



**IMPROVING THE STUDENTS' ACHIEVEMENT AT WRITING
DESCRIPTIVE TEXT BY USING GUIDED WRITING
AT MAS PAB 2 HELVETIA MEDAN**

THESIS

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-
SU Medan as a Partial Fulfillment of Requirements for Degree of
Educational Bachelor S-1 program**

By:

AGUS SURYA SIBARANI

NIM. 34.13.3.142

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA MEDAN**

2017



**IMPROVING THE STUDENTS' ACHIEVEMENT AT WRITING
DESCRIPTIVE TEXT BY USING GUIDED WRITING
AT MAS PAB 2 HELVETIA MEDAN**

THESIS

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-
SU Medan as a Partial Fulfillment of Requirements for Degree of
Educational Bachelor S-1 program**

By :

**AGUS SURYA SIBARANI
34.13.3.142**

Advisor I

Advisor II

**Dr. Mhd. Dalimunte, S.Ag, SS, M.Hum
Ramadhan, MA
NIP. 19710328 199903 1 003
1 002**

**Drs. H. Achmad
NIP. 19660115 199403**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA MEDAN**

2017

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini

Nama : Agus Surya Sibarani

Nim : 34.13.3.1.42

Jur/Program Study : Pendidikan Bahasa Inggris/ S1

Judul skripsi : **Improving The Students' Achievement at Writing Descriptive Text by Using Guided Writing at the Tenth Grade of MAS PAB 2 Helvetia Medan in 2016/2017 Academic Year**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringakasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiblanan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, Mei 2017

Yang membuat

pernyataan

Agus Surya Sibarani

Nim. 34.13.3.142

No : Istimewa Medan, 22 Februari 2017
 Lamp :- Kepada Yth:
 Hal : Skripsi Bapak Dekan Fakultas Tarbiyah
 a.n. Agus Surya Sibarani UIN-SU di
 Medan

Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya ,

terhadap

skripsi mahasiswa

Nama : Agus Surya Sibarani

NIM : 34.13.3.142

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : “Improving The Students’ Achievement at Writing Descriptive
 Text by Using Guided Writing at the Tenth Grade of MAS PAB 2
 Helvetia Medan in 2016/2017 Academic Year”

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan
 dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas, perhatian saudara kami ucapkan
 terimakasih

Wasalamualaikum Wr. Wb.

Advisor I

**Dr. Muhammad Dalimunte, S.Ag.SS. M.Hum
 Ramadhan, MA
 NIP. 19710328 199903 1 003**

Advisor I

**Drs. H. Achmad
 NIP. 19660115 199403 1 002**

ABSTRACT**IMPROVING THE STUDENTS' ACHIEVEMENT AT WRITING
DESCRIPTIVE TEXT BY USING GUIDED WRITING
AT THE TENTH GRADE OF MAS PAB 2 HELVETIA MEDAN
IN 2016/2017 ACADEMIC YEAR****AGUS SURYA SIBARANI****34.13.3.142**

Keywords: Writing, Descriptive Text, and Guided Writing

This research was aimed to improve the students' ability at writing descriptive text by using guided writing at the tenth grade students of MAS PAB 2 Helvetia Medan. This research was conducted by using classroom action research, which carried out through four steps, they were planning, action, observation, and reflection. The subjects of this study were the tenth grade student of MAS PAB 2 Helvetia Medan in academic year 2016/2017. It consists of 36 students. The technique of analyzing the data of this research was applied quantitative and qualitative approach. The quantitative data were taken from written test. The qualitative data were taken from observation sheet, interview, diary notes, and documentations. The result of data analysis showed that there was improving students' ability at writing descriptive text from each cycle. It showed from the mean of pre-test was 62,22 , the mean of the post-test I was 72,47, and the mean of post -test II was 83,33. From the data, the researcher concluded that the students' ability at writing descriptive text had been improved by using guided writing. The students' respond in writing teaching when they were being taught by using guided writing was very good. It can be seen from students' activity observation sheet on cycle I until cycle II in text.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance to the writer, so that this *skripsi* can be finished accordingly. Peace and blessing be upon the Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

The writing of this *skripsi* entitled “Improving the Students’ Achievement at Writing Descriptive Text by Using Guided Writing at the Tenth Grade of MAS PAB 2 Helvetia Medan in 2016/2017 Academic Year”. This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thanks for:

1. **Dr. Amirruddin Siahaan, M.Pd** as the dean of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** the Head of English Educational Department
3. **Dr. Mhd Dalimunte S.Ag, SS, M.Hum**, as my first advisor who has given suggestion, correction, beneficial opinion and encouragement in process of writing this *thesis*.
4. **Drs. H. Achmad Ramadhan, MA** as my second advisor who has also given suggestion, correction, beneficial opinion and encouragement in process of writing this *thesis*.

5. All lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
6. The principal of **MAS PAB 2 Helvetia Medan**, English teacher and all students of the tenth grade who helped the writer during the research.
7. My beloved parents, for my mother (**Suryani**) and my father (**Masyohur Sibarani**) who always give pray, support, loving to me. So, I can finish My S1 Degree. I dedicate this thesis to you and I will always love you.
8. **My beloved brother and Sister are 2 person** and who have supported me in completing my study at Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera. Especially for my beloved brother **Jamaluddin Sihombing** and my beloved sister **Sabrina Ayunani Sibarani**.
9. My beloved aunty **Ratna Sari** who always give pray, support, and loving to me. So, I can finish My S1 Degree.
10. My best friend **Eko Susanto** who always there for me at any time, support me, give pray for me, someone who is most care with me in this city of Medan.
11. All of my family in **PBI-5**, thank you so much for your support and motivation. Especially My best friend **Rizki Tia Maudina, Shela Rizkina, Rizka Khairini** who always support each other, sharing the information, accompanied me, entertaining me until I can finish my thesis.
12. My beloved sister **Cindi Soraya Dwi Putri Sibarani, Luvy Yuseni, Rada hasbillah Siregar** My beloved brother **M.Pino Bahari Rambe** and **Faisal Ahmad Sazali Rambe** who always support me.

13. My best friend **Edy Alamsyah, Bayu Syahputra, Hendri Jaya Siregar** who always make me crazy but I'm happy with them.

The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis be better.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiin.

Medan, Mei 2017

Agus Surya Sibarani
NIM. 34.13.3.1.42

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	v
LIST OF APPENDIX	viii
LIST OF TABLE	ix
 CHAPTER I: INTRODUCTION	
A. The Background of The Study	1
B. The Identification of The Study	4
C. The Limitation of The Study	4
D. The Formulation of The Study.....	4
E. The Aims of The Study.....	5
F. The Significance of The Study	5
 CHAPTER II: REVIEW OF RELATED LITERATURE.....	
A. Theoretical Review	6
1. Improving.....	6
2. Achievement	7
3. Writing	7
4. Process of Writing	10
5. The Genre in Writing.....	13
6. Purpose of Writing.....	15
7. Characteristic of an Effective Paragraph	16
8. Assesment in Writing.....	17

9. Descriptive Text.....	18
9.1 The Defenition of Descriptive Text	18
9.2 The Social Function of Descriptive Text	20
9.3 The Generic Structure and Textual Elements ..	21
9.4 The Linguistic Features	23
10. Guided Writing	24
B. Related Study	28
C. Conceptual Framework.....	29
D. Hyphothesis	29

CHAPTER III: Research Method

A. Research Design	31
B. Subject of the Research	31
C. Location and Time of Research	31
D. The Teaching Learning Procedures	31
E. Technique of Collecting Data	36
F. The Scoring System of The Test.....	38
G. The Procedures of Analyzing the Data	42

CHAPTER IV: DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis	46
1. The Qualitative Data	48
2. The Quantitative Data	49
1.1 The Students' Ability toWrite Descriptive Text	

Before Treatment	49
1.2 The Treatment Done in Cycle I.....	53
1.3 The Treatment Done in Cycle II.....	68
2.1 The First Cycle	57
2.2 The Second Cycle	62
B. Research Finding.....	66
C. Discussion on Research Finding	71
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions.....	72
B. Suggestions	73
REFERENCES	74

LIST OF APPENDIX

APPENDIX	TITLE
I	LESSON PLAN (CYCLE I)
II	LESSON PLAN (CYCLE II)
III	PRE-TEST I
IV	POST TEST I
V	POST TEST II
VI	INTERVIEW WITH THE STUDENTS' AT THE FIRST TIME
VII	INTERVIEW WITH THE STUDENTS' IN THE LAST MEETING OF CYCLE II
VIII	INTERVIEW WITH TEACHER AT THE FIRST TIME
IX	INTERVIEW WITH THE TEACHER IN THE LAST MEETING
X	THE OBSERVATION SHEET OF STUDENTS' ACTIVITY IN CYCLE I
XI	THE OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN (CYCLE) II
XII	THE OBSERVATION SHEET OF TEACHER'S ACTIVITY IN

(CYCLE) II

- XIII** DIARY NOTES
- XIV** STUDENTS' NAME AND INITIAL
- XV** DOCUMENTATION

LIST OF TABLES

TABLES	TITLE
1	Percentage of The Element of Writing
2	Assessment of Writing
3	The Students' scores

- 4 The Students' Score before Treatment (Pre-Test)
- 5 The Percentage of Students' Score in Pre-Test
- 6 The Students' Score in Post Test I of The First Cycle
- 7 Percentage of Students' Score in Post-Test of the First Cycle
- 8 The Students' Score in Post Test of The Second Cycle
- 9 The Percentage of Students' Score in Post-Test of the Second
Cycle
- 10 The Percentage of Students who got point up to 75
- 11 Data Analysis of Students' score Post Test of the First Cycle and
Post Test of the Second Cycle
- 12 The Percentage of Students' Ability in writing descriptive text by
using Guided Writing Post-Test of the First Cycle and Post-Test of
the Second Cycle.

ix

CHAPTER I

INTRODUCTION

A. The Background of Study

A language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.¹

The language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, deployed without awareness of its underlying logic, qualitatively the same in every individual, and distinct from more general abilities to process information or behave intelligently.²

Learning English is very important, especially in early childhood. This is because English is the international language. And in mastering the English people will easily get in and can access a world of information and technology. With the introduction of English in primary school then students will have a better knowledge base before proceeding to higher education.

Learning English emphasis on the acquisition of the four language skills. The four skills are the skills of listening, speaking, reading and writing. The writing skills are skills that are productive, it means writing skills are effective skills to convey an idea or something who want delivered was inside the mind of a person. Writing can be generally defined as an activity of delivering messages (communication) with the use of written language as a tool or media.

Writing is the most difficult language skills. It also considered as the most complicated language skill to be learned, compared to other language skills. In

¹SholihatulHamidahDaulay,(2011), *Introduction to General Linguistics*, Medan: Lantansa Press, P.11

²H. Douglas Brown,(2000),*Principles of Foreign Language Learning and Teaching*, San Fransisco: Longman, P.5

writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Beside that, we also have to use a compatible tense to express an event in certain time. Writing skill is the one of skill which has to be mastered by students'.

There are many kinds of text in writing, one of them is descriptive. The writer chooses descriptive text because in descriptive text the students have to describe the object and make the reader can see, feel, hear, and touch the object. It means that the students use their imagination and knowledge in their writing. So, the students can feel more comfortable in writing by describing the object that they see, feel or imagine.

