearning resources to facilitate information sharing outside the constraints of time and place among a network of people. Thus, in the asynchronous approach, instruction is typically delivered without the participants' physical presence (teacher-student presence) at the same time (Higley, 2013). As a result, instructions for this method do not occur in real time. As a result, instructional delivery is not simultaneous because it can occur at any time and from any location. For instance, the teacher may decide to deliver his lesson through Videotape, YouTube, Digital Video Disc (DVD), or Podcast while the students can later respond through the use of communication modes like email, Whatsapp, Telegram, Line, or Google Classroom, and another platform kind of.

Therefore, the researcher will use the WhatsApp platform as a tool in this research. WhatsApp is currently widely used by various groups, especially

students. Anwar & Riadi (2017) defines WhatsApp as a chat application that can send text messages, images, sounds, locations and videos to other people using any type of smartphone. The WhatsApp Messenger application usually uses a 3G/4G or WiFi connection for data communication. By using WhatsApp, one can chat online, share files, and exchange information (Suryadi, 2018). Jumiatmoko (2016) states that WhatsApp is an Instant Messaging technology such as SMS with internet data assistance with more attractive supporting features and is the most popular social media that can be used as a communication medium. WhatsApp Messenger has the potential to be used as a teaching tool.

C. Guided Writing

Guided writing is one of the approaches where the teachers teaching by giving the students examples of the specific topic and lead the students to understand it. Guided writing can be held in a group or individually. This strategy is really useful in teaching English. The teachers give the students a problem and they tried to find the solution. Trial error is recommended and the teachers as the guide.

According to Kellogg (1988), as a ground theory he stated Writing strategy that are successful can increase writing success while also reducing attentional fatigue. According to many scholars, educators also face tremendous difficulties in creating a viable writing technique to assist students because writing is a dynamic process that involves the coordination of several abstract concepts (Kieft & Bergh, 2008). The Guided Writing Procedure (GWP) is a three-day method that promotes the synthesis and retention of information from its subject areas (Roberta, 2010). This strategy allows students to combine their previous understanding of the

subject with what they understand from a book, resulting in a well-edited, readable piece of writing. Timayi (2015) explains that the Guided Writing Procedure strategy facilitates the development of students' writing skills well by improving their writing test results. The process of writing expository narratives using the GWP strategy, students can be facilitated by the presence of teacher guidance, teacher directions regarding writing so that it provides opportunities for students to be able to process their ideas but still according to the correct steps in writing and can be monitored by the teacher.

According to Patel and Jain (2008) guided writing the students are supplied all necessary structural and lexical items related to the thoughts and ideas to be expressed. The teacher is only an improver or guided. The teacher gives the students a guide to make them work independently. It means the teacher does not guide the students in the processes of writing completely. As a result, the students can work by themselves through guidance from the teacher. According to Oczkus (2007), guided writing is a bridge between shared writing and independent writing, a scaffold that provides students with useful tools as they transition into writing on their own. It means that guided writing uses the scaffold to help students write independently. Scaffold means away in teaching writing by using some instructions such as teaching reading: modelling shared reading, guiding students in cooperative or teacher-led groups, and encouraging them to work independently (Oczkus, 2007).

Moreover, as another ground theory states, guided writing is free writing, which is tied to structuring phrases, direct answering questions, and the effect is typically a

paragraph. In addition, the activities centered on reading understanding, vocabulary construction, grammar and oral competencies that finished into a written item (Reid, 1993). Sometimes guided writing involves students working as a group or pairs to support one another by the teacher as a guide (Aquilina, 1999). Guided writing sessions can be conducted in a variety of ways, there are Individuals, small groups, or the entire class can participate in guided writing sessions. Assisting students with special needs by guided writing sessions is also an important technique.

Based on the above definitions, the whole class, small groups or individuals may be involved with guided writing. With the STLA and other supporters such as English as a Second Language (ESL) instructor they will build an environment for successful team teaching to develop student writing skills by careful consideration and revision.

D. Previous Study

There are many researchers who had conducted the research that related with this study. The first research was written by Afra Himmaturrijal Ismail (2018) entitled, "An Analysis of Students' Ability in Writing Descriptive Text". The result was that the students ability to write descriptive text. This study is to find out the results of writing descriptive texts made by grade VIII students at SMPN 2 Selong. This study aims to analyze the results of students' writing in writing descriptive texts by using 5 aspects in writing, namely: organization ideas, developing ideas, grammar, vocabulary, and mechanics. This research is not only

intended to measure students' abilities, but this research aims to find the strengths and weaknesses of students in writing descriptive texts.

Second, Rizky Padenggan Pane (2019) entitled, "The Effect of Guided Writing Strategy on Students' Achievement in Writing Narrative Text at Madrasah Aliyah Laboratorium UIN-SU". This research was conducted to know the effect of applying the effect of guided writing strategy in learning English of Madrasah Laboratorium UIN SU Medan in the academic year of 2018/2019. The population of this research was the class XI–MIA 1, XI-MIA 2 and XI-IS 1 and the samples of this research was taken from 25 students of Experimental class (XI–IS 1) and 30 students of control class (XI-MIA 1).

Third, Aliatul Muawanah (2018) entitled "Teaching Writing Descriptive Text By Using Guided Writing Technique at The First Semester of The Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year of 2017/2018". The objectives of the research are to know and describe the process of teaching writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar, to know and describe the teachers problems in teaching writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar, to know and describe the students' problems in learning writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the academic year of 2017/2018.

Fouth, Aprilia Imanuri (2019) entitled "An Analysis Of The Use Of Adjective In Writing Descriptive Text At Seventh Grade Students Of Mts Al-Hidayah Marga Agung In The Academic Year of 2018/2019". This research aims to analyze the use of adjective in writing descriptive text. The purpose of this research is to find out what are the types of adjective that are used in students' writing descriptive text based on the Dykes' theory and to find out how are the used of adjective by students in their writing descriptive text. This research used qualitative research in collecting and analyzing the data. The data gathered from the students then it was analyzed in order to draw a conclusion. The subject of the research was seventh grade.

And the last by Ni Made Lisma Martarini and Ni Nyoman Ayu J. Sastaparamitha (2020) entitled "The Effect of Guided Writing Strategy in Writing Skill". The present study is dealt with the effect of guided writing strategy through first semester students in STMIK STIKOM Indonesia. The method of analyzing data in this research was conducted by descriptive analysis. Before that, simple random sampling was used to determine the sample. Two groups were treated differently. One group treated by a guided writing strategy and the other treated by a conventional writing strategy. The data in this study analyzed solely in a descriptive way. The descriptive analysis of the study includes measures of central tendency or averages (mean, median, and mode) and measures of spread or dispersion (standard deviation, variance, and range).

Based on the research above, this research has some similarities, differences and connections with the previous studies above. The similarities are: *first*, the

research from Afra Himmaturrijal Ismail (2018), Aliatul Muawanah (2018) and Aprilia Imanuri (2019) the three studies have the same focus with this research about writing descriptive texts; *second*, Aliatul Muawanah (2018) also focused her research using guided writing technique/strategy in writing descriptive text. The research from Rizky Padenggan Pane (2019) and Ni Made Lisma Martarini & Ni Nyoman Ayu J. Sastaparamitha (2020) the both of studies have the same focus with this research about using guided writing strategy.

The differences are: *First*, the research from Afra Himmaturrijal Ismail (2018), this research aims to analyze the results of students' writing in writing descriptive texts by using 5 aspects in writing, namely: organization ideas, developing ideas, grammar, vocabulary, and mechanics. *Second,* Aprilia Imanuri (2019), this research aims to analyze the use of adjective in writing descriptive text. *Third,* Aliatul Muawanah (2018), this research is to know and describe the teacher's problems in teaching writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar, to know and describe the students' problems in learning writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the academic year of 2017/2018. *Fourth,* Rizky Padenggan Pane (2019), this research is to know on Students' Achievement in Writing Narrative Text at Madrasah Aliyah Laboratorium UIN-SU". *Fifth,* Ni Made Lisma Martarini & Ni Nyoman Ayu J. Sastaparamitha (2020), this research is used different research method with this research, the difference in population and sample will also cause the difference in the result of the research.

