

**CHAPTER II**  
**GUIDED WRITING TECHNIQUE AND STUDENTS' WRITING**  
**ACHIEVEMENT**

**A. Guided Writing**

1. Definition of Guided Writing

Writing also serves the importance as learning tool for the students. By writing, students can practice expressing ideas on the courses and show the teacher that they have mastered the material. Writing is an activity to express ideas by means of written language. The idea for writing can be our feelings, opinions, or experiences. Writing is also a way that the students can express their ideas or thought on the paper. Therefore, in teaching learning activities, writing skill is one of the skill focuses for the students in learning a language.

Guided writing is a form of teaching writing in which learners are given step-by-step instruction. According to Fountas and Pinnell (2001: 22), guided writing is defined as an instruction presented to small, temporary group of students who share similar needs at a particular point in time. Guided writing provides an important context for teachers' assessment and guidance of student writing to observe students during specific writing events and provide immediate instructional scaffolding for writing processes targeted to the needs of a specific group of students.

Parsons (2001:12) state that Guided writing is the process where teachers develop and guide students' writing through discussion, joint text

construction and evaluation of their independent writing. Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing. Oczkus (2007:7) said that guided writing is an essential tool in a balanced writing curriculum, an additional supported step toward independent writing. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help the student to improve their writing and to work increasing independence”.

Harmer (1991: 329) state writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for the students, including as it does, not only writing, but research, discussion, peer evaluation, and group pride in a group accomplishment. Thus, the researcher concluded that Guided writing is a process the teacher guided the student's with a strategy make a group that uses the writing process to facilitate student's learning from a text, to construct and evaluation of their independent writing. this technique helped the students to see the sequence of a text which led to the understanding of the text. Also this technique can make the students interested in the passage. Through guided writing, students are supported during the different stages of the writing process.

## 2. Procedures of Guided Writing

Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. Dunigan (2008:14) states several steps of guided writing activity:

- a. Planning: the students identify, collect and organize the ideas.
- b. Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
- c. Popping: using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, and/or around.
- d. Polishing: the students polish their writing project, with assistance as needed to compose a final draft.
- e. Publishing: the students shared their completed work

In addition to Dunigan, Parsons (2001:13) states the stages of guided writing activity:

- 1) Procedural skill : The stage focus is to establish writing routines and the appropriate materials that will enable the students to write independently. This stage is important in helping the students to manage their time and writing resources.
- 2) Strategy skill : This stage includes a strong emphasis on word and sentence level work.

3) Craft skill : This stage includes how to identify the feature of text types, genre, writing models and how to present non-fiction information in a variety of forms. There is a focus on how writers and illustrators communicate ideas and stories to readers.

Moreover, Gibson (2012) states guided writing is taught to small groups. These groupings should be flexible, based on observation of students' current needs, and might be implemented following a whole-class writing lesson. Guided writing should engage the students in a brief and shared experience. Guided writing should provide brief examples of strategies in order to support student's immediate use.

Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individual of the group, provides the teacher with the opportunity to extend and challenge the groups of student. Guided writing can take place at any stage of the writing process. Guided writing is an activity in which the students are guided to express their ideas into the written form by giving them a topic or theme which is given by the teacher. Then, the teacher decided how much the students must produce the sentence.

According to Heinemann (2007:5), guided practice has following procedures:

- 1) Divided the class into five or six groups that one group consist five or four students.

- 2) Give a topic for the students and then gave a chance each of the students in group to produce one sentence. Then, continue to another students in group. In this treatment, the writer limits two events for the students
- 3) Give the students about 90 minutes and they must finish the task of recount text from orientation, events, and re orientation by writing story. The teacher decide to give two events for them.
- 4) Allow students to share their writing in front of the class.

Thus, the first step that the teacher do in the class is introduce them the generic structure of recount text and give them an example of the text itself, look into the tenses that they should use during writing. for the task, then the teacher encourage the student to write First thing to do is the teacher ask them to recommend a topic that could be used as the story that they going to produce, then they should decide the characters, the orientation, events, and re orientaton of recount text. This is the one of the story produced by the eighth grade students cooperatively (Heinemann, 2007: 3).

Each of the students in their group have chance to write one sentence from each structure and then continue to another student to write the sentences or other structure. Nevertheless, students have to give attention in their writing, it must coherent, understandable, and meaningful. This technique are able to motivate and stimulate the student's writing, because

this technique is more attractive and fun than the other. It is need a good cooperation to make a good writing recount text.

### 3. Advantages and Disadvantages of Guided Writing

Some advantages and disadvantages of guided writing based on explanations above are as follows:

- a. the positive side, students appreciate the models or examples that show what they have to do in writing.
- b. Students' vocabulary building is involved in the process of writing preparation so that students may build their self-confidence in composing writing.
- c. Students may quickly go through the exercises orally, so that students can see how they work. In oral preparation, it can be done in different ways according to the interest and ability of the class.
- d. ideas about what to write come from the students themselves. This makes the activity much more interesting and involves the class more.

Byrd and Gallingame in Reid (1993: 26) states that: "The exercises in *Write Away* are grammatically focused and are always meaningfully contextualized. Students will be able to use their understanding of the content to sharpen their grammatical accuracy. The advantage of using *Write Away* is that these grammatical operations in writing and revising are anticipated and laid out in the sequence of each unit. The results of the operations applied in sequence will produce a well-formed composition."