If we look at what is happening in the world of education in general, particularly English, then we will see the lack of achievement of learning English at various levels of education in primary and secondary education. Especially in the ability to write, the writer saw a lot of students who have not been able to convey an idea or information from their minds. Therefore, the writer plans to improve their writing ability by using the Guided Writing, because writing skills are important capabilities in communications, such as in the form of writing to convey information, to express ideas, thoughts, feelings and develop science, technology and culture.

The ability to communicate in understanding the full capabilities of discourse, namely the ability to understand or produce written in a text adopted in language skills in writing.

Through the English language competence of subjects, students are directed, guided, and supported to be able to write and communicate in English properly through writing.

Based on the experiences of some researches, the writer found that the students' faced many difficulties in writing. Students' ability was quite low in any kinds of writing such as sentence, paragraph and text. Students' occasionally failed because they faced some difficulties, such as a lack vocabulary, poor structure, and inability in organizing the idea. Moreover, these problem are also found by the writer during teaching practice program (PPL). The same condition also found in MAS PAB 2 Helvetia Medan. The students were still weak in writing English, when their teacher asked each object, they could not answer it and they became bored.

Dealing with the improvement of the students' ability by using Guided Writing, a learning media such as paper has a very significant role to motivate the students to improve their writing ability by using Guided Writing. Make it easy to disclose material or anything the students' want to deliver. Ways of teaching and learning will not make students bored, because they write and present their writing. In this case the researcher plans to use guided writing approach to improve their writing ability:

Generally, Guided Writing make students more effectively to improve writing skills in students. Help teachers to deliver material and specific instructional objectives with ease. That is why the writer would like to do this research with the title: " Improving the Students' Achievement at Writing

Descriptive Text by Using Guided Writing at the Tenth Grade of MAS PAB 2 Helvetia Medan.”

B. The Identification of the Study

Based on the background of the study mentioned above, some problems are identified as follows:

1. The students have studied about writing but their writing mastery still low in using English language.
2. The students' have less interest in writing especially descriptive text.
3. Teachers have used the right strategy in teaching writing but the students' are lack of willingness and motivation to write in English.
4. There are so many new strategies in teaching writing but the teacher still uses the traditional teaching strategy.

C. The Limitation of the Study

Based on the identification of study, the writer focuses the study in, namely: students' ability at writing by using Guided Writing and writing descriptive text.

D. The Formulation of the Study

Based on the background above, the formulation of problem in this research is:

1. Can improving the students' achievement at writing descriptive text by using guided writing at the tenth grade of MAS PAB 2 Helvetia Medan in academic year 2016/2017?

2. How is the students' responds in language teaching when they were being taught by using guided writing?

E. The Aims Of the Study

1. To know find out the improvement their writing ability with guided writing of the students at tenth grade of MAS PAB 2 Helvetia Medan in terms of forms or the usage and then can use in their daily life.
2. To find out the students responds in language teaching when they were being taught by using guided writing.

F. Significances of the Study

The findings of the study are expected to be useful for:

1. Students

Giving students the freedom to tell all the contents of their thoughts into writing.

2. Teacher

English teacher in application writing to improve student achievement to write in English.

3. Other Researcher

To make this study as their resources to develop the other resources.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

This chapter deals with the theories related to the titled and formulations of the problem. In conducting this research, theories are needed to explain some concepts or terms which are applied in the research. The terms must be clarified to avoid confused. Literature review of this research is presented and discussed as the following:

1. Improving

The word "improving" in Indonesian big dictionary is a verb meaning, among others; Increase (degrees, levels, etc.) heighten; intensify (production, etc.), and to appoint themselves; boast.

“Sedang menurut Moeliono seperti yang dikutip Sawiwati, peningkatan adalah sebuah cara atau usaha yang dilakukan untuk mendapatkan keterampilan atau kemampuan menjadi lebih baik. Berdasarkan kedua pengertian di atas dapat disimpulkan bahwa didalam makna kata “meningkatkan” tersirat adanya unsur proses yang bertahap, dari tahap terendah, tahap menengah dan tahap akhir atautahap puncak.”

According to Moeliono by Sawiwati, the improving is a means or efforts to gain the skills or abilities to be better. Based on the above understanding can be concluded that within the meaning of the word "improving" implied the existence

of an element of a gradual process, from the lowest stage, intermediate stage and the final stage or the stage of the summit.³

While "improve or increase" the writer meant in this research is to improve their writing ability by using guided writing that their writing skills in English to get a higher yield or satisfactory by improving writing ability using guided writing.

2. Achievement

Achievement comes from the Dutch language, which means the results of the business. Achievement is obtained from the effort that has been done. From the understanding that achievement, the sense of self achievement is the result of effort a person. Achievement can be achieved by relying on intellectual ability, emotional, and spiritual, as well as resilience in facing situations all aspects of life. Characters achievers is to love the work, initiative and creative, never give up, as well as stints in earnest. These characters show that for a specific achievement, it takes hard work.⁴

3. Writing

In the holy Al-Qur'an, writing also important skill should be learned and there us verse that the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam: 1

³Wiyono, "MeningkatkanKemampuanKepalaSekolahMenyusunRencanaKerjaSekolahMelaluiPendidikan&Pelatihan", diakses dari <http://http://lppks.kemdikbud.go.id/berita/artikel/414/meningkatkan-kemampuan-kepala-sekolah-menyusun-rencana-kerja-sekolah-melalui-pendidikan-pelatihan>, padatanggal 29 April 2015

⁴<https://id.wikipedia.org/wiki/Prestasi>, on the date of 16 Juni 2015

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the Pen and the [Record] which [men] write,-(Al-Qalam: 1)”⁵

Surah Al-Alaq: 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“He Who taught [the use of] the pen. Taught man that which he knew not.”⁶

Based on the verses, Allah explains that He taught man with a pen (Qalam). Whereas with a pen, people can write and transfer their knowledge to the next generation. and by creating a writing pen is a tool to convey ideas. It shows the tool of writing and writing itself have important roles. You can explore all your idea on your mind become a article, paragraph or text and make you understand about a new something.

Writing is the expression of language in the form of letters, symbols, or words.⁷ Writing is one way of making from experience for ourselves and for others. For many of us, writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfyingly permanent record of thought and feeling.⁸

⁵ A. Yusuf Ali, The Meaning of The Holy Quran, P.292

⁶ Ibid. P.320

⁷ Utami Dewi, (2013) How to Write, Medan: La-Tansa Press, P.2

⁸ Janice M. Lauer, Gene Montague, Andrea Lunsford & Janet Emig, (1981) Four World of Writing, New York: Halliday Lithographic Corporation, P.1

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

Understanding writes expressed also by Barli Bram (2002: 7) "in principle, to write means to try to produce or reproduce written message", with the sense of writing as an attempt to create or recreate an existing post.⁹

When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages: prewriting, drafting, refising, editing, and publishing. Writing is never a one step action; it is an on going creative act.¹⁰

Functions of Writing in principle, the main function of writing is as a community indirectly. Writing is very important for education because it allows students to think. It can also help us think critically. also can help us feel and enjoy relationships, deepening responsiveness or our perceptions, to solve the problems we face, the collating sequence for the experience.

⁹Langan, John. 2001. *College Writing Skills With Reading*. New York. McGrawHill Higher Education

¹⁰Alice Oshima and Ann Hogue, *Introduction to Academic Writing*,(USA: Person Education Inc, 2007),p.15

Writing can help us explain our thoughts. Not infrequently we see what we really think and feel about people, ideas, issues, and events only in the actual writing process.

From the explanation above, the researcher concludes that writing is what we write to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

Based on the statements above the researcher infers that if someone writes, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics that will be said and to make other responds to what the students' says.

4. Process of Writing

"Writing is used, report / inform, and influence, and the intent and purpose of this can only be achieved by either by people who can make up his mind and say so clearly, this clarity depends on the mind, the organization, the use of words, and structure sentence. "(Morsey, 1976: 122)¹¹

Briefly, there are also experts who formulate the characteristic of good writing was as follows:

- (1) Honest: Do not try to falsify the idea or your idea.

¹¹Henry Guntur Tarigan,(2008),Menulis: Sebagai Suatu Keterampilan Berbahasa,Bandung: Angkasa Bandung

(2) is clear: do not confuse the reader.

(3) In short: do not waste time readers.

(4) Keep diversity: diverse long sentences; work with joy. (Mc. Mahan & Day; 1960: 6)

According to Harmer, that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing:¹²

1) Planning

Experienced writer plans what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others and a few jotted words may be enough.

When planning, the writer have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Whether, for example, it is formal and informal in tone. Thirdly, the writer have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which help he/she has decided to include.

¹²Jeremy Harmer. 2004. *How to Teach Writing*. Malaysia: Longman. p.4

2) Drafting

We can refer to first version of piece of writing as draft. That first 'go' at a text is often done in the assumption that will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

3) Editing (Reflecting and Revising)

Once the writer has produced a draft they then, usually reads through what they have written to see where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

4) Final Version

Once the writer has edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both of the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.¹³

¹³ Ibid., p. 4

5. The Genre in Writing

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things – the product of the writing and the the way or technique or strategy of how the product is produced.

According to I Wy. Dirgeyasa, there are some genre of text in writing, they are:

1) Descriptive text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes phisically.

2) Recount text

Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past.

3) Narrative text

Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

4) Procedure text

Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.

5) Report text

Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena.

6) Explanation text

Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works.

7) Discussion text

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view.

8) Hortatory exposition text

Hortatory exposition is a type of english text that belongs to the class of argumentation.

9) Analytical exposition text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analysing the arguments and concluding with an overriding opinion or conclusive argument.

10) News item text

News item is a text that informs the daily and real factual happenings in human life.

11) Spoof text

Spoof text is text that tells a funny incident or event that has happened in the past

12) Anecdote text

Anecdote is a text that shares with others an account of an unusual or amusing incident.

13) Commentary text

Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas

14) Book review text

Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

15) Critical review text

Critical review is the summarization and evaluation of the ideas and information in an article.¹⁴

6. Purpose of Writing

The purpose of writing is:

a. Informing everything, be it facts, data and events, including the opinions and views of the facts, data and events that reader to gain new knowledge and understanding about various things and that happens on this earth.

b. Persuading through the writings of an author expects the reader can also take a stand, whether to approve or support that is put forward. Authors should be able to persuade and convince the reader by using persuasive language style. Therefore, the function of an article persuasion will be able to generate if the author is able to present a style that is attractive, familiar, friendly, and easy to digest.

¹⁴I Wy. Dirgeyasa. 2014. *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p. 3

c. Educating is one of the goals of communication through writing. Through reading the writings of insight into one's knowledge will continue to grow, honed intelligence, which will ultimately determine the person's behavior. People who are educated, for example, tend to be more open and tolerant, more respectful of other people's opinions, and of course tend to be more rational.

d. Entertaining function and purpose of entertaining in communication and not the monopoly of the mass media, radio, television, print media but can also play a role in entertaining the reading public. The writings or readings "mild" rich with anecdotes, funny stories and experiences can also to release tension after a busy day of activity.¹⁵

7. Characteristic of an Effective Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is important; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural part; a topic sentence (the main idea of the paragraph), supporting sentence(develop the topic sentence by giving reason,etc), and a concluding sentence (the end of the paragraph and leaves the reader with important point to remember).