The connections are: this research has a relationship with the research above. *First,* from Afra Himmaturrijal Ismail (2018), Aliatul Muawanah (2018) and Aprilia Imanuri (2019), the three researches used the guided writing strategy in writing ability. *Second,* from Rizky Padenggan Pane (2019), Aliatul Muawanah (2018), and Ni Made Lisma Martarini & Ni Nyoman Ayu J. Sastaparamitha (2020), the three researchers also used guided writing strategy in determining students' ability in writing a descriptive text.

E. Hypothesis of the Research

The researcher states the research hypothesis based on the research problem above:

1. Hypothesis Positive (Ha): There is a significant difference between students being given treatment by guided strategy in writing descriptive text and has not being given treatment.

2. Hypothesis Negative (Ho): There is no significant difference between students after being treatment by guided strategy in writing descriptive text and has not being given treatment.

F. The Conceptual Framework

The conceptual framework underlying the research is given in the following diagram:

Table 2.1 Conceptual Framework
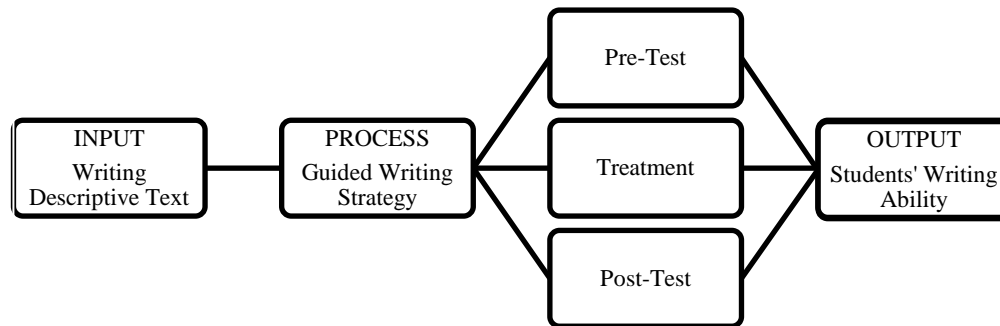
The main components of table 2.1 are described as follows:

1. INPUT: Refers to the material give to students' relate to writing descriptive text.

2. PROCESS: Refers to writing activities such as the teaching and learning process uses a guided writing strategy.

3. OUTPUT: Refers to the students' writing ability and interest after being given the treatment.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of research that will use in this study is experimental research. Experimental research is a research method use for finding the effects of treatments towards another in a controlled condition (Arikunto, 2010). According to Mackey (2005), a typical experimental study usually uses experimental group to investigate research question. This comparison is made in one of ways: two or more groups with different treatments; or two more groups, one of which the control group received no treatment.

According to Sugiyono (2017), the experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. A quasi-experimental design is a development of true experimental design which is difficult to implement (Sugiyono, 2017). The use of the quasi-experimental method is based on the consideration that in the implementation of this research learning takes place naturally and students do not feel experimented on so that with this situation it is expected to be able to contribute to the validity level of the study.

The form of quasi-experimental design use is Time series design with the Equivalent Time Series Design model. This design is a form of the quasi-experimental method. In this design, the group use for the study cannot be selected randomly. This research design uses only one group, so it does not

require a control group. Ali (2010) states that in its implementation, the treatment effect (X) is measured repeatedly in a certain period of time. Before being given the treatment (treatment), the group is given a pre-test up to three times, with the intention of knowing the stability and clarity of the groups condition before being given the treatment. If the results of the pre-test for three times (O1, O2, O3) show different values, it means that the group is unstable, erratic, and inconsistent. After the stability of the groups condition can be clearly identified, the next group is given treatment or action (X) 3 times and this treatment (X) is given every time the group finishes doing pre-test. After that, the post-test is given three times (O4, O5, O6). The general pattern of this research design can be described as follows:

Table 3.1 Time Series Design

O1 X O4, O2 X O5, O3 X O6

Note:

1. O1 O2 O3   : Pretest value before treatment
2. X   : Treatment using the Guided writing Strategy learning model
3. O4 O5 O6   : Posttest value after being given treatment (Ali,2010)

The first thing to do is determine the group that will be use as the experimental group. In this research design, only one group is use, so the control group is not use. Before give the treatment, the experimental group is given a pretest in each meeting, then given the treatment in the experimental group using the guided writing strategy in writing descriptive text learning model. The treatment given to the experimental group is three times in each meeting (first series, second series, third series). After being the treatment the experimental group is given a posttest

in each meeting, so that the gain value or the difference between the pretest and posttest scores could be obtained. The pretest and posttest scores describe the literacy values in students before and after being the treatment using the guided writing strategy model. During the treatment process, the students assessed the guided writing strategy model during the learning of writing descriptive text in neither order to know whether nor not The Influence of Guided Writing Strategy on Students' Ability in Writing Descriptive Text.

Table 3.2 Research Activities Planning

Meeting	Activities	Topic
1.	Pre-Test	Describe about self
	Treatment	Guided Writing Strategy
	Post-Test	Describe about family
2.	Pre-Test	Describe about your friend
	Treatment	Guided Writing Strategy
	Post-Test	Describe about favorite things
3.	Pre-Test	Describe about your pet
	Treatment	Guided Writing Strategy
	Post-Test	Describe about your idol

B. Population and Sample

    1. Population

The population is a generalization region made up of objects/subjects with specific properties and features that the researcher chooses to study and draw conclusions from. As a result, the community includes humans and artifacts, as well as other natural objects. The population does not only refer to the number of people who are in the object or subject being studied; it also refers to all of the properties that the subject or object possesses (Sugiyono, 2017). The population of this research is the second grade of STIESNU Bengkulu.

Table 3.3 Population

NO	CLASS	MALE	FEMALE	NUMBER
1	PBS	4	3	7
2	EKIS	10	3	13
	TOTAL	14	6	20

Source: STIESNU Bengkulu

2. Sample

A sample is a subset of the population chosen for a research study that is thought to represent the total population. According to Arikunto (2016), the study is a subset or representation of the population being tested. In this research, the purposive sampling methodology will use to collect the data. sample of the research based on some reasons, there is fact and several of the students are clever and very active while the other have low achievement in English especially on writing. In this study, the researcher only uses second semester students of the economic syariah majoring at STIESNU Bengkulu city..

C. Place and Time Research

The place is needed as locating of research to get data in research. To examine The using guided writing strategy on students' writing descriptive text, the researcher conducts the research in second semester students of the economic syariah majoring at STIESNU Bengkulu as the subject or place of the research based on some reasons, there is fact and several of the students are cleverer and very active while the other have low achievement in English especially on writing. They are also passive in the teaching-learning process.

D. Research Instrument

Data collection collects information related with the survey, information supposed to answer a research query: it is the raw material that will likely provide answers to the question (Freeman, 1998). The researcher used the data collection as the analysis tool.

Every teaching and learning experience is incomplete without a test. This is a series of questions used to test an individual's skills, intellect and abilities. As stated in Brown (2004), a test is a tool and a collection of techniques, methods or items that require test results. It tests the skill, knowledge or achievement of a person.

Before the test is given to students, the test will be trying out on other students who are equal and are not involved in this research. The student is asked to write a descriptive text about family. This step will be held to see the validity of the test face whether the text instructions are clear and the time duration is sufficient to complete the test (Hakim, et al, 2020). If the respondent is able to understand the instructions given in the test, it can be concluded that the instrument is valid and can be uses for pretest and posttest. Meanwhile, to maintain the validity of the test content, the test content format is given to the supervisor of this study to provide an assessment of whether or not the test is appropriate for use. In addition, this test is also developed based on indicators of learning objectives in the syllabus of English subjects in the 2013 curriculum.

Therefore, as a result, the researcher uses a written test to collect the results. A test is very useful in determining the students' understanding of the material presented by the teacher.