Based on explanation above the researcher concluded that advantages of using guided writing is students can be appreciate the

examples that show what they have to do in writing and than students' students may build their self-confidence in composing writing.

The disadvantages of guided writing comes form Reid (1993: 27) who states that “the exercises above closely reflect the behaviorist hypotheses with constant practice of correct structures, students will learn the language and will therefore be able to transfer the repeated guided skills to original utterances. Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. A specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes.” Furthermore, guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students in discovering the texts' true message due to the structural aspect of the text.

Based on the explain above can be assumed that the model text given by teacher might be too limiting, especially if the object of writing has quite different features. This may lead students either to follow the text too closely or to move away from it too much. It is also criticized for limiting learners' creative thoughts about content of the writing. Then write with technique guided writing make a students less purposeful in discovering the message of the text because the student learn with short time, it means that the students learning without more detail about ways of writing.

## **B. Recount Text**

### 1. Definition of Recount Text

Recount text is one of the text which retell events or experiences in the past. It can be what the writer has done, heard, read and felt and it present the past experiences in order of time or place. Djuharie (2007: 44) says that “recount text is a type of text contents reported events, someone activity or the experience of someone”. It summarizes the introduction and close with the writer’s subjective feeling concerning the events. The purpose of this text not only telling what happened in the past through sequence events but also to inform or to entertain the audience related the past event.

### 2. Generic Structure of Recount Text

Generally, recount text has a generic structure, those are:

#### **a. Orientation**

This step consist of background of information. The orientation provide or introduce the participants begins by telling the reader who was involved, what happened in that past events, where this events took place and when it happened.

#### **b. Events**

This structure the writer want to describe what happened in the past in chronological order. So, it is tell the events chronologically. It begins from the first event, followed by the second event to the last event.



**c. Re orientation**

The final section concludes the recount by summarizing the events, a closing statement or evaluating the topic's importance or offering personal comment or opinion.

According to Djuharie (2007), recount text often uses language features, those are:

- a. Certain noun as personal pronoun, such as, Seanu Prabu, Djuharie.
- b. Individual participant, it focuses on particular or specific actors.
- c. Using past tense, using verb past tense, such as, went ran ate, etc.
- d. Using time connective and conjunction to organize the events or used to link clauses within sentences, such as, after, before, after that, etc.
- e. Using action verb that showed an activity or something happened, such as, stayed, climbed, killed, etc.
- f. Using adverb that showed the place, time and manner, such as, yesterday, at home, and slowly, etc.

*An example of recount text, source from kistono (2007:75).*

**My Trip to Bunaken**

**Orientation:** Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. There were thirteen of us going together. Getting there was not quite easy.

**Event 1:** Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water. We were also told what we may and may not do.

**Event 2:** Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we need a good guide. without some knowladgeof their habit and behaviour, it would be difficult to identify them.

**Re orientation:** In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

### C. Teaching Writing through Guided Writing

In the teaching and learning process of English, writing has important roles for the junior high school students. The teaching and learning process in junior high school is aimed at making the students achieve the functional level of literacy, which is to communicate orally and textually, in order to accomplish daily issues.

Lindsay and Knight (2006: 3) say that teaching is a teacher's job to help learners learn. Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction etc. Teaching writing also a teaching students how to express ideas or imagination in writing form". Thus, teachers are able to select a suitable material in writing class, so that materials and technique will be understandable for the students and they can express their idea, thinking into good writing.

The scopes of learning English at junior high school are stated as follows.

1. Discourse competence, which is the ability to understand or create oral or written texts which is realized within the four skills; listening, speaking, reading and writing to achieve the functional literacy level.
2. The ability to understand and create various short functional texts, monolog and essays in the form of procedure, descriptive, recount, narrative and report.

3. Supporting competence which is linguistic competence (the use of grammar and vocabulary, pronunciation, spelling and structure), sociocultural competence (the use of expressions in the context of communication), strategic competence (to overcome problems which arise in the process of communication) and discourse forming competence (using a developing means).

To increase students' writing competence, guided writing technique is used as the media of learning. According to Heinemann (2007:5), guided practice has following procedures:

- a. Divided the class into five or six groups that one group consist five or four students.
- b. Give a topic for the students and then gave a chance each of the students in group to produce one sentence. Then, continue to another students in group. In this treatment, the writer limits two events for the students
- c. Give the students about 90 minutes and they must finish the task of recount text from orientation, events, and re orientation by writing story. The teacher decide to give two events for them.
- d. Allow students to share their writing in front of the class.

guided writing can solve the problems of motivation, interest and confidence. Guided writing builds confidence of small group with the same issues. Students' confidence can be improved by using that way, because it can be done in groups. By cooperating with others, students will feel more

comfortable in doing the writing task. It is also stimulating their interest. Through guided writing, students are supported during the different stages of the writing process.

Therefore, guided writing can build students' motivation and confidence to write. In the aspects of teacher, guided writing can solve the problems of method. Guided writing provides the teacher with the opportunity to extend and challenge the groups of students and allow the teacher to give feedback. Through guided writing, the teachers can make an interactive method that attracts the students' interest. Therefore, the teaching and learning process were not monotonous and interesting.

Based on the statement above, it is clear that in writing a teacher should guide the students to write or how to express the ideas in writing form. In practicing their writing, they have to follow the steps of process writing to make their writing more effective and help the students to write a text become easier. What students do before writing is very important, because the student can be guided to think about a topic in relation to a perceived audience. In this activity of writing involved process writing.