Every good paragraph has unity, which means that in each paragraph only main idea is discussed if the writers starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph mustbe directly related to the main idea.¹⁶

¹⁵Sutrisna,"TujuandanManfaatMenulis",diaksesdari<https://bahasakublog.wordpress.com/2012/08/13/tujuan-dan-manfaat-menulis/,padatanggal> 13 Agustus 2012

¹⁶Alice Oshima and Ann Hogue. 1996. *Writing Academic English*.New York: Addison Wesley Publishing Company. p. 17

8. Assesment in Writing

The goal of classroom assessment is to enhance student learning result. Instructors use a variety of methods in the classroom to get feedback about students' learning in terms. Through assessment will be known objectively student learning outcomes. Assesment will get good results if aspects are assessed in writing presented in more detail.

Writing activities involving aspects of the use of punctuation and spelling, use of diction and vocabulary, phrasing, paragraph development, processing ideas and development models essay (Slamet,2007: 209). In connectin with it, according to ZainiMachmoed in Nurgiyantoro (2009: 305) states that the categories subject matter in the composing include:

- a. The quality and scope of content.
- b. Organization and presentation of content.
- c. Style and form of the language.
- d. Mechanichs: grammar, spelling, punctuation, writing neatness and cleanliness.
- e. Teachers effective response to the paper.

Correspondingly with this, Harris and Amran in Nurgiyantoro (2009: 309) argues that the elements composing assessed is the content (content, ideas presented), form (organization of contents), grammar (grammar and sentence patterns), style (style: the choice of structure and vocabulary) and mechanics (spelling). When viewed from both these opinions can be concluded that the main

elements in composing assessed are the quality of essay content which is followed by the organization, style, spelling, and punctuation.¹⁷

9. Descriptive Text

9.1 The Defenition of Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive genre can also describe idea or point of view in order to have visual appearance of it. In other words, it can be said that descriptive genre is the way to describe or illustrate the object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically. Then, in particular way, it can be said that descriptive writing brings an abstract thing into concrete. Or, descriptive writing is a type of written text, which has specific function to give description about an object (human and non-human or idea) vividly so that the reader can visualize the object described.

Descriptive genre can also be defined as the way how things look, smell, taste, feel, or sound. This is usually done in order to evoke moods such as happiness, loneliness, or fear. Suryana (2008) states it is also used to create image of the people, place, even of units, times of the days, or seasons. He further argues that descriptive genre may be used to describe more than the outward appearance of the people, but also their traits of character or personality.

¹⁷<http://www.zakymedia.com/2013/06/kajian-teori-hakikat-kemampuan-menulis.html>. Accessed at Sunday, 05 February 2017

In addition, descriptive writing is a genre that asks the student to describe experience, emotion, situation, qualities, and characteristics, etc. This genre encourages the students' ability to create a written account of a particular experience. What is more, it allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader).¹⁸

Description give sense impressions – the feel, sound, taste, smell, and look of things. Good descriptions usually have three important qualities. They have a dominant impression supported by specific details, a clearly recognizable mood, and logical development.¹⁹

1) Dominant Impression

The first sentence or even the first words of a description may establish the dominant impression. Succeeding sentences will then reinforce and expand it by supplying further information and filling in details. In other words, the sentence which establishes the dominant impression usually serves as the topic sentence of the paragraph.

2) Mood

A mood is feeling that goes beyond measurable physical appearances. Feelings and emotions such as joy, happiness, fear, and anxiety evoke or create moods. Mention of good or bad qualities may contribute to establishing the general mood.

¹⁸I Wy. Dirgeyasa. 2016. *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p. 56-57

¹⁹George E. Wishon Julia M. Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing. Revised Ed. p. 128

3) Logical Development

A good piece of descriptive writing has some logical plan of development. The writer tries to give a picture or impression of a person, place, or thing; but, unlike the photographer or the painter, who has chemicals or pigment to work with, the writer has only words to use. Therefore, to be effective, written description should have an efficient, sensible, carefully thought-out, logical plan. The writer must have a vantage point from which he/she views what is being described. The writer proceeds from that vantage point step by step. The writer may begin with a dominant impression and proceed to specific details. Or the writer may start with the specific details and conclude with a dominant impression. Listed are some of the steps that may be followed in writing a description:

- a) Establish the point of view. Make it clear to the reader where the writer is in relation to the thing being described.
- b) Give the general overall view or impression.
- c) Give the details of the description in a logical sequence. One kind of logical sequence is space sequence:
 - From near to far or from far to near.
 - From left to right or from right to left
 - From high to low or from low to high.

9.2. The Social Function of Descriptive Text

The social function of descriptive writing is primarily to describe a person, place, or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to

the details by using all of your five sense. In addition, the purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details. This means that there are three things which can be described into descriptive writing. The three are object or place, human or person, and idea.

As a typical writing text, descriptive genre has some characteristics such as:

1. It elaborates the usages of sensory language.
2. It is rich, vivid, and lively detail.
3. It tends to use figurative language such as simile, hyperbole, metaphor, symbolism and personification.
4. It shows, rather than tells, through the use of active verbs and precise modifiers.
5. It uses clear and concise language.
6. It leaves the reader with a clear impression.²⁰

9.3. The Generic Structure and Textual Elements

There are two text elements in description text, which is arranged based on the model order placement (rhetorical structure) that standard and very commonly recognized convention.: Identification^Description.²¹

²⁰Ibid., p. 57

²¹Pardiyono. 2007. *Pasti Bisa!! Teaching Genre-Based Writing* . Yogyakarta: Andi Offset. p. 36-37

Text Element	Function
Identification	<ul style="list-style-type: none"> - It is a statement describing and illustrating about the topic/theme to be described. - Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description. - The use of adjective and degree of comparison is advisable, for example: - “Yogyakarta, well known as Kota Pelajar, is one the most interesting cities in Indonesia”
Description	<ul style="list-style-type: none"> - It is a complete description about the condition of object that can be evaluated from several aspects: location, means of transport, people, weather, size, etc.

9.4 The Linguistic Features

1. The Relevant Grammatical Patterns

In general, the common grammatical patterns of descriptive text include:

- a. It uses present tense and present perfect tense.
- b. It uses adjective to describe or illustrate the condition of the topic/theme described.
- c. It uses passive sentences.
- d. It uses attribute and identifying process.

The use of present tense for descriptive genre writing seems to be a must and it becomes a kind of ‘trade mark’ of descriptive genre writing. Then, it is generally known that what is described is a matter of fact, generally-accepted fact, or reality.

2. The Related Vocabulary Usages

In general, the related vocabulary usages of the descriptive text in common are:

- a. It tends to use the verb such as seems, looks, sounds, and like, etc.
- b. It uses epithets and classifiers in nominal group.
- c. It tends to focus on specific participant.²²

²²I Wy. Dirgeyasa. 2016. *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p. 59-60

10. Guided Writing

Guided writing is an approach to teaching writing in which we design lessons that allow students to focus on one stage or one component of the writing at a time.²³

All successful writing moves through stages in which the writer progressively refines the composition. And although writing is recursive and loops back on itself in its development, there are distinct aspects to the phases of composing as the work evolves.

1. In the first stage, the focus is solely on gathering and generating the content for writing.

2. The second stage deals with form as the writer shapes the content into a particular format and considers coherence and sensible order.

3. In the last stage, the writer focuses on refinement of word choice, sentence structure, correctness, and presentation.

Students need to be purposefully directed through these stages of the process by their writing teachers. Writers experience a continual shift of orientation between the generative activity of writing (Stages 1 and 2) and the reflective criticism of the editorial stance in Stage 3. For beginning writers, there is only the writing. The teacher represents the reflective criticism, giving the writer

²³Mary Sullivan and Kelli Holden, (2011) Lesson for Guided Writing: Nonfiction, U.S.A: Scholastic, P.7

feedback and modeling how to look at the work objectively and consider options for revising and editing—what I refer to as the dialogue of revision.

The following five critical elements appear throughout the following chapters in the form of practical suggestions, strategies, and techniques for supplying support to students for a spectrum of nonfiction writing activities.²⁴

10.1 Relevance

Learning must be relevant for students. Relevance in this sense is a complex concept. It means that I take into account the backgrounds of my students, their skills, their knowledge, their learning styles and preferences. It means that I am sensitive to their particular circumstances, their interests, their confidence, and their general well being. It also means that I understand their need to feel that what we are doing matters, that it is worthwhile.

Any of us who have attended a training session, whether it's to learn a computer program or how to operate a digital camera, knows that it is alienating when the instructor proceeds as if we were much more knowledgeable than we are and insulting when she proceeds as if we were much less knowledgeable than we are. In either case, we experience the instruction as lacking in relevance to us.

All of us have likewise been in a situation where we chafed at being held captive in a session where we deemed the material useless or profoundly unimportant. While it is certainly true that we will not always be able to convince students that what they are learning is important, we can design learning tasks in

²⁴Ibid

such a way that the relevance for them is increased. The choices we make and those we offer our students can significantly influence their sense of the lesson's value and their willingness to enter the learning. This attempts to present writing tasks that will interest students and help them to see how written language can empower them.

10.2 Focused Instruction

Students need to be shown where the lesson is going. Teachers need to clearly show kids what the target is. This means spelling out the criteria for success with every task. For instance, focused instruction allows students to learn what a lead is in a news article and how to use transitions effectively. Mini-lessons focus attention on the how-to at just the right moment. Focused instruction can happen as students are guided to discover information through modeling, shared writing, and direct teaching.

10.3 Scaffolding

Scaffolding of various kinds is necessary for all students at some point in the process of writing. It lets students know that you have a net under them, that they can't fail at this activity. Students can be supported in countless ways; sharing the workload with peers, working collaboratively, and working from models are just a few ways students can engage in challenging assignments. Giving students components, such as choices for introductory sentences, bridges that difficult beginning for some students. There are times when we need to scribe for students. Focus questions, sentence stems, and diagrams can provide

scaffolding, as can pictures, graphic organizers, checklists, verbal processing, metacognitive strategies, and visualization. This text contains suggestions for scaffolding and interventions at every stage of the writing, from generating ideas to clean-editing the final copy.

10.4 Practice

One of the principles of guided writing is breaking down a complex writing assignment into components that can be tackled one at a time, so that we can provide focused instruction around each component. Practice allows students to focus on one task at a time. It enables them to try something in isolation, such as writing a lead, apart from the complex and overwhelming writing project as a whole—for instance, an entire news article. This clear and narrow focus lets them gauge how they are doing and refine their efforts. Practicing a single component builds skill and confidence. Often this practice will take place with the support of peers before students attempt the same task independently. Reluctant writers are more likely to enter the learning when they see the task as doable.

10.5 Feedback

Feedback is not something we should reserve for the end of the writing process. Rather, it is essential at every stage of the writing so that students can make revisions that keep the composition on track. Feedback can take many forms, both written and verbal. It can come through teacher comments, well-trained peer editors, or from self-evaluation and reflection checklists.

Good feedback tells the writer how she is doing so far and what needs to be done next. An equally important function of feedback is to celebrate little successes along the way: That's a great detail, a good transition here, an interesting observation. These specific positive remarks reinforce the writer's efforts and boost confidence.