1. Pre-Test

The pre-test is about writing descriptive text. Some test conducts to collect the data will is: A pre-test is giving before the students' get the treatment of guided writing strategy. Evaluation is use during a test to measure the students᾽ understanding. The students write a descriptive text about a person, place, and object. Then the researcher did the scoring based on the test.

2. Post-Test

The test post-test is about writing descriptive text. Some tests conducts to collect the data are: A post-test is giving after the students get the treatment of guided writing strategy. It is use to measure the students' achievement after being taught through a guided writing strategy. The students write a descriptive text about a person, place, and object. Then the researcher did the scoring based on the test.

E. The Technique of Collecting Data

After collecting data, the next step is to check and analyze and calculate the pre-test and post-test results. According to Ali (2014) data collection is a vital step in obtaining science results and when data is processed using suitable methods, it leads to scientific findings..

To calculate the average score, both pre-test and post-test, using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$ = The mean score

$\sum x$ = The sum of all students score

n = The number of the students

Classification of student abilities based on aspects (Ananda & Fadhli, 2018):

Interval Value Score	Predicate	Ability
1	2	3
0 – 44	E	Extremely low
45 – 59	D	Low
60 – 74	C	Fair
75 – 89	B	Good
90 – 100	A	Extremely Good

Note: Number 1: Large Scale, Number 2: Predicate Number 3: Ability

To determine the increase in students' critical thinking skills, it can be calculated by calculating the gain, which is the difference between the pre-test and post-test results of the experimental group.

1. Steps for the Guided Writing Procedure

The four-step instructional procedures for supervised writing lessons are now defined (Strickland, 2010).

    a. Step 1: Brief, shared experience

    b. Step 2: Discussion of Strategy behavior for writing

    c. Step 3: Students' Time to Write Individually With Immediate Guidance From the Teacher

    d. Step 4: Connecting Students' Immediate Writing to an Audience

Based of step below researcher conclude step for planning guided writing strategy is :

    a. The teacher briefly discusses the idea of descriptive text.

    b. The teacher clarifies the text example by pointing out its general structure.

c. The text is discussed by both the teacher and the students. Making an asking and answering session may be used to start the conversation.

d. Students compose their own text with a new subject after discussing the text. The instructor should review the students' work during this session and ensure that they are writing the text in the right generic format.

e. After publishing, students can proofread their work for grammatical and other errors. Where a mistake is discovered, it should be corrected. It can be accomplished by peer review.

Proofreading is another phase that students must complete before presenting their work. As the final step in the writing process, each student can read their partner's work. The steps use in Technique of Collecting Data is as follows:

a. Determine the research class to be the research sample

b. Providing pretest questions to determine students' initial writing descriptive text skills 3 times before giving treatment.

c. Giving treatment in the form of learning actions to the experimental class students using the Guided Writing Strategy 3 times.

d. Giving a posttest to students in the experimental class to find out the final writing descriptive text skills of the students 3 times after giving the treatment.

F. Procedure of the Research

The test is one of the materials that is important for the research. In this paper, the researcher uses pretest and posttest.

    1. Pre-test

Providing pretest questions to determine students' initial writing descriptive text skills.

    2. Treatment

After giving the pre-test, the treatment is conducts for 3 meetings, the researcher applies a guided writing strategy. After applying pretest in the experiment group, the researcher gave treatment based on the lesson plan by using a guided writing strategy.

    3. Post-test

After the student gets the treatment using a guided writing strategy, the students are given a post-test. The researcher wants to see if a guided writing strategy is put into place to ensure that students' ability to write descriptive texts was worthwhile. The outcome is contrast with the pre-test. In this case, the researcher knows how much guided writing strategy are being applied to enhance the ability of students to provide descriptive text in writing..

G. The Technique of Data Analyzing

After data collecting, in order to answer the research question, the result and the instrument (pre-teste and post-test) will be analyzed. Each instruments study is summarized in a detailed explanation..

1. Normality Test

The normality test is a test a group of data to know whether the data distribution is a normal curve or not. In this research, the researcher uses the Kolmogorov Simonov normality test. Kolmogorov Simonov is uses to test the goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard deviation. Based on the statistical counted about normality test with belief a=0,05.

2. Hypothesis Testing

To testing the hypothesis with a one sample t test with the condition that the use is normally distribute. The hypothesis testing was carried out because this study examined learning outcomes before and after treatment (Sugiyono, 2017). The test criteria for the hypothesis are that H_0 is rejected or H_1 is accepted if $-t_{table} \leq t_{count}$, with a 95% confidence level.

H. Research Timeline

No.	Activities	Time (Month to-)						
		2	3	4	5	6	7	8
1.	Acc thesis proposal	✔						
2.	Consult with the advisor 2	✔						
3.	Consult with the advisor 2 & advisor 1		✔	✔				
4.	Carry out the proposal seminar				✔			
5.	Revision of the proposal seminar				✔			
6.	Complete a comprehensive exam					✔		
7.	Collecting and analyzing the data					✔		
8	Writing research report					✔	✔	
9.	Consult with the advisor 2 & advisor 1						✔	
10.	Carry out the thesis exam						✔	
11.	Revision of the thesis exam						✔	✔

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of the findings. The showed the rates of the experimental group final work after that group had given the treatment. The findings also included the results of the study that showed whether there were significant differences in writing descriptive text between the second-semester students who were taught using guided writing strategy and those who were not.

A. Result

The method of research that used in this study is experimental research. Experimental research is a research method use for finding the effects of treatments towards another in a controlled condition (Arikunto, 2010). The form of quasi-experimental design used is time series design with the equivalent time series design model. This design is a form of the quasi-experimental method. This research design uses only one group, so it does not require a control group. Ali (2010) states that in its implementation, the treatment effect (X) is measured repeatedly in a certain period of time. Before being given the treatment (treatment), the group is given a pre-test up to three times, with the intention of knowing the stability and clarity of the groups condition before being given the treatment. If the results of the pre-test for three times (O1, O2, O3) show different values, it means that the group is unstable, erratic, and inconsistent. After the stability of the groups condition can be clearly identified, the next group is given treatment or action (X) 3 times and this treatment (X) is given every time the

group finishes doing pre-test. After that, the post-test is given three times (O4, O5, O6).

After data collecting, in order to answer the research question, the result and the instrument (pre-test and post-test) will be analyzed. The analysis of each instrument is presented:

1. Normality of the Data

Before analyzing the data, normality of the data should be measured. In determining normality of the data Kolmogorov-Smirnov test was used.

1.1 The Result of Normality Data of Pre-Test Scores

In analyzing the normality of the data test of pre-test scores, one sample kolmogorov-smirnov test use since the data of group less than 50 data.

a. Test of normality of first meeting of pre-test scores of the experimental group class can be seen on table 4.1

Table 4.1

One-Sample Kolmogorov-Smirnov Test		
		Pretest1
N		10
Normal Parameters[a,b]	Mean	68.2000
	Std. Deviation	17.37687
Most Extreme Differences	Absolute	.194
	Positive	.116
	Negative	-.194
Kolmogorov-Smirnov Z		.194
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The Kolmogorv-Smornov test of the first pre-test of the experimental group class showed that significance was 0,200, since p values (0,200) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first per-test scores of the experimental group class can be seen on figure 1

Figure 1

The histogram of the students' first meeting pretest of the experimental

group class

b. Test of normality of second meeting of pre-test scores of the experimental group class can be seen on table 4.2.

Table 4.2

One-Sample Kolmogorov-Smirnov Test		
		pretest2
N		10
Normal Parameters[a,b]	Mean	67.2000
	Std. Deviation	6.08824
Most Extreme Differences	Absolute	.123
	Positive	.123
	Negative	-.087
Kolmogorov-Smirnov Z		.123
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The Kolmogorv-Smornov test of the second meeting pre-test of the experimental group class showed that significance was 0,200, since p values (0,200) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first per-test scores of the experimental group class can be seen on figure 2

Figure 2
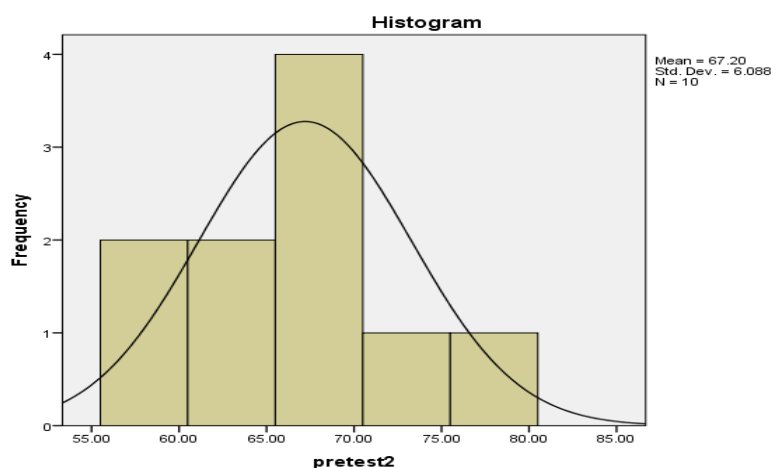
The histogram of the students' second meeting pretest of the experimental group class

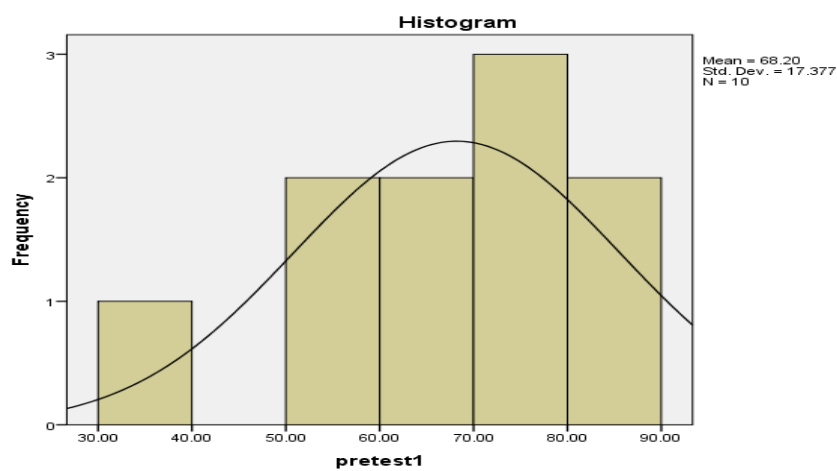c. Test of normality of third meeting of pre-test scores of the experimental group class can be seen on table 4.3.

Table 4.3

One-Sample Kolmogorov-Smirnov Test		pretest3
N		10
Normal Parameters[a,b]	Mean	76.9000
	Std. Deviation	7.24875
Most Extreme Differences	Absolute	.251
	Positive	.141
	Negative	-.251
Kolmogorov-Smirnov Z		.251
Asymp. Sig. (2-tailed)		.075[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The Kolmogorv-Smornov test of the second meeting pre-test of the experimental group class showed that significance was 0,075, since p values (0,075) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first per-test scores of the experimental group class can be seen on figure 3

Figure 3
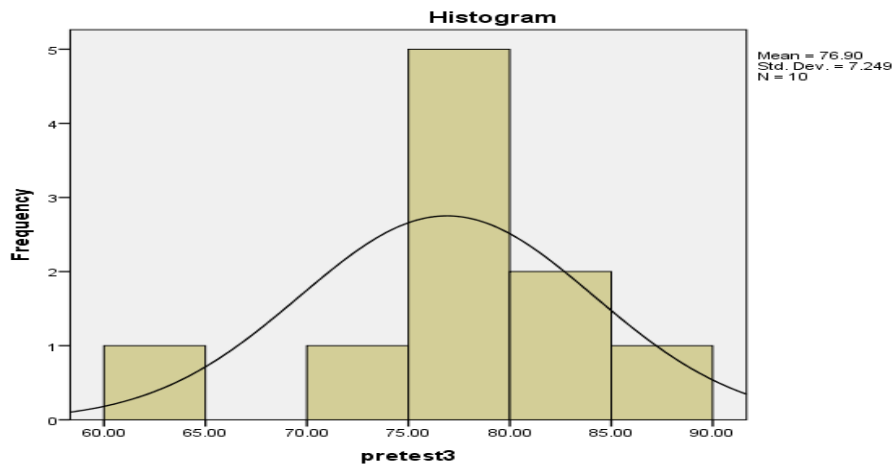
The histogram of the students' third meeting pretest of the experimental

group class

1.2 The Result of Normality Data of Post-Test Scores

In analyzing the normality of the data test of post-test scores, one sample kolmogorov-smirnov test use since the data of group less than 50 data.

    a. Test of normality of first meeting of post-test scores of the experimental group class can be seen on table 4.4.

Table 4.4

One-Sample Kolmogorov-Smirnov Test		
		Posttest1
N		10
Normal Parameters[a,b]	Mean	84.7000
	Std. Deviation	6.61732
Most Extreme Differences	Absolute	.178
	Positive	.109
	Negative	-.178
Kolmogorov-SmirnovZ		.178
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

d. This is a lower bound of the true significance.

The Kolmogorv-Smornov test of the second meeting post-test of the experimental group class showed that significance was 0,200, since p values (0,200) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of first post-test scores of the experimental group class can be seen on figure 4.

Figure 4

The histogram of the students' first meeting post-test of the experimental

group class

b. Test of normality of second meeting of pre-test scores of the experimental group class can be seen on table 4.5.

Table 4.5

One-Sample Kolmogorov-Smirnov Test		
		posttest2
N		10
Normal Parameters[a,b]	Mean	73.1000
	Std. Deviation	8.78699
Most Extreme Differences	Absolute	.120
	Positive	.116

	Negative	-.120
Kolmogorov-Smirnov Z		.120
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The Kolmogorv-Smornov test of the second meeting post-test of the experimental

group class showed that significance was 0,200, since p values (0,200) was higher

than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of second post-test scores of the experimental group

class can be seen on figure 5

Figure 5
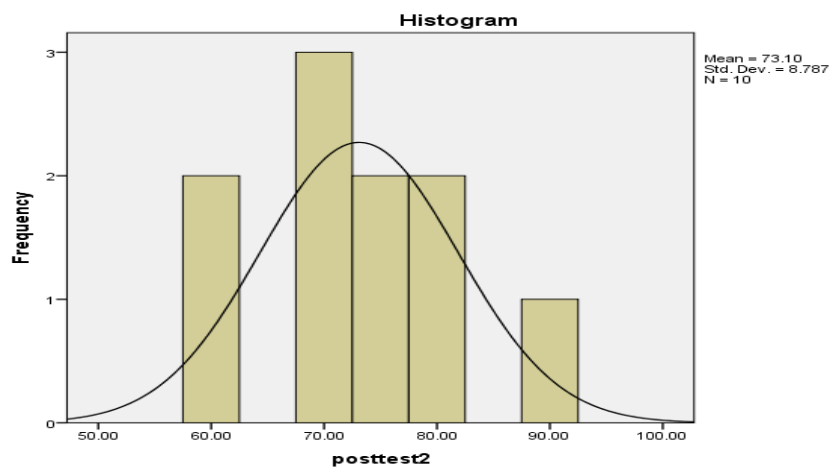
The histogram of the students' second meeting post-test of the experimental

group class

c. Test of normality of second meeting of pre-test scores of the

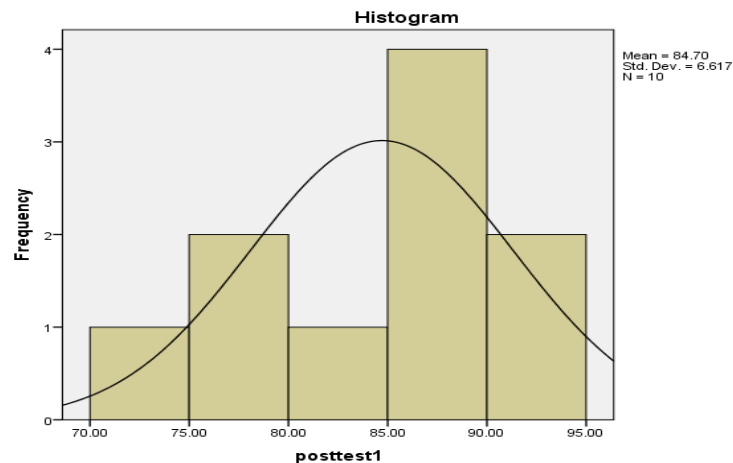experimental group class can be seen on table 4.6.