And after the guided writing strategy has been applied to the students, then the students are expected to speak, guided by the results of their own posts. Pour directly by speaking using guided writing.

B. Related Study

1. YosefDwiAnggara (2013) has done research on the title "The Effectiveness of Guided Writing in Improving the Students Writing Ability of the Eight Grade Students' at SMP Negeri 2 Temon in The Academic Year of 2012/2013. Consist of 30 and 31 students'. To collect the data, the instrument used were quantitative data and qualitative data(The Validitiy and the Reliability). In analyzing the data, the mean of the students' score for test II was (15,38). Based on the instrument test, it showed that the writing ability of the students' were also improved.
2. Luh Sri Dani (2014) Improving Writing Skill Through Guided Writing of the Eight Grade Students of SMPN 2 Selat in Academic year 2013/2014. The aim of the research was to find out the use of Guided Writing in improving the students' ability in writing skills. The researcher collect the data from the classroom using the instrument test and questionnaire. The subject of this study were 27 students' at the eight grade of SMPN 2 Selat

in academic year 2013/2014. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data.

C. Conceptual Framework

The ability is the power to do something. It can also be defined as the quality and natural skills or learn from someone. the ability of students in the degree of learning of the comparison means that the student is able to identify the type of each degree of comparison and understanding to use the degrees of comparison.

There are many factors that affect students' ability to learn the degree of comparison. There are vocabulary, grammar and teaching strategies. Teaching strategies should be easy, fun, motivating, stimulating and abilities of students.

There are many strategies that can be used by teachers in teaching. One is a guided writing strategy in improving their writing ability in English. Guided writing strategy is a strategy used in expressing ideas, ideas, or something to be disclosed in an article, and after that the student is able to convey what they write.

D. Hypotheses

From the thought of framework above, the hypothesis of the study is :

- a. H_a : There is a significance of students achievement in writing descriptive text can be improve through describe from the picture by using guided writing.

- b. Ho : There is no significance of students achievement in writing descriptive text though reading comprehension through describe from the picture by using guided writing.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research design applies Classroom Action Research. Classroom action research (CAR) is an action research conducted by teachers in the classroom as well as researchee or jointly with others (collaboration) with design, implement, and reflect the collaborative and participatory actions that aim to improve or enhance the learning process in class through a specific action within a cycle. Classroom action research is action research conducted with the aim of improving the quality of practice learning in the classroom. Classroom action research goal is to solve the real problems that occur in the classroom and increase of real activities of teachers in professional development activities.²⁵

The method used in this study was Classroom Action Research (CAR). According to Suryabrata Classroom Action Research is the research aims to develop skills or new approach to solve the problem with a new application in the world. research aimed at overcoming the problems associated with the practical needs (research done to address the problem that needs to be addressed immediately, the research results are immediately used to address the problem.²⁶

²⁵Kunandar,2008,*Langkah Mudah Penelitian Tindakan Kelas*,Jakarta:PT.Rajagrafindo Persada,pg.44

²⁶ Sugito, Anam Ibrahim, and Syahrudin, (2015), *Metode Penelitian Pendidikan seni rupa*, UNIMED: P:17-18.

B. Subject of the Research

The subject of this research was Tenth grade students of MAS PAB 2 Helvetia Medan. The number students in the class was 30 students. The reason why the researcher chooses this class, because:

1. The students are still weak in writing in English subject.
2. The school was easy to research for the purpose of data collection;
3. The school welcomed that aimed to improve the quality of teaching and learning;
4. Collaboration with school the teacher was easier for researchers;
5. The location is near with the researcher's rent house in Medan.

C. Location and Time of Research

This research was conducted at the tenth grade of MAS PAB 2 Helvetia Medan in the academic year 2016/2017. It is located on Jalan Veteran Pasar 4 Helvetia Medan. The reason to choose this school is based on the researcher's experience during doing teaching at that school, researcher found the students have difficulties in writing, especially in writing descriptive text.

D. The Teaching Learning Procedures

The process of treatment was done in two cycles consisting of four meetings. The first cycle consists of four stages: planning, action, observation and reflection.

1. The First Cycle

In the cycle, the researcher looked at the situation from the conventional learning process in the sample class, made an oral interview with the student on to

find out what they think about learning English, especially in writing activities and identify problem students in the process of writing from the conclusion of the interview. So, the problem will be the basis to begin in this cycle.

1.1 The First Meeting

Planning

Planning is the first step in a classroom action research. Activities undertaken in the planning steps as follows:

1. Prepare lesson plans;
2. Preparing and making media used while learning scenarios;
3. Preparing for the test in the cycle;
4. Make pre-test as a means for identifying the basic skills of students in writing before the action is;
5. Prepare the observation sheets.

1.2 The Second meeting

1. The teacher recalled the students' memory of the task at a previous meeting;
2. The teacher explained the definition of writing ability and writing descriptive text, the topic sentence and the main idea;
3. Teacher explained about how to make a good writing and expressing their writing;

4. The teacher also explained the meaning of the guided writing approach to writing, procedure and significance to enable them to understand how to write properly using guided writing;
5. In the pre-assignment, the teacher presented the topics and highlight useful words and phrases to help students understand the assignment instructions;
7. In the duty-cycle, students were given the task of writing a new one, with present a story or explain what they want to convey.
8. After completing the writing, then students presented their writing in the classroom;
9. Teachers reviewed what happens in the classroom;
10. Teachers explained to the students in making writing errors in the previous meeting, so that the students will understand and know where they are making a mistake;
11. Students were given the task. Then they were asked to make a written text according to the topics and based on their own experience.
12. Students were asked to express their understanding of the topic and presented in their writing.
13. The teacher asked the students' opinions about the methods applied by writing on a piece of paper.

Observation

Observation was done when the classroom action research going on by the collaboration using observation sheet and using diary notes the teacher. The observer Observe the whole process of action involves teachers (include Reviews their teaching techniques and methods, Reviews their physical presence, voice rejection and quality, body language, management procedures and so on); students (include the way of the students work, cooperation response, task, behavior and so on); and the context of situation (include the classroom management, the visual aids and its usage and so on). Result of observation sheet use as a reflection in doing the next cycle that can be seen in the following table.

Reflection

After collecting the answer sheets of some tests of situations, observation sheet and field notes, teacher and her collaborator Evaluate the results of the tests, the observation and the field notes. Then, the researcher and her collaborator Make the revise plans based on the weakness of the first cycle due to the improvement process of the next cycle. The results of the reflection for this first cycle will explain as follows:

1. Many students still confused about the procedure of using guided writing approach, Because The teacher did not explain it clearly;
2. Teacher did not emphasize the aims of the teaching and learning process clearly so that the focus of the students was not directed;

3. Teacher did not prepare the material and did not master the material well. So, the teacher should master all the material completely;
4. Teacher had to explain and gave instruction clearer, so the students did not confuse when analyzing the next;
5. Some of the students were not concentrate in the teaching and learning process;
6. The students did not do well in their task, they did not understand the concept of guided writing yet;
7. Teachers should give students chances to ask the material that they did not understand.

E. Technique of Collecting Data

There are two types of collecting data. Qualitative and quantitative data. Field note the description of students' ability, teacher performance in the classroom and interview to be given for the teacher. The qualitative data of the research was collected by using interview, observation, and diary note, the explanation as follow:

1. Interview

Interview is a technique to collect the data directly between the researcher and the participants, in interview the researcher and the participant are face to face .²⁷ The researcher interviewed the teacher before applying classroom action research. It is to know general description about process of learning writing skill, the know

²⁷Suryani dan Hendrayadi,(2015) *metode riset kuantitatif*, Jakarta: prenadamedia grup, p: 183.

the students' difficulties in learning writing skill, to know the situation in writing activity and the strategies usually implemented the teacher in teaching writing.

2. Observation

Observation is a technique to collect the data by observing the activities that happen. And make a note by using check list, anecdotal record, and rating scale.²⁸ In this case the researcher used unstructured or opened observation directly in the classroom and got the description about students' activity and participants in learning process and the teacher performance. This process is when implementation of CAR, reading activity and students participation in applying reciprocal teaching strategy.

3. Test

The test was Pre Test and Post Test. Pre-Test was the first test before the writer applied the Guided Writing approach and Post-Test was the second test after the writer applied the outline technique, to know how far the distinction of developing students' ability in writing. The test was made to measure students' writing ability.

4. Diary Note

Diary note were done to write and reported the moments of events and daily activity that happened in the class. The diary note is using to know the progress of the students in learning process.²⁹ A diary notes can also contain data collected by other research methods. For example, it is a good place to record notes from unstructured classroom observations or to record the description of the context and conditions of an interview just carried out.

²⁸ Wina sanjaya, *penelitian tindakan kelas*, Jakarta:Kencana, p: 102

²⁹ Ibid p:102, 103.

4. Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli, which can be integrated into reporting and presenting the research to others.

The quantitative data were collected by using a test writing descriptive text. researchers gave the test. There was a pre-test and post-test were used to collect data from the improvements. The test results were analyzed to determine the students' writing skills in English. The result could indicate whether or not the use of guided writing approach in improving students' writing skills.

In collecting the data, the essay test is used. The students were asked to create a descriptive text related to the topic given by the teacher. The time given to them to complete the test is 50 minutes

F. The Scoring System of The Test

There are five indicators in scoring the writing.

Table 1
Percentage of The Element of Writing

No.	Element of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
Total of score		100%

It depends on the ability of the students' to write ideas or information in the form of logical sentence. The criteria of scoring the test are :³⁰

TABLE 2. ASSESSMENT OF WRITING

CONTENT	30-27	Excellent to Very Good: Knowledgeable, Substantive through development of topic sentences relevant to assigned topic.
	26-22	Good to Average: Some knowledge of subject-adequate range-limited development of topic sentences – mostly relevant to topic, but lacks detail.
	21-17	Fair to Poor: Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very Poor: Does not show knowledge of subject – nonsubstantive – not pertinent – or not enough to evaluate.
ORGANIZATION	20-18	Excellent to Very Good: Fluent expression – ideas stated/supported – succinct – well organized – logical sequencing – cohesive.
	17-14	Good to Average: Somewhat choppy –

³⁰ J.B.Heaton, Writing English Language Test, (USA: Longman Inc,1990) p.146

		loosely organized but main ideas stand up – limited support – logical but incomplete sequencing.
	13-10	Fair to Poor: Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very Poor: Does not communicate – no organization – or not enough to evaluate.
VOCABULARY	20-18	Excellent to Very Good: Sophisticated range – effective word/idiom choice and usage/word form mastery – appropriate register.
	17-14	Good to Average: Adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor: Limited range – frequent error of word/idiom forms, choice, usage – meaning confused or obscured.
	9-7	Very Poor: Does not communicate – no organization – or not enough to evaluate.
LANGUAGE USE	25-22	Excellent to Very Good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronoun,

		preposition
	21-18	Good to Average: Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order /function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to Poor: Major problems in simple/complex construction – frequent errors of negations agreement, tense, number, word order/function, articles, pronouns, preposition, and/or fragments, deletion – meaning confused or obscured.
	10-5	Very Poor: Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.
MECHANISM	5	Excellent to Very Good: Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average: Occasional errors of spelling, punctuation, paragraphing but

		meaning not obscured.
	3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting – meaning confused or obscured.
	2	Very Poor: No mastery of conventions dominated by errors of spelling, punctuation capitalization, paragraphing – handwriting illegible – or not enough to evaluate.