Table 4.6

One-Sample Kolmogorov-Smirnov Test		
		posttest3
N		10
Normal Parameters[a,b]	Mean	80.7000
	Std. Deviation	8.45971
Most Extreme Differences	Absolute	.239
	Positive	.239
	Negative	-.155
Kolmogorov-Smirnov Z		.239
Asymp. Sig. (2-tailed)		.111[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The Kolmogorv-Smornov test of the second meeting post-test of the experimental group class showed that significance was 0,111, since p values (0,111) was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of second post-test scores of the experimental group class can be seen on figure 6

Figure 6

The histogram of the students' third meeting post-test of the experimental
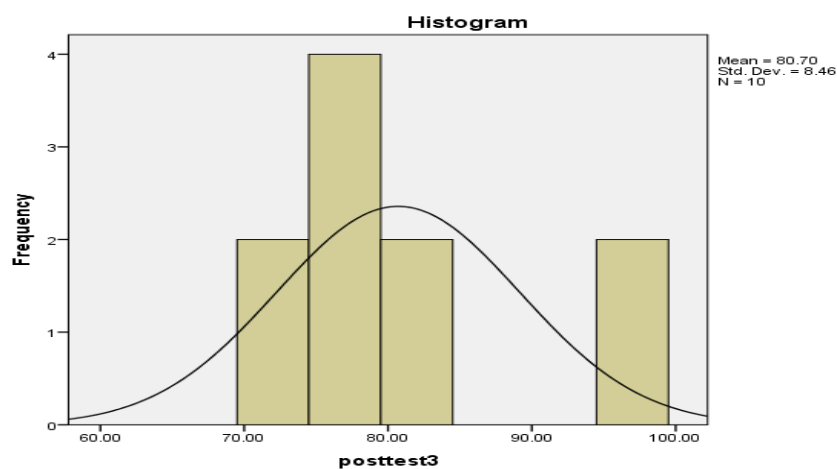
group class

2. **The Result of Writing Ability Test**

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group class. The pre-test was given to the students before the experiment was conducted and post-test was given at the end of the experiment.

2.1 **The description of pre-test and post-test score in the experimental**

group class in first meeting

Graphically, the total score of students pre-test and post-test in the experimental group class in first meeting can see on the table 4.7.

Table 4.7

The Score Distribution in Experimental Group Class in first meeting

Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
90-100	Extremely Good	0	0%	2	18%
75-89	Good	5	41,1%	7	58,9%
60-74	Fair	1	6,7%	1	7,2%
45-59	Low	2	10,4%	0	0%
0-44	Extremely Low	1	3,6%	0	0%

Based on table 4.7, pre-test in experimental group class in first meeting, there was 0 (0%) students in extremely good category, 5 (41,1%) students was in good category, 1 (6,7%) students was in fair category, 2 (10,4%) students was in low category, and 1 (3,6%) students was in extremely low category. While, in post-

test, there was 2 (18%) students was in extremely good category, 7 (58,9%) students was in good category, 1 (7,2%) students was in fair category and 0 (0%) was in low category and extremely low category.

Graphically, the total score of students pre-test and post-test in the experimental group class can be seen on figure 7.

Figure 7

Graph for Pre-test and Post-test score in experimental group class in first meeting Based on figure 7, the post-test score was higher than pre-test score. It means teaching writing descriptive text by using a guided writing strategy increase the students' ability in writing descriptive text.

2.2 The description of pre-test and post-test score in the experimental group class in second meeting

Graphically, the total score of students pre-test and post-test in the experimental group class in second meeting can see on the table 4.8

Table 4.8
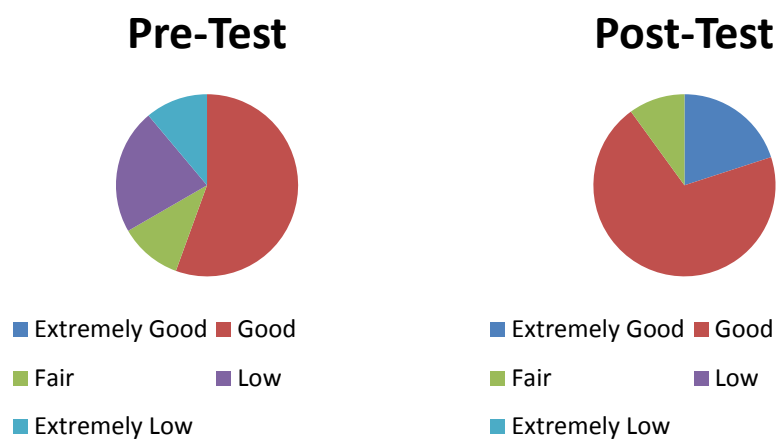
The Score Distribution in Experimental Group Class in Second Meeting

Score interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
90-100	Extremely Good	0	0%	1	9%
75-89	Good	1	7,8%	3	24,4%
60-74	Fair	8	53,6%	6	40,7%
45-59	Low	1	5,8%	0	0%
0-44	Extremely Low	0	0%	0	0%

Based on table 4.8, pre-test in experimental group class in second meeting, there was 0 (0%) students in extremely good category, 1 (7,8%) students was in good category, 8 (53,6%) students was in fair category, 1 (5,8%) students was in low category, and 0 (0%) students was in extremely low category. While, in post-test, there was 1 (9%) students was in extremely good category, 3 (24,4%) students was in good category, 6 (40,7%) students was in fair category and 0 (0%) was in low category and extremely low category.

Graphically, the total score of students pre-test and post-test in the experimental group class can be seen on figure 8.

Figure 8

Graph for Pre-test and Post-test score in experimental group class in second

meeting

Based on figure 8, the post-test score was higher than pre-test score. It means

teaching writing descriptive text by using a guided writing strategy increase the

students' ability in writing descriptive text.

2.3 The description of pre-test and post-test score in the experimental
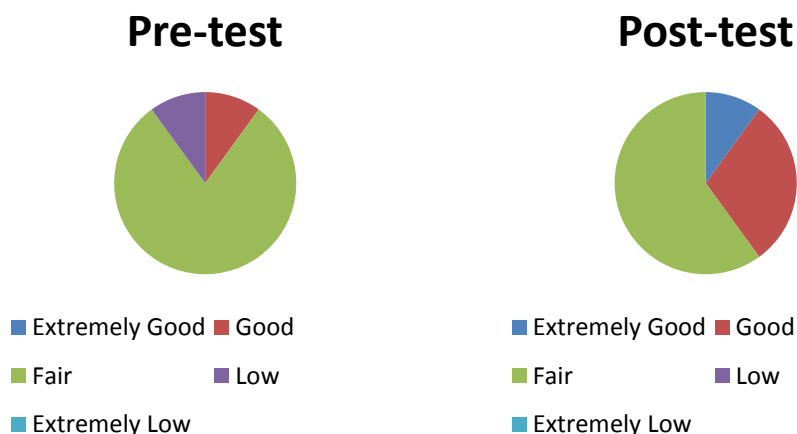
group class in third meeting

Graphically, the total score of students pre-test and post-test in the experimental

group class in second meeting can see on the table 4.9.

Table 4.9

The Score Distribution in Experimental Group Class in Third Meeting

Score interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
90-100	Extremely Good	0	0%	2	19,1%
75-89	Good	7	7,8%	6	47%
60-74	Fair	2	53,6%	2	14,6%
45-59	Low	1	5,6%	0	0%
0-44	Extremely	0	0%	0	0%

	Low				

Based on table 4.9, pre-test in experimental group class in second meeting, there was 0 (0%) students in extremely good category, 7 (7,8%) students was in good category, 2 (53,6%) students was in fair category, 1 (5,6%) students was in low category, and 0 (0%) students was in extremely low category. While, in post-test, there was 2 (19,1%) students was in extremely good category, 6 (47%) students was in good category, 2 (14,6%) students was in fair category and 0 (0%) was in low category and extremely low category.