G. The Procedure of Analyzing the Data

The guided writing strategy in this study will be successful if there is an improvement in the understanding of students' writing. This can be seen when students can perform the test, and found it easy and enjoy learning to write in the classroom. In this study, the data collected is qualitative and quantitative data.

1. Qualitative Data

The qualitative data is taken from the interview, observation, and diary note that use to describe the situation during the teaching and learning process

1. Interview

Interview is use to get information about the students' ability in comprehending reading text correctly before giving treatment and after giving treatment. The researcher will interview the teacher and some of the students. The

result of interview was used to identify the problem in reading comprehension and tried to find out the solution.

2. Observation

The researcher observe the students. During the teaching learning process, the researcher observe the problem and the ability of the students in reading comprehension. The result was written on observation sheet.

3. Diary Note

Diary note is done to write and report the moments or events and daily activities, however to express the feeling participate in classroom action research that come out before that probably it is planned on observation guidance

4. Documentation

Documentation is the act or an instance of the supplying the documents or supporting references or records. It is also the collation, synopsising and coding of printed materials for future purposes.³¹

2. Quantitative Data

The quantitative data analyses were used to analyze data from the result of teaching learning process. In analyzing quantitative data, the researcher used descriptive statistic. The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycle. Then, the researcher compared those scores. The improvement could be seen from the scores of post-test which was higher than the score in the pre-test.³²

³¹www.academia.edu/1749798/ Importance-of-Documentation-inResearch Methodology. Accessed at 18 February 2017

³² E. Milaningrum, (2011), *Thesis "Improving The students ability in reading comprehension by using buzz group technique"* Surakarta:, p.40,41,42.

The mean score of pre-test and post-test could be calculated with the formula as follows:

$$X = \frac{\sum x}{N} \times 100\% =$$

in which:

X : The mean of the students

$\sum X$: The sum of pre test score

N : Number of subject

Next, in categorizing the number of students who are mastered the subject, the writer uses the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P= Percentage of students who get score 75

R = number of students who get the score above 75

T = the total number of students who do the best

Finally, by analyzing the data from qualitative and quantitative data, the researcher is able to draw a conclusion whether or not Guided Writing approach can improve students' writing achievement. If almost the students give positive response to the teaching learning activities and their post-test score is higher than pre-test score, the implementation of guided writing approach is successful, but if the students give negative response during the lesson and their post-test is lower

than pre-test, the implementation of guided writing approach for improve the students speaking achievement is not successful.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

The data were analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking test. The qualitative data were taken from interview, observation, test, diary note, and photographs. This research was conducted in one class with 34 students'. Each cycle consisted of four steps of action research (planning, acting, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test.

Table 3

The Students' Score

Num	INNITIAL OF NAME	SCORE		
		Pre-test	Post-test I	Post-test II
1	AK	50	60	70
2	AKH	60	70	85
3	AL	65	68	85
4	BRW	50	60	75
5	BS	60	65	85
6	DPR	60	70	85
7	FNA	60	75	80
8	FA	70	78	80
9	K	80	80	90

10	KAP	50	70	85
11	MH	60	70	85
12	MN	60	68	90
13	MA	80	85	90
14	MHA	50	60	70
15	MR	55	75	85
16	MES	70	75	90
17	NP	50	60	85
18	NS	75	80	90
19	NA	50	60	70
20	RC	75	80	85
21	ROSP	60	75	80
22	RN	55	70	80
23	RN	65	80	90
24	SR	60	70	80
25	SS	70	80	90
26	SK	75	80	85
27	SNH	65	80	85
28	SAR	50	75	85
29	TM	55	65	75
30	TA	60	75	80
31	UAB	80	80	90
32	UH	65	80	85

33	WN	65	70	80
34	WI	75	80	90
35	YS	60	70	80
36	YA	50	70	85
TOTAL		$\sum X = 2240$ $\bar{X} = 62.22$	$\sum X = 2609$ $\bar{X} = 72.47$	$\sum X = 3000$ $\bar{X} = 83.33$

From the data above, it was found that the students' score in pre-test was 2240, and the students' mean score was 62.22, the students' score in post-test I was 2609 with the students' meanscore was 72,47 and the students' score in post-test II was 3000 with the students' mean score was 83.33.

1. The Qualitative Data

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problem in teaching writing test was the inappropriate use of teaching media. The interviewer also found that the students still had difficulties in following the lesson especially in learning writing. It is shown from the result of interview with the English teacher as follows: "In my opinion, they are not very active in the process of learning in class.".(Int/T).

From the result of interview with the English teacher showed that so they need more guidance in learning and need more practice especially in writing, the teacher stated that the students were very difficult to be focus in following the lesson of writing. It was also strengthened by the result of interview with the

student as follows: "No sir, but I can write a little, then I just write and collect to the teacher .(Int/S1/BRW). It means that the student still feel difficult in understanding the writing, especially for the describing the picture to writing in the paper sheet.

From the qualitative data above, it can be seen that the students' ability is still low in writing, especially in writing descriptive text. So, the research should be continued to the cycle I.

2. The Quantitative Data

1.1 The Students' Ability at Writing Descriptive Text Before Treatment

The writer gave a test in pre-test. In pre test, the total score of the students was 2240 and the number of the students who done the test were 36, so the mean of the students score was 62.22. Here the students' score of pre-test as follow:

Table 4.

The Students' Score before Treatment (Pre-Test)

NO.	INNITIAL OF NAME	PRE-TEST OF THE FIRST CYCLE	
		PRE-TEST	CRITERIA OF SUCCES ≥ 75
1	AK	50	Unsucces
2	AKH	60	Unsucces
3	AL	65	Unsucces

4	BRW	50	Unsucces
5	BS	60	Unsucces
6	DPR	60	Unsucces
7	FNA	60	Unsucces
8	FA	70	Unsucces
9	K	80	Succes
10	KAP	50	Unsucces
11	MH	60	Unsucces
12	MN	60	Unsucces
13	MA	80	Succes
14	MHA	50	Unsucces
15	MR	55	Unsucces
16	MES	70	Unsucces
17	NP	50	Unsucces
18	NS	75	Succes
19	NA	50	Unsucces
20	RC	75	Succes

21	ROSP	60	Unsucces
22	RN	55	Unsucces
23	RN	65	Unsucces
24	SR	60	Unsucces
25	SS	70	Unsuccess
26	SK	75	Succes
27	SNH	65	Unsucces
28	SAR	50	Unsucces
29	TM	55	Unsucces
30	TA	60	Unsucces
31	UAB	80	Succes
32	UH	65	Unsucces
33	WN	65	Unsucces
34	WI	75	Succes
35	YS	60	Unsucces
36	YA	50	Unsucces
	TOTAL	$\sum X=2240$	

		$\bar{X} = 62.22$	
--	--	-------------------	--

From the table above, The students' that got point up 75 was 7, and the students were not success was 29. In addition, the total score of the students was 2240 and the number of the students who done the test were 36, so the mean of the the students was :

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2240}{36}$$

$$\bar{X} = 62.22$$

From the formula above, the students' ability at writing descriptive text was low. The mean of the students score was 62.22. The percentage of students who were success in writing descriptive text was calculated by using the formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{7}{36} \times 100\%$$

$$= 19.44\%$$

$$P2 = \frac{29}{36} \times 100\%$$

$$= 80.56\%$$

Table 5.
The Percentage of Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Succes	7	19.44%
P2	Unsucces	29	80.56%
Total		36	100%

From the data analysis above, the students writing descriptive text achievement was low. It could be seen from the mean of the students' score was 62.22. The percentage of the students' score was 7 students got successful score or it was 19.44%. In the other hand, 29 students got unsuccessful score or it was 80.56%. It can be concluded that the students' writing ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

1. The Treatment Done in Cycle I

The writer gave test in post-test I, The test was given after thought by using Guided Writing. The writer found improvement of the students' that got point 75 to up in post-test I of the first cycle. Here students' score of post-test in the first cycle.

Table 6
The Students' Score in Post Test I of The First Cycle

NO.	INNITIAL OF NAME	SCORE	
		Post-Test I	Criteria of Succes ≥ 75
1	AK	60	Unsucces
2	AKH	70	Unsucces
3	AL	68	Unsucces
4	BRW	60	Unsucces
5	BS	65	Unsucces
6	DPR	70	Unsucces
7	FNA	75	Succes
8	FA	78	Succes
9	K	80	Succes
10	KAP	70	Unsucces
11	MH	70	Unsucces
12	MN	68	Unsucces
13	MA	85	Succes
14	MHA	60	Unsucces
15	MR	75	Succes
16	MES	75	Succes
17	NP	60	Unsucces
18	NS	80	Succes

19	NA	60	Unsucces
20	RC	80	Succes
21	ROSP	75	Succes
22	RN	70	Unsucces
23	RN	80	Succes
24	SR	70	Unsucces
25	SS	80	Succes
26	SK	80	Succes
27	SNH	80	Succes
28	SAR	75	Succes
29	TM	65	Unsucces
30	TA	75	Succes
31	UAB	80	Succes
32	UH	80	Succes
33	WN	70	Unsucces
34	WI	80	Succes
35	YS	70	Unsucces
36	YA	70	Unsucces
TOTAL		$\sum X = 2609$ $\bar{X} = 72.47$	

From the result in the table above in post test I, The students' that got point ≥ 75 was 18 students', and the students' did not get point ≥ 75 was 18 students'. And the total score of the students' who took the test was 36, so the mean of the students was :

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2609}{36}$$

$$\bar{X} = 72.47$$

From the data result above, the students' ability at writing descriptive text in Post test I was still low. It could be seen of the means score of the students' was 72.47. The percentage of students' who got point up 75 in writing descriptive text test was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{18}{36} \times 100\%$$

$$= 50\%$$

$$P2 = \frac{18}{36} \times 100\%$$

$$= 50\%$$

Table 7.

Percentage of Students' Score in Post-Test of the First Cycle

	Criteria	Total Students'	Percentage
P1	Succes	18	50%
P2	Unsucces	18	50%
TOTAL		36	100%

From the table above in Post-test I, the writer concluded that the students' ability at writing announcement was still low. And it could be seen by the fact of mean that the students' score in post-test I was 72.47. The percentage of the students' got point up 75 was 18 students' or it was 50%. And 18 students get

unsusces scores or it was 50%. It can be concluded that the students' ability at writing descriptive text in Post-test I was categorized unusces. The writer would continue in the second cycle.

2. The First Cycle

The writer also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing,conducting students test, preparing observation sheet I made the lesson plan for two cycle. Each cycle is consist three meeting.

b. Action

In this step, there were some activities that had been done by the researcher. Firtsly , the researcher explained about Descriptive text, and give some example to make the student more understood. After they were know to different the kind of writing, the teacher was applied Guided Writing and expalained the fuction of using Guided Writing in improving their writing in descriptive text. The teacher ask the student to write descriptive text and collect has finished.

c. Observastion

In observing, the researcher ask the students' put their writing at whiteboard. We can see from their mark there are 18 students' who got score up 75, it is better than their pre-test that there is just 7 students' got score up 75. The

students' respons and shy while learning was recorded by using diary note, observation sheet and documentation.

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by implementing of guided writing , the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting.

The evaluation become the reflection to the researcher cycle two. From the students' responses and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. And in the second cycle, the students' must can improving .

3. The Treatment Done in Cycle II

The researcher choosed to continue the research in cycle two. The aim was to improve the students' score in writing descriptive text after doing post-test I in the first cycle. Here the students' score of post-test II in the second cycle.

Table 8

The Students' Score in Post Test of The Second Cycle

NO.	INNITIAL OF NAME	SCORE	
		Post-test II	Criteria of Succes ≥ 75
1	AK	70	Unsucces

2	AKH	85	Succes
3	AL	85	Succes
4	BRW	75	Succes
5	BS	85	Succes
6	DPR	85	Succes
7	FNA	80	Succes
8	FA	80	Succes
9	K	90	Succes
10	KAP	85	Succes
11	MH	85	Succes
12	MN	90	Succes
13	MA	90	Succes
14	MHA	70	Unsucces
15	MR	85	Succes
16	MES	90	Succes
17	NP	85	Succes
18	NS	90	Succes

19	NA	70	Unsucces
20	RC	85	Succes
21	ROSP	80	Succes
22	RN	80	Succes
23	RN	90	Succes
24	SR	80	Succes
25	SS	90	Succes
26	SK	85	Succes
27	SNH	85	Succes
28	SAR	85	Succes
29	TM	75	Succes
30	TA	80	Succes
31	UAB	90	Succes
32	UH	85	Succes
33	WN	80	Succes
34	WI	90	Succes
35	YS	80	Succes

36	YA	85	Succes
TOTAL		$\sum X = 3000$ $\bar{X} = 83.33$	

From the data of post-test II in the second cycle, The students that got point up 75 was 33, and the students did not get point up 75 was 3. And the total score of the students was 3000 and the number of students who took the test was 36, so the mea of the students was :

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{3000}{36}$$

$$\bar{X} = 83.33$$

From the analysis data above, the students' writing ability in post-test II was improved. It could be seen of the mean score of the students was 83.33. It means that the score was categorized success. The percentage of students who were succes in writing text was calculated by applying the following formula:

$$P = \frac{R}{N} \times 100\%$$

$$P1 = \frac{33}{36} \times 100\%$$

$$= 91.67\%$$

And,

$$P2 = \frac{3}{36} \times 100\%$$

$$= 8.33\%$$

Table 9**The Percentage of Students' Score in Post-Test of the Second Cycle**

	Criteria	Total Students'	Percentage
P1	Succes	33	91.67%
P2	Unsucces	3	8.33%
TOTAL		36	100%

From the table analysis in post-test II, the researcher concluded that the students' writing descriptive text achievement was improved. It could be seen from the mean of the students' score was 83.33. The percentage of the students' score of 36 students got 33 students who is succesfull or it was 91.67%. In the other hand, 3 students got unsuccessful score or it was 8.33%. It can be concluded that the students' writing ability in post-test II in the second cycle was categorized success and improved. So the researcher finished the study in this cycle.

5. The Second Cycle

The students' responses in the second cycle were very well. The students' ability at writing descriptive text were improved continuously. The students' were more enthusiastic and serious when the students' had understood how to write descriptive text and the result of the observation in second cycle could be seen in appendix. The conditions in the classroom were also good and the students had good responses to the researcher's explanation.

The researcher also have done some steps in the second cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching at writing descriptive text. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about explanation at writing descriptive text from the researcher. Besides that, the researcher as the teacher used the media to make the students more interested and developed their creativity and also more focused in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

b. Action

In this step, there were some activities that had been done by the researcher. Firstly, the researcher explained about descriptive text, and gave some example to make the students more understood. After they knew the different kind of writing, the teacher applied guided writing strategy and explained the function of using guided writing in improving their writing. The teacher asked the students to write descriptive text and collected it.

c. Observation

The researcher was very proud of the results of students' tests. From the last result it indicated that the students were able to write an descriptive text by using guided writing. Most of students' got score up 75.

d. Reflection

After checking the students' written test of descriptive text by giving test to them, it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students could improve their writing ability by using guided writing . The students' score in the second cycle was higher than the score in the first cycle.

Table 10

The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	19.44%
Post –test I	50.00%
Post test II	91.67 %

The result of percentage of students' ability during the research showed that percentage of student's ability improved in each test. In the pre-test there was only 19.44% (7 students) who got point 75. It was caused by the teacher did not give the treatment to the students before they learn about writing descriptive text.

In the post-test there was the improvement of percentege of students who got point up 75 namely 50 % or 14 students. In post – test I cycle I, the students did not get meaningfull change score from pre-test to post-test I, although the teacher had applied Guided Writing Method in teaching writing descriptive text. It was caused by some of students still did not know how to write well in writing

descriptive text and students still confused how to applied the method in writing descriptive text, when the teacher explained Guided writing Method they did not give attention well.

The students have studied about writing but their writing mastery is still low in using English language. The students have less interest in writing especially descriptive text. Teachers have used the right strategy in teaching writing but the students' are lack of willingness and motivation to write in English. There are so many new strategies in teaching writing but the teacher still uses the traditional teaching strategy.

Many students were not seriously or not active in doing writing text because they did not know what should they do even they just imitated their friend's text. The lack of students interest in learning, lack of motivation, lack of control of teacher, and lack of concentration on the teaching material. In observation sheet and interview said that some of students did not pay attention to the teacher's explanation, sometime some students bored in class during teaching process, some student did not bring dictionary, and there was no distaint punishment to the student who were noisy because their voice disturb teaching and learning process. In addition, it was caused by the lack of controlling of the teacher or lack of mastering material.

Their score got improving from pre-test untill post test II. It was caused in this cycle the teacher still applied guided writing and explained it more detail, and also the teacher additional activities that were based on the reflection done by the teacher and collaboration to prevent the same mistakes in cycle I and to get better improvement of student's score. Teacher motivated students to generate

their interest in, learning English, give punishment to the students were noisy to stand up in front of the class gave more chance and attention to student were not confidence to present their work or to ask what they had not understand.

From the data, it indicated that using guided writing method in learning descriptive text in writing was improve, and the data above can be concluded that the student's ability have been increased by using guided writing.

B. Research Finding

The result was indicated that there was improvement of the students writing ability by using wholesome scattering game. It was supported by the mean of the students' score in every meeting that increased. Here the data analysis of the students' score every meeting:

Table 11

Data Analysis of Students' score Post Test of the First Cycle and Post Test of the Second Cycle

No.	Name	Cycle I		Cycle II	
		Post-Test I		Post-Test II	
		Score	Criteria Success ≥ 75	Score	Criteria Success ≥ 75
1	AK	60	Unsucces	70	Unsucces
2	AKH	70	Unsucces	85	Succes
3	AL	68	Unsucces	85	Succes

4	BRW	60	Unsucces	75	Succes
5	BS	65	Unsucces	85	Succes
6	DPR	70	Unsucces	85	Succes
7	FNA	75	Succes	80	Succes
8	FA	78	Succes	80	Succes
9	K	80	Succes	90	Succes
10	KAP	70	Unsucces	85	Succes
11	MH	70	Unsucces	85	Succes
12	MN	68	Unsucces	90	Succes
13	MA	85	Succes	90	Succes
14	MHA	60	Unsucces	70	Unsucces
15	MR	75	Succes	85	Succes
16	MES	75	Succes	90	Succes
17	NP	60	Unsucces	85	Succes
18	NS	80	Succes	90	Succes
19	NA	60	Unsucces	70	Unsucces
20	RC	80	Succes	85	Succes

21	ROSP	75	Succes	80	Succes
22	RN	70	Unsucces	80	Succes
23	RN	80	Succes	90	Succes
24	SR	70	Unsucces	80	Succes
25	SS	80	Succes	90	Succes
26	SK	80	Succes	85	Succes
27	SNH	80	Succes	85	Succes
28	SAR	75	Succes	85	Succes
29	TM	65	Unsucces	75	Succes
30	TA	75	Succes	80	Succes
31	UAB	80	Succes	90	Succes
32	UH	80	Succes	85	Succes
33	WN	70	Unsucces	80	Succes
34	WI	80	Succes	90	Succes
35	YS	70	Unsucces	80	Succes
36	YA	70	Unsucces	85	Succes
Total		$\Sigma X = 2609$		$\Sigma X = 3000$	

Mean	$\bar{X} = 72.47$	$\bar{X} = 83.33$
------	-------------------	-------------------

It could be seen that the mean of the first cycle was 72.47. It was still low and did not get point up 75 because the students still felt difficult and not confident to write descriptive text. But, the mean in the second cycle was better than the first cycle. It was 3000 or it was 83.33, From the result of data analysis showed that there was an improvement at the writing students' ability by using guided writing. It was showed from the mean of post-test in the first cycle was 72.47 and post-test in the second cycle was 83.33. So, there was improvement in every cycles.

Table 12

The Percentage of Students' Ability in writing descriptive text by using Guided Writing Post-Test of the First Cycle and Post-Test of the Second Cycle.

Meeting			The Students Who Got Up To 75	Percentage
Cycle I	1	Post-Test	18	50%
Cycle II	2	Post-Test	33	91.67%

Based on the table above, the result indicated that there was an improvement on the students' ability at writing descriptive text by using Guided writing . The mean of the first cycle was 72.47, it was good enough. The mean of second cycle was 83.33, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 75 also

grew up. In the pre-test, the students who got point ≥ 75 up were 7 students (19.44%). In the post-test of cycle I students who got point ≥ 75 up were 18 students (50%). It means that there was an increasing about 50%. The post-test of cycle II, students who got point ≥ 75 to up there were 33 students (91.67%) and the increasing was about 41.67%. For the total increasing of the students' score from pre-test to post-test of cycle II was 91.67%. In other words, the students' ability in writing descriptive text and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the quantitative data. The qualitative data were organized from the, observation sheet and interview photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Observation sheet for the students, it could be concluded that the students were active during the teaching-learning process, although at the first meeting they were not interested and confused about the meaning of the words and some of them were shy and afraid of asking what they did not know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting in writing descriptive text from day by day. From observation sheet it was found that student were active and enthusiastic in following teaching-learning process. Based on the result of the quantitative and qualitative data, it could be concluded that Guided Writing could improve students' ability in writing descriptive text especially the students' at MAS PAB.2 Helvetia.

C. Discussion on Research Finding

The research was conducted to find out the improving of the students' ability at writing descriptive text by using guided writing. Guided writing was one of many strategy or technique that could help the students be easier in learning writing especially writing descriptive text.

The research that had been done by the researcher indicated that Guided writing was effective or could be used in teaching writing. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle I and post-test of cycle II. The increasing because of the teacher knew how to control the class and created the active class. Besides that, Guided writing helped the students to understand the subject easily.