Graphically, the total score of students pre-test and post-test in the experimental group class can be seen on figure 9.

Figure 9
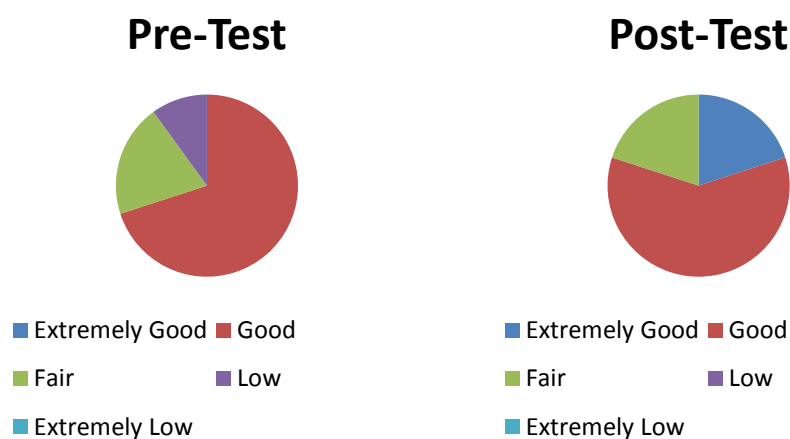
Graph for Pre-test and Post-test score in experimental group class in third meeting

Based on figure 9, the post-test score was higher than pre-test score. It means teaching writing descriptive text by using a guided writing strategy increase the students' ability in writing descriptive text.

B. Hypothesis Testing Single Subject

In order to verify the hypothesis proposed, the statistical analysis was applied. The t-test used is one sample t-test was used to find out whether there was significant difference in students' writing ability in writing descriptive text before and after the treatment in the experimental group class, meanwhile one sample t-test (SPSS) 25 program for window was applied in order to find out whether or not there was significance difference in students' writing ability in writing descriptive text in experimental group class.

1. One Sample t-test Analysis Pre-Test

1.1 Statistical Analysis on the Result of Pre-Test In Experimental

Group Class in First Meeting

The following is the statistical description of samples pretest in experimental group class.

Table 4.10

Statistic Description of Experiment Group

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest1	10	68.2000	17.37687	5.49505

Based on table 4.10 one sample statistic, the mean of writing pretest 1 in the experimental group was 68.2000 and std deviation was 17.37687.

Table 4.11

One Sample T-test of Experiment Group

					95% Confidence Interval of the Difference	
One-Sample Test						
Test Value = 70						
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
pretest1	-.328	9	.751	-1.80000	-14.2307	10.6307

The result of the one sample t-test, t- obtained was 328 at the significant level 0.025 and the degree of freedom 9 and the value of t-table was two tailed test was 2.262

Based on table 4.11, it can be seen that t- obtained 328 was lower than the critical value of t-table 2.262. It can be stated the research hypothesis (Ha) was rejected and the null hypothesis (Ho) w as accepted.

        1.2 Statistical Analysis on the Result of Pre-Test In Experimental

           Group Class in second Meeting

The following is the statistical description of samples pretest in experimental group class.

Table 4.12

Statistic Description of Experiment Group in Second Meeting

	N	Mean	Std. Deviation	Std. Error Mean
One-Sample Statistics				
pretest2	10	67.2000	6.08824	1.92527

Based on table 4.12 one sample statistic, the mean of writing pretest 2 in the experimental group was 67.2000 and std deviation was 6.08824.

Table 4.13

One Sample T-test of Experiment Group

One-Sample Test						
	Test Value = 70					
					95% Confidence Interval of the Difference	
				Mean		
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
pretest2	-1.454	9	.180	-2.80000	-7.1553	1.5553

The result of the one sample t-test, t- obtained was 1.454 at the significant level

0.025 and the degree of freedom 9 and the value of t-table was two tailed test was

2.262

Based on table 4.13, it can be seen that t- obtained 1.454 was lower than the

critical value of t-table 2.262. It can be stated the research hypothesis (Ha) was

rejected and the null hypothesis (Ho) was accepted.

      1.3 Statistical Analysis on the Result of Pre-Test In Experimental

         Group Class in Third Meeting

The following is the statistical description of samples pretest in experimental

group class.

Table 4.14

Statistic Description of Experiment Group in Third Meeting

One-Sample Statistics				
			Std.	Std. Error
	N	Mean	Deviation	Mean
pretest3	10	76.9000	7.24875	2.29226

Based on table 4.14 one sample statistic, the mean of writing pretest 2 in the

experimental group was 76.9000 and std deviation was 7.24875.

Table 4.15

One Sample T-test of Experiment Group

					95% Confidence Interval of the Difference	
One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
pretest3	3.010	9	.015	6.90000	1.7146	12.0854

The result of the one sample t-test, t- obtained was 3.010 at the significant level

0.025 and the degree of freedom 9 and the value of t-table was two tailed test was

2.262

Based on table 4.15, it can be seen that t- obtained 3.010 was higher than the

critical value of t-table 2.262. It can be stated the research hypothesis (Ha) was

accepted and the null hypothesis (Ho) was rejected.

2. **One Sample t-test Analysis Post-Test**

2.1 Statistical Analysis on the Result of Post-Test In Experimental

Group Class in First Meeting

The following is the statistical description of samples posttest in experimental

group class

Table 4.16

Statistic Description of Experiment Group in First Meeting

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
posttest1	10	84.7000	6.61732	2.09258

Based on table 4.16 one sample statistic, the mean of writing posttest 1 in the experimental group was 84.7000 and std deviation was 6.61732.

Table 4.17

One Sample T-test of Experiment Group

					95% Confidence Interval of the Difference	
				Mean		
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
posttest1	7.025	9	.000	14.70000	9.9663	19.4337

<table>
<tr><th colspan="7">One-Sample Test</th></tr>
<tr><th></th><th colspan="6">Test Value = 70</th></tr>
</table>

The result of the one sample t-test, t- obtained was 7.025 at the significant level

0.025 and the degree of freedom 9 and the value of t-table was two tailed test was

2.262

Based on table 4.17, it can be seen that t- obtained 7.025 was higher than the

critical value of t-table 2.262. It can be stated the research hypothesis (Ha) was

accepted and the null hypothesis (Ho) was rejected.

2.2 Statistical Analysis on the Result of Post-Test In Experimental

Group Class in Second Meeting

The following is the statistical description of samples posttest in experimental

group class

Table 4.18

Statistic Description of Experiment Group in Second Meeting

	N	Mean	Std. Deviation	Std. Error Mean
posttest2	10	73.1000	8.78699	2.77869

<table>
<tr><th colspan="5">One-Sample Statistics</th></tr>
</table>

Based on table 4.18 one sample statistic, the mean of writing posttest 2 in the experimental group was 73.1000 and std deviation was 8.78699.

Table 4.19

One Sample T-test of Experiment Group

One-Sample Test						
	Test Value = 70					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
posttest2	1.116	9	.293	3.10000	-3.1858	9.3858

The result of the one sample t-test, t- obtained was 1.116 at the significant level 0.025 and the degree of freedom 9 and the value of t-table was two tailed test was 2.262

Based on table 4.19, it can be seen that t- obtained 1.116 was lower than the critical value of t-table 2.262. It can be stated the research hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted.

2.3 Statistical Analysis on the Result of Post-Test In Experimental

Group Class in Third Meeting

The following is the statistical description of samples posttest in experimental group class

Table 4.20

Statistic Description of Experiment Group in Second Meeting

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
posttest3	10	80.7000	8.45971	2.67519

Based on table 4.20 one sample statistic, the mean of writing posttest 3 in the experimental group was 80.7000 and std deviation was 8.45971.

Table 4.21

One Sample T-test of Experiment Group

	One-Sample Test					
	Test Value = 70					
					95% Confidence Interval of the Difference	
				Mean		
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
posttest3	4.000	9	.003	10.70000	4.6483	16.7517

The result of the one sample t-test, t- obtained was 4.000 at the significant level 0.025 and the degree of freedom 9 and the value of t-table was two tailed test was 2.262

Based on table 4.21, it can be seen that t- obtained 4.000 was higher than the critical value of t-table 2.262. It can be stated the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

C. Diagram of Pre-Test And Post-Test Results for All Meetings

After doing the test at each meeting, at the pretest at the first meeting the overall average score of students got 61,8 at the posttest at the first meeting the overall average score of students got 84,7. In second meeting the overall average score pretest the students got 67,2 and in the posttest the students got average score is 74,1. And in the third meeting at the pretest, students got average score is 67, and in the posttest the average score is 80,7. The average score obtained by students in the pretest and posttest in each meeting can be seen in table 4.22.

Table 4.22
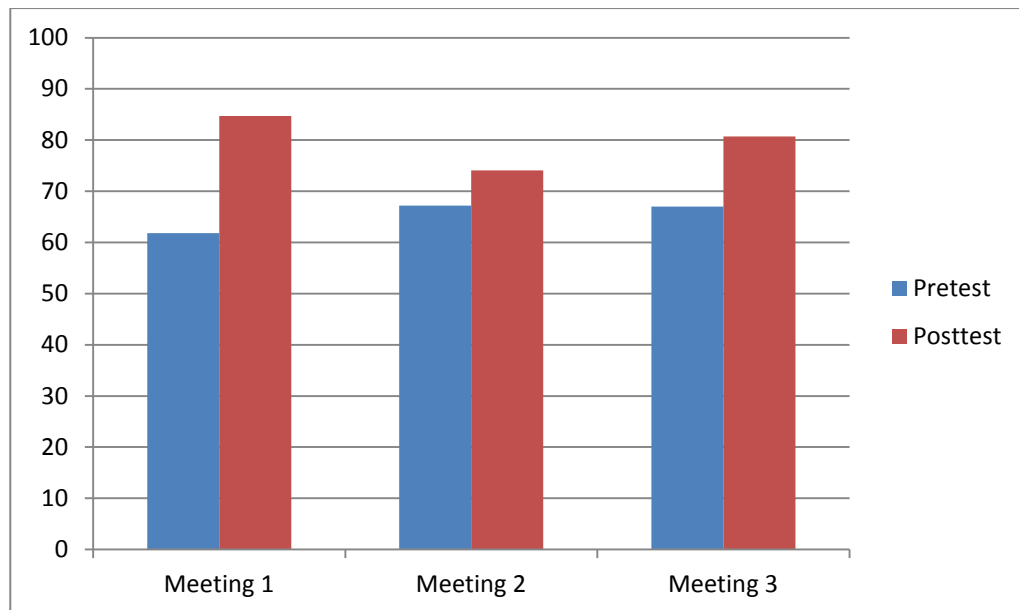
At the first meeting, the students were given a pretest, which was to describe about introduce themselves, but there were some students who only briefly described and even used makeshift words and grammar, so that the overall average score of the students was in the fair category. After given the treatment, the first meeting posttest they were asked to describe about their family, because the students used the right words and grammar in the posttest, the overall average score of the students was in the good category. Therefore, at the first meeting the average score of students has a significant increase.

At the second meeting, a pretest was given about describing friends, some students only described briefly and modestly, so that the overall average score of students was in the fair category. After given the treatment, in post-test students were asked to describe favorite things, the students used the right words and grammar in the posttest, so that the overall average score of the students was in

the good category. Therefore, in the second meeting test the average score of students has a significant increase.

At the third meeting, a pretest was given about describing the pet/favorite animal, some students wrote briefly and simply, so that the overall average score of the students was in the fair category. After given the treatment, in posttest students were asked to describe idols, some students described in detail using the right words and grammar, so that the overall average score of students was in the good category. Therefore, in the third meeting test the average score of students has a significant increase.

D. Discussion

This study aims to determine the effect of guided writing strategy on students' writing skills. The research was conducted in semester 2 at STIESNU Bengkulu for approximately one month. The results of the study stated that the number of students in semester 2 was 20 students. The number of samples in this study was 10 samples from semester 2 of the economics syariah majoring as an experimental group class. In the experimental group class, treatment was given in the form of learning to write using a guided writing strategy through the WhatApps application. Before learning to write begins using a guided writing strategy, in the experimental class, measurements of students' initial abilities called pre-tests are carried out 3 times in each meeting. Then given the treatment, the treatment was given 3 times in each meeting. After being given the treatment, the students measured the final ability called the posttest 3 times in each meeting.

In the results of the first meeting, out of 10 students, pre-test in experimental group class in first meeting, there was 0 (0%) students in extremely good category, 5 (41,1%) students was in good category, 1 (6,7%) students was in fair category, 2 (10,4%) students was in low category, and 1 (3,6%) students was in extremely low category. While, in post-test, there was 2 (18%) students was in extremely good category, 7 (58,9%) students was in good category, 1 (7,2%) students was in fair category and 0 (0%) was in low category and extremely low category. This shows that the experimental class has an increase in the first meeting test, which means the guided writing strategy is going well and can be accepted by students.

In the results of the second meeting, out of 10 students, pre-test in experimental group class in second meeting, there was 0 (0%) students in extremely good category, 1 (7,8%) students was in good category, 8 (53,6%) students was in fair category, 1 (5,8%) students was in low category, and 0 (0%) students was in extremely low category. While, in post-test, there was 1 (9%) students was in extremely good category, 3 (24,4%) students was in good category, 6 (40,7%) students was in fair category and 0 (0%) was in low category and extremely low category. This shows that the experimental class has an increase in the second meeting test, which means the writing strategy is guided going well and can be accepted by students.

In the results of the third (last) meeting, out of 10 students pre-test in experimental group class in third meeting, there was 0 (0%) students in extremely good category, 7 (7,8%) students was in good category, 2 (53,6%) students was in fair

category, 1 (5,6%) students was in low category, and 0 (0%) students was in extremely low category. While, in post-test, there was 2 (19,1%) students was in extremely good category, 6 (47%) students was in good category, 2 (14,6%) students was in fair category and 0 (0%) was in low category and extremely low category.

In the prerequisite test, data normality test, it is known that the data in the group experimental (pre-test and post-test) are all normally distributed. Prerequisite, this must be met so that the test results are more convincing.

In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the first meeting, it was found that the mean of writing pre-test 1 in the group Experimental was 68.2000 and the std deviation was 17.37687. The results of the one sample t-test obtained t-count of 328 at a significant level of 0.025 and degrees of freedom 9 and the value of t-table on the two-tailed test was 2.262. It can be seen that the t-count obtained is 328 lower than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the second meeting, it was found that the mean of writing pre-test 2 in the experimental group was 67.2000 and the std deviation was 6.08824. The results of the one sample t-test obtained that the t-count is 1.454 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-tailed test is 2.262. It can be seen that the t-count obtained is 1.454 which is

lower than the critical value of t-table 2.262. It can be stated that the research hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the third meeting, it was found that the mean of writing pre-test 3 in the experimental group was 76.9000 and the std deviation was 7.24875. The results of the one sample t-test obtained t-count of 3.010 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-tailed test was 2.262. it can be seen that the t-count obtained is 3.010 which is higher than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

In the test of the effect of the post-test in the experimental group based on the one sample t-test at the post-test of the first meeting it was found that the average writing post-test 1 in the experimental group was 84,7000 with a std deviation of 6.61732. The results of the one sample t-test obtained a t-count of 7.025 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-tailed test was 2.262. It can be seen that the t-count obtained is 7.025 which is higher than the critical value of t-table 2.262. It can be stated that the research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

In the test of the effect of the post-test in the experimental group based on the one sample t-test at the post-test of the second meeting, it was found that the average writing post-test 2 in the experimental group was 73,1000 with a std deviation of 8,78699. The results of the one sample t-test obtained t-count of 1.116 at a significant level of 0.025 and degrees of freedom 9 and the value of t-table on the

two-tailed test was 2.262. it can be seen that the t-count obtained is 1.116 which is lower than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

In the test of the effect of the post-test in the experimental group based on the one sample t-test at the post-test of the third meeting, it was found that the average writing post-test 3 in the experimental group was 8,45971. The results of the one sample t-test obtained that the t-count is 4,000 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-test is tailed2.262. it can be seen that the t-count of 4,000 is greater than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

In the learning process using the guided writing strategy, students can be more relaxed. This is consistent with Timayi (2015) explains that the Guided Writing strategy facilitates the development of students' writing skills well by improving their writing test results. The process of writing expository narratives using the GWP strategy, students can be facilitated by the presence of teacher guidance, teacher directions regarding writing so that it provides opportunities for students to be able to process their ideas but still according to the correct steps in writing and can be monitored by the teacher.