Based on the data and data analysis, it shows that the improvement of the students' score were better. In addition, teaching and learning process in the second cycle was more interesting. Based on the explanation above, it shows that improving the students' achievement at writing descriptive text got good improvement. There was improvement on the students' achievement at writing descriptive text by using guided writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result and discussion about improving the students' achievement at writing descriptive text by using guided writing could be concluded that:

1. The students' ability at writing descriptive text could improve after using guided writing in teaching English. It was showed from the mean of pre-test was 62.22, post-test in the first cycle was 72.47 and post-test in the second cycle was 83.33. There was improvement in every cycle. Guided writing could improve the students' achievement at writing descriptive text at MAS PAB 2 Helvetia Medan.
2. The students' respond in language teaching when they were being taught by using guided writing was very good. It can be seen from the observation sheet of students' activity on cycle I until the observation sheet of students' activity in cycle II. In the first cycle of the observation sheets the researcher got score 2.25, so that means enough. Besides, the students do not pay attention to the teacher. They did not still understand to make the text descriptive. The Students' responses in the learning process in the observation sheet of the students' in cycle II was very good, it can be seen from the results in the observation sheet of the students' activity in cycle II was 4, so it was included "very good".

B. Suggestions

Based on the result of this research, This study showed that by using of guided writing could improve students' ability at writing descriptive text. Some suggestions for the teaching English are proposed as follows :

1. For the English teacher, it is may consider the use of technique in teaching of writing descriptive text because it can improve students' understanding their mind what they have to write. And guided writing useful to improve the students' ability at writing descriptive text. Guided writing as one of alternative teaching and can do the variation of teaching-learning process so the students' will feel spirit and enthusiastic in learning process at the classroom.
2. For the students, they will feel more interested in the learning process, the students will feel spirit, and the important thing is they can write freely about something they want to convey in their writing.
3. For the researcher, after conducting this research, many experiences are gotten. The researcher could know the teaching learning process in class. It is important for the researcher to know the appropriate technique in the teaching English.

REFERENCES

- Ali, A. Yusuf. *The Meaning of The Holy Quran*\\
- Brown, H. Douglas.2000.*Principles of Language Learning and Teaching*. San Fransisco: Longman.
- Daulay, Sholihatul Hamidah. 2011. *Introduction to General Linguistics*. Medan: La-Tansa Press.
- Dewi, Utami. 2014. *How to Write*. Medan: La-Tansa Press.
- Dirgeyasa, I Wy. 2014. *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Malaysia: Longman.
- Heaton ,J.B.1990. *Writing English Language Test*. USA: Longman Inc.
- [http://www.zakymedia.com/2013/06/kajian-teori-hakikat-kemampuan menulis.html](http://www.zakymedia.com/2013/06/kajian-teori-hakikat-kemampuan-menulis.html).Accesses at Sunday,05 Feberuary 2017.
- <https://id.wikipedia.org/wiki/Prestasi>, 16 Juni 2015.
- Kusnandar.2008,*Langkah Mudah Penelitian Tindakan Kelas*. Jakarta:PT.Rajagrafindo Persada.
- Langan, Jhon. 2001. *College Writing Skills with Reading*. New York. Mc Graw Hill Higher Education.
- Laurer, Janice M., Montague, Gene, Lunsford Andrea.1981. *Four World of Writing*. New York: Halliday Lithographic Corporation.
- Milaningrum, E.2011. *Thesis "Improving The students ability in reading comprehension by using buzz group technique"*. Surakarta.
- Oshima, Alice and Hogue, Ann. 1996. *Writing Academic English*.New York: Addison Wesley Publishing Company.

- Oshima, Alice and Hogue, Ann. 2007. *Introduction to Academic Writing*. USA: Person Education Inc.
- Pardiyono. 2007. *Pasti Bisa!! Teaching Genre-Based Writing*. Yogyakarta: Andi Offset.
- Sanjaya, Wina. *Penelitian Tindakan Kelas*. Jakarta: Kencana
- Sugito, Anam Ibrahim and Syahrudin. 2015. *Metode Penelitian Pendidikan seni rupa*. UNIMED.
- Sullivan, Marry and Holden, Kelly. 2011. *Lesson for Guided Writing: Nonfiction*, U.S.A: Scholastic.
- Suryani dan Hendrayadi. 2015. *Metode Riset Kuantitatif*. Jakarta: Prenadamedia grup.
- Sutrisna. “*Tujuan dan Manfaat Menulis*”.
<https://bahasakublog.wordpress.com/2012/08/13/tujuan-dan-manfaat-menulis/>, pada tanggal 13 Agustus 2012.
- Tarigan, Henry Guntur. 2008. *Menulis: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa Bandung.
- Wishon, George E. and Burks, Julia M. 1980. *Let's Write English*. New York: Litton Educational Publishing. Revised Ed.
- Wiyono. *Meningkatkan Kemampuan Kepala Sekolah Menyusun Rencana Kerja Sekolah Melalui Pendidikan & pelatihan*.
<http://lppks.kemdikbud.go.id/berita/artikel/414/meningkatkan-kemampuan-kepala-sekolah-menyusun-rencana-kerja-sekolah-melalui-pendidikan-pelatihan>, 29 April 2015.

APPENDIX I**LESSON PLAN (CYCLE I)****A. Identity**

Subject : English

School : MAS PAB 2 Helvetia Medan

Class : X (Tenth Grade)

Topic : Writing Descriptive Text

Time : 2 x 45 Minutes (2 Meetings)

B. Standard Competence

10. Expressing meaning in short functional text and simple essay in form descriptive and procedure in context of daily life.

C. Basic Competence

10.1. Expressing meaning and rhetorical structure in essay by using written language accurately and appropriately in form descriptive/procedure.

D. Indicators

- To mentioning the definition of descriptive text.
- To mentioning the characteristics of descriptive text.
- To be able to write a descriptive text

E. Objectives

- Students are able to mention characteristics of descriptive text

- Students are able to distinguishing the descriptive text from other genres of writing.
- Students are able to write a descriptive text well

F. Material

- Picture
- Worksheet

G. Learning Strategy

- Learning strategy : Guided Writing

H. Source/Media

Source : Internet, Picture, English Book

Media : Observation sheet

I. Teaching Learning Procedure

Steps :

1. Introduction

- The teacher opens the class by greeting the students
- Pray together before start lesson
- The teacher checks the attended list

a. Apperception:

- The teachers asks about the last material

b. Motivation

- The teacher motivates the student and arise their attention to the topic which will be learned.
- The teacher introduces the topic and explain the purpose its topic.

2. Main Activities

a. Exploration:

- The teacher asks the students' about descriptive text.
- The teacher asks the students' what they have known about descriptive text
- Discuss with students the material (Books: Instructional Materials English regarding verbal announcements, monologues to describe the picture from teacher..

b. Elaboration:

In this lesson the teacher using guided writing.

- Teacher explain about guided writing
- Teacher explain the procedures of using Guided Writing
- Teacher explain how to write down a descriptive text by applying Guided Writing approach.
- Teacher gives example of descriptive text.
- Teachers asks the students' to write down a descriptive text from the picture by using Guided Writing.
- Facilitate students through the provision of duty doing exercises contained in the textbook of English to be done individually.

c. Confirmation

- The teacher asks the students about the material have not understood yet.
- The teacher and students make conclusion together.
- The teacher ask the students to finished the task.

3. Close Activities

- The teachers gives homework
- The teacher close the learning by greeting the students’.

J. Evaluation

- Technique : Written test
- Form : Picture
- Instrument test: Enclosed

K. Assessment

Element of Writing	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%
Total of score	100%

Medan, March 2017

Known by:

Prinncipal of MAS PAB 2 Helvetia

English Teacher

Drs. H. M. Fauzi, MA

Heriyanti, SS, S.Pd

Researcher

Agus Surya Sibarani

NIM.34.13.3.142

APPENDIX II**LESSON PLAN (CYCLE II)****A. Identity**

Subject : English

School : MAS PAB 2 Helvetia Medan

Class : X (Tenth Grade)

Topic : Writing Descriptive Text

Time : 2 x 45 Minutes (2 Meetings)

B. Standard Competence

10. Expressing meaning in short functional text and simple essay in form descriptive and procedure in context of daily life.

C. Basic Competence

10.2. Expressing meaning and rhetorical structure in essay by using written language accurately and appropriately in form descriptive/procedure.

D. Indicators

- To mentioning the purpose of descriptive text.
- To identify the language features of descriptive text
- To be able to write a descriptive text

E. Objectives

- Students can create and use verbal announcements, monologues to advertise something or a story, convey a description, storytelling, a reporter, storyteller with spoken language.
- Students are able to comprehend the generic structure, social function, and grammatical features of descriptive text
- Students' are able to compose Guided Writing out of the teacher example
- Students' are able to write a descriptive text well.

F. Material

- Picture
- Worksheet

G. Learning Strategy

- Learning strategy : Guided Writing
- Learning method : Lecturing, discussioning, questioning and answering.

H. Source/Media

Source : Internet, Picture, English Book

Media : Observation sheet

I. Teaching Learning Procedure

Steps :

4. Introduction

- The teacher opens the class by greeting the students
- Pray together before start lesson

- The teacher checks the attended list

c. Apperception:

- The teachers asks about the last material

d. Motivation

- The teacher motivates the student and arise their attention to the topic which will be learned.
- The teacher introduces the topic and explain the purpose its topic.

5. Main Activities

d. Exploration:

- The teacher asks the students about descriptive text
- The teacher asks the students what they have known about descriptive text.

e. Elaboration:

In this lesson the teacher using guided writing.

- Teacher explain about guided writing
- Teacher explain the procedures of using Guided Writing
- Teacher explain how to write down a descriptive text by applying Guided Writing approach.
- Teacher asks the students to write down a descriptive text by using Guided Writing.

f. Confirmation

- The teacher asks the students about the material have not understood yet.
- The teacher and students make conclusion together.

- The teacher ask the students to finished the task.

6. Close Activities

- The teachers gives homework
- The teacher close the learning by greeting the students’.