So from the results of the study which stated that there was an effect of using guided writing strategy on writing ability, it became an effective strategy to improve writing achievement. It can be concluded that the use of guided writing strategy is very effective and efficient to use, this kind of learning strategy makes

students more independent because they study the subject matter first before there is a meeting in class. This strategy also makes students more active because their curiosity is also higher. With this strategy, students are trained to think critically, collaboratively, communication skills, and creative/innovative. Teachers no longer dominate class time. The interaction between teachers and students becomes better and more enjoyable.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, it can be concluded that there is a significant difference on students' ability in writing descriptive text before and after being given the treatment by guided writing strategy. It answers the question about there is a significant effect of guided writing strategy toward students writing ability in writing descriptive text in English class at second semester students of economic Syariah majoring at STIESNU Bengkulu.

Writing skills is quite important skills for students, but students still think that writing skills are the most difficult skills for students, because students are required to integrate many language skills such as mastery of vocabulary, spelling, determining topics, themes, composing sentences, to paragraph compilation. Students have certain difficulties; they believe it is difficult to compose informative texts because they lack suggestions for forming sentences; they have no writing experience because they lack writing models, and they lack cues to generate ideas. It bored the students, and as a result, they became uninterested in studying. The students did not have many concepts to put in writing something. Besides, students had a long time to think that something could be written in a descriptive paragraph when doing some writing exercise. The students felt bored, and they had only a rudimentary grasp of the material. In STIESNU Bengkulu, the guided writing strategy was not yet used in the writing

of the descriptive text. In this case, the researcher must devise a method that will assist them in writing the teaching learning process. The guided writing strategy is one of them. A guided writing strategy appears to be an effective method of teaching writing. A guided writing strategy is an educational technique in which a teacher supports and scaffolds a small group of students with a shared interest by reflecting on and encouraging writing strategy and behaviors.

In the results of the first meeting, out of 10 students, pre-test in experimental group class in first meeting, there was 0 (0%) students in extremely good category, 5 (41,1%) students was in good category, 1 (6,7%) students was in fair category, 2 (10,4%) students was in low category, and 1 (3,6%) students was in extremely low category. While, in post-test, there was 2 (18%) students was in extremely good category, 7 (58,9%) students was in good category, 1 (7,2%) students was in fair category and 0 (0%) was in low category and extremely low category. This shows that the experimental class has an increase in the first meeting test, which means the guided writing strategy is going well and can be accepted by students.

In the results of the second meeting, out of 10 students, pre-test in experimental group class in second meeting, there was 0 (0%) students in extremely good category, 1 (7,8%) students was in good category, 8 (53,6%) students was in fair category, 1 (5,8%) students was in low category, and 0 (0%) students was in extremely low category. While, in post-test, there was 1 (9%) students was in extremely good category, 3 (24,4%) students was in good category, 6 (40,7%) students was in fair category and 0 (0%) was in low category

and extremely low category. This shows that the experimental class has an increase in the second meeting test, which means the writing strategy is guided going well and can be accepted by students.

In the results of the third (last) meeting, out of 10 students pre-test in experimental group class in third meeting, there was 0 (0%) students in extremely good category, 7 (7,8%) students was in good category, 2 (53,6%) students was in fair category, 1 (5,6%) students was in low category, and 0 (0%) students was in extremely low category. While, in post-test, there was 2 (19,1%) students was in extremely good category, 6 (47%) students was in good category, 2 (14,6%) students was in fair category and 0 (0%) was in low category and extremely low category.

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In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the first meeting, it was found that the mean of writing pre-test 1 in the group Experimental was 68.2000 and the std. deviation was 17.37687. The results of the one sample t-test obtained t-count of 328 at a significant level of 0.025 and degrees of freedom 9 and the value of t-table on the two-tailed test was 2.262. It can be seen that the t-count obtained is 328 lower than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. *Meanwhile,* in the experimental group based on the one sample t-test at the post-test of the

first meeting it was found that the average writing post-test 1 in the experimental group was 84,7000 with a std. deviation of 6.61732. The results of the one sample t-test obtained a t-count of 7.025 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-tailed test was 2.262. It can be seen that the t-count obtained is 7.025 which is higher than the critical value of t-table 2.262. It can be stated that the research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

In the test of the effect of the pre-test in the experimental group based on the one sample t-test at the pre-test of the second meeting, it was found that the mean of writing pre-test 2 in the experimental group was 67.2000 and the std. deviation was 6.08824. The results of the one sample t-test obtained that the t-count is 1.454 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-tailed test is 2.262. It can be seen that the t-count obtained is 1.454 which is lower than the critical value of t-table 2.262. It can be stated that the research hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. *Meanwhile,* In the experimental group based on the one sample t-test at the post-test of the second meeting, it was found that the average writing post-test 2 in the experimental group was 73,1000 with a std. deviation of 8,78699. The results of the one sample t-test obtained t-count of 1.116 at a significant level of 0.025 and degrees of freedom 9 and the value of t-table on the two-tailed test was 2.262. It can be seen that the t-count obtained is 1.116 which is lower than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

In the experimental group based on the one sample t-test at the pre-test of the third meeting, it was found that the mean of writing pre-test 3 in the experimental group was 76.9000 and the std. deviation was 7.24875. The results of the one sample t-test obtained t-count of 3.010 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-tailed test was 2.262. It can be seen that the t-count obtained is 3.010 which is higher than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. *Meanwhile,* in the experimental group based on the one sample t-test at the post-test of the third meeting, it was found that the average writing post-test 3 in the experimental group was 8,45971. The results of the one sample t-test obtained that the t-count is 4,000 at a significant level of 0.025 and degrees of freedom 9 and the t-table value in the two-test is tailed2.262. It can be seen that the t-count of 4,000 is greater than the critical value of the t-table of 2.262. It can be stated that the research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

B. Suggestion

After finishing this research, the researcher would like to give some suggestions for the teacher and students. The suggestions are following:

    e.   The students.

It is expected that this research can help the students of STIESNU Bengkulu to learn and improve their ability in writing descriptive texts well.

    f.   The English lecturers.

It is expected that this research can provide an input for the lecturer in providing an alternative technique to improve students' ability in writing descriptive texts by using guided writing strategy.

g. The other researchers.

This result may become one of the references to get information about the importance of guided writing strategy and to inspire for those who are interested in conducting research studies using the technique. It also will enrich and enlarge the knowledge of teaching English, especially in improving students' ability writing descriptive texts.

h. For the institution.

The result of this research can use as a reference for students of the university as a learning and for the lecturers as an indication to worth the students' ability in writing especially writing descriptive texts by using a guided writing strategy..

The researcher suggests the guided writing strategy method as one of the learning methods for English lessons on students' writing skills, because from the findings of the researchers after the research at STIESNU Bengkulu, that this method is very effective in improving students' writing skills. And this guided writing strategy method is also very good for use in various schools in Bengkulu, especially in STIESNU Bengkulu.

Finally, this research is so far from perfect, do the research contribution on of positive feedback from anyone who helps the researcher finishing this research be perfect to be seen by the reader.

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