J. Evaluation

- Technique : Written test
- Form : Picture
- Instrument test: Enclosed

K. Assessment

Element of Writing	Score
1. The content mastery	30%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	25%
5. The mechanic mastery	5%
Total of score	100%

Medan, March 2017

Known by:

Prinncipal of MAS PAB 2 Helvetia

English Teacher

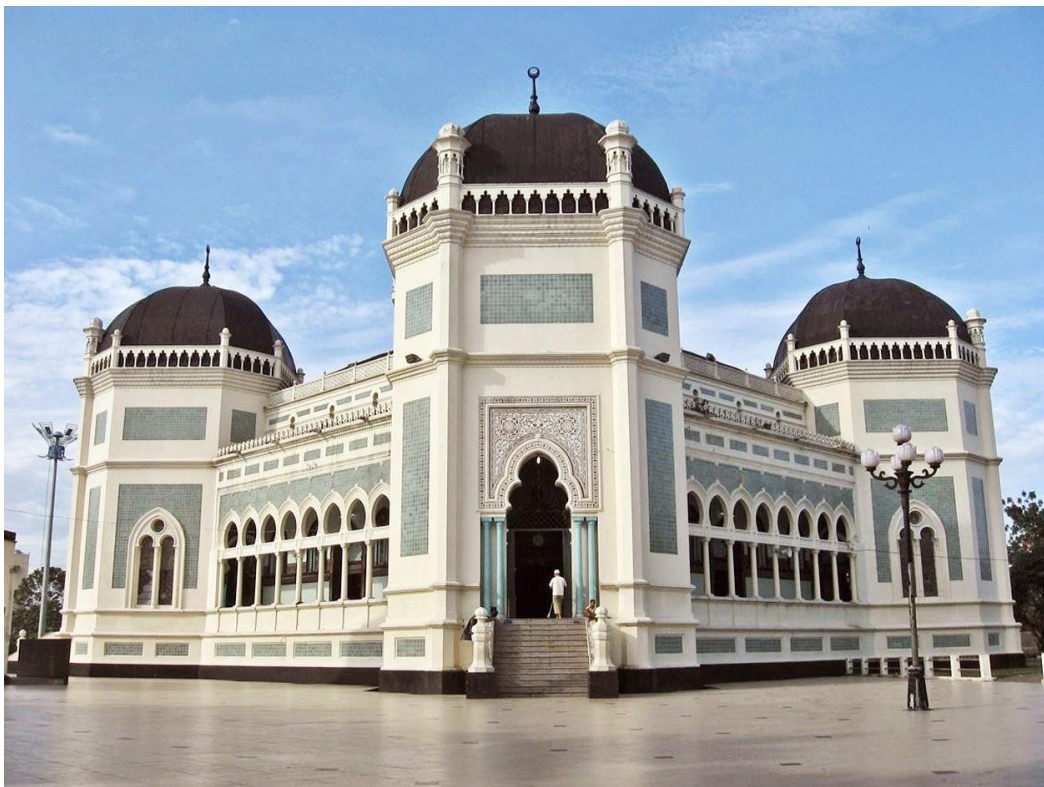
Drs. H. M. Fauzi, MA

Heriyanti, SS, S.Pd

Researcher

Agus Surya Sibarani

NIM.34.13.3.142

APPENDIX III**PRE TEST I****Name :****Class :****Theme: Medan City****Make a descriptive text and write in your paper****DESCRIBED****MEDAN CITY**

APPENDIX IV**POST TEST I****Name :****Class :****Theme: Bestfriend****Make a descriptive text and write in your paper.****DESCRIBED****BEST FRIEND**

APPENDIX V**POST TEST II****Name :****Class :****Theme: Yourself****Make a descriptive text and write in your paper.****DESCRIBED****YOURSELF**

APPENDIX VI**INTERVIEW SHEET****Interview with the students' at the first time.**

- The Researcher : What is your name?
- The Students' : Muhammad Rizky
- The Researcher : Do you like English lesson?
- The Students' : Just a little Sir
- The researcher : Do you know, what is writing?
- The student : writing is convey something from our mind
- The researcher : Do you ever study descriptive text?
- The student : Yes, I do sir
- The researcher : What do you think about descriptive text?
- The student : Descriptive text is describe about someone, something, place, etc.
- The research : Can you write descriptive text well?
- The students : No sir, but I can write a little
- The researcher : Do you ever write descriptive text by using technique or strategy?
- The students : No, but just write and collect to the teacher

APPENDIX VII**INTERVIEW TO THE STUDENT II****Interview with the student in the last meeting of cycle II**

The Researcher : Hello, Good Morning

The Students' : Hello sir, Good morning

The Researcher : How are you today?

The Students' : I'm fine sir

The Researcher : What do you know about the descriptive text?

The students' : After you explain it very well, I now understand more about descriptive text

The Researcher : What do you think about Guided writing strategy?

The students' : According to me, guided writing is very interesting and make me feel spirit in learning process to write.

APPENDIX VIII**INTERVIEW SHEET****Interview with the teacher at the first time.**

- The Researcher : Hello Miss, Good Morning
- The teacher : Hello Agus, Good morning
- The Researcher : What do you think about the students' in the class, Miss?
- The teacher : In my opinion, they are not very active in the process of learning in class.
- The Researcher : Based on your experience, how is the students' ability in writing?
- The teacher : There are several of them have good ability and several of them are still low in English.
- The researcher : what is strategy that use in writing?
- The teacher : sometime I give media
- The researcher : do you know guided writing strategy ? And ever use it?
- The teacher : yes I know, but I never use it

APPENDIX IX**INTERVIEW SHEET****Interview with the teacher in the last meeting.**

- The Researcher : What do you think about Guided Writing strategy, Miss?
- The teacher : I think it is a good strategy in writing, especially for writing descriptive text
- The researcher : According to you, what is the advantage of using guided writing?
- The teacher : The advantages is to help them to write descriptive text, because my student have less vocabulary
- The researcher : According to you, is the guided writing appropriate in writing descriptive text?
- The teacher : yes of course, because this strategy can help them to write descriptive text
- The Researcher : Thanks for the support and helping in this research, Miss.

APPENDIX X**The Observation Sheet of Students' Activity in (Cycle) I**

No	Activity	Meeting of Cycle I			
		1	2	3	4
1	All of the students' come on time		✓		
2	The students' pay attention to the teacher's explanation		✓		
3	The students are active in joining the learning process		✓		
4	The students ask question to the teacher if there is something unclear		✓		
5	The students' can answer the question from the teacher		✓		
6	The students' can described the picture correctly		✓		
7	Students' enthusiast of in teaching process		✓		
8	Students collect their papers on time			✓	
	Total of Average		14	3	

Mean : 17

Value : $17 : 8 = 2.25$

So the mean of the observation sheet for students' in cycle I is 2.25

Notes = 1 = bad 2 = enough 3 = good 4 = very good

English Teacher

Researcher

Heriyanti, SS, S.Pd

Agus Surya Sibarani
Nim. 34133142

APPENDIX XI**The Observation Sheet of the Students' Activity in Cycle II**

No	Activity	Meeting of Cycle I			
		1	2	3	4
1	All of the students' come on time				✓
2	The students' pay attention to the teacher's explanation				✓
3	The students are active in joining the learning process				✓
4	The students' can ask question to the teacher if there is something unclear				✓
5	The students' can answer the question from the teacher				✓
6	The students' can described the picture correctly				✓
7	The students' know the stress of word				✓
8	Students collect their papers on time				✓
Total of Average					32

Mean : 32

Value : $32 : 8 = 4$

So the mean of the observation sheet for students' in cycle II is 4.

Include = Very good (4)

Notes = 1 = bad

2 = enough

3 = good

4 = very good

English Teacher

Researcher

Heriyanti, SS, S.Pd

Agus Surya Sibarani
Nim. 34133142

APPENDIX XII**The Observation Sheet of Teacher's Activity in Cycle II**

No	Activity	Meeting of Cycle I			
		1	2	3	4
1	Teacher comes on time				✓
2	The teacher open the lesson by gretting and checks students' attendance list				✓
3	The teacher attract students' attention				✓
4	The teacher tells the topic material that will be learn				✓
5	The teacher explains the aims of learning				✓
6	The teacher motivates the students to show their best in learning writing descriptive text				✓
7	The teacher explains about writing descriptive text				✓
8	The teacher uses the method to teach writing descriptive text				✓
Total of average					32

Mean : 32

Value : $32 : 8 = 4$

So the mean of the observation sheet for the teacher in cycle II is 4.

Include = Very good (4)

Notes = 1 = bad

2 = enough

3 = good

4 = very good

English Teacher

Researcher

Heriyanti, SS, S.Pd

Agus Surya Sibarani
Nim. 34133142

APPENDIX XIII

DIARY NOTES

First meeting, (16 March 2017)

In the first meeting the researcher introduce himself ,and deliver purpose of the her coming to school. Next, the researcher gave pre-test to the students about writing. The students had difficult to write, to convey what they want to write. Most of the students did know how to do although they had an idea. They looked confused and bored. And so it can conclude that only some of students that can mastering of writing and doing the test.

Second Meeting, (18 March 2017)

In the second meeting, the rasearcher explained about the material. The researcher gave understanding more about writing descriptive text in the students and the researcher gave example of descriptive text by using guided writing. Besides that, the researcher also explained about the important of writing and the useful of their writing for the other people or for reader.

Third Meeting (23 March 2017)

In the third meeting, the researcher reviewed the last material in the second meeting. In this meeting, the researcher explain about material in learning process clearly. The researcher gave more explanation about writing descriptive text by using guided writing strategy. The students were more serious than the previous meeting in explaining the material. The teaching learning process was better then the last.

Fourth meeting (26 March 2017)

Based on the result of writing score in first cycle, and than the researcher ask every students' make an descriptive text. But some students were still difficult to arrange sentences, so they still not yet finish make an descriptive text.

Fifth meeting, (30 March 2017)

This is the last meeting of the research. Generally, students had been able to writing descriptive text. It could seen from the writing test score's that students' score had been improved every writing test. In this meeting, teaching-learning process was very conductive, fun, enjoyable, and active. It's meant the strategy had been worked in helping students' in writing especially in writing descriptive.

In the last meeting the reasearcher gave the test as post-test in second cycle by using guided writing to make them more enthusiastic and enjoy their writing and it was effective. Based on the result of writing scores, it was found that students' writing was improved. And based on the reflection of the second cycle, it was not needed to do cycle III because students' understand make descriptriptive text had been improved their ability at writing.

APPENDIX XIV

Students' Name and Initial

No.	Names of the Students'	The Initials of the Students'
1	Ade Kurniawansyah	AK
2	Amanda Kesuma Haidi	AKH
3	Anggun Lestari	AL
4	Bagoes Rizky Wibisono	BRW
5	Bella Safitri	BS
6	Dwi Putri Rahmadayanti	DPR
7	Fadillatun Nisa Assayuti	FNA
8	Fakhrudin Akbar	FA
9	Khairunnisa	K
10	Kiki Ayu Putri	KAP
11	Mahyuza Hasibuan	MH
12	Mairani Nasution	MN
13	Mukhlis Atilla	MA
14	M. Hafidz Alwi	MHA
15	M. Rizky	MR
16	Mutiara Ella Sari	MES
17	Nesya Pratiwi	NP
18	Novita Sari	NS
19	Nurul Anzani	NA
20	Rafika Cahya	RC

21	Reza Olga Shaponda P.	ROSP
22	Rirynd Nadilla	RN
23	Rori Nurmasittah	RN
24	Sayyidah Rulispa	SR
25	Sofa Suheila	SS
26	Siti Khairunnisa	SK
27	Siti Nazra Harahap	SNH
28	Syam's Ahmad Rizky	SAR
29	Tasya Mutiara	TM
30	Tri Annisa	TA
31	Ummu Abidah Batubara	UAB
32	Ummu Habibah HK	UH
33	Wahyuni Nasty	WN
34	Widya Isvani	WI
35	Yayang Safitri	YS
36	Yuli Antika	YA

APPENDIX XV

PHOTOGRAPHY EVIDENCE

(DOCUMENTATION)

INTERVIEW THE TEACHER



INTERVIEW THE STUEDNTS'



DOING PRE-TEST



DOING POST TEST I



DOING POST TEST II



LEARNINGPROCESS





Biography

Name : Agus Surya Sibarani
Student Number : 34.13.3.142
Place/date of birth : Beringin Jaya I, Gundaling I, June 8th, 1995
Sex : Male
Address : Desa Beringin Jaya I, Gundaling I
Name of Father : Masyohur Sibarani
Name of Mother : Suryani

Education Background

1. Primary School at SD Negeri 118270
2. Junior High School at SMP Negeri 8 Bagan Sinembah
3. Senior High School at SMA Negeri I Rokan Hilir
4. Student of English Education Department of Faculty and Teaching Training