THE IMPLEMENTATION of GUIDED WRITING in TEACHING EXPOSITORY WRITING at SMAN 4 BONE

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Abstract

The main focus of this research was aimed at finding out the implementation of guided writing in teaching expository writing. The method applied in this research was descriptive qualitative. This research used observation and interview to collect the data. The result of the research showed that the teachers implemented the guided writing in teaching expository well, there were three main problems of guided writing implementation namely;1) students' difficulties,2) psychologycal problems, and 3) teaching and learning process. It also revealed that the student preceived the guided writing has brought positive impact to their writing skill and competencies. This research suggested; 1) giving clear instruction to the students before guided writing, 2) Make sure that the students have enough vocabulary and grammar skill, and 3) Combining guided writing with other strategies or technique
Keywords: Implementation, Guided writing, Teaching, Expository Writing

ABSTRAK

Fokus utama dalam penelitian ini adalah ditujukan untuk mencari tahu penerapan guided writing (penulisan terbimbing) dalam mengajar expository writing. Metode yang diterapkan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini menggunakan observasi dan wawancara untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa guru menerapkan guided writing (penulisan terbimbing) dengan baik, terdapat tiga masalah utama dalam penerapan guided writing yaitu; 1) kesulitan-kesulitan siswa, 2) masalah psikologi, dan 3) proses belajar mengajar. Penelitian ini juga mengungkapkan bahwa siswa merasa guided writing membawa dampak positif terhadap kemampuan dan kompetensi writing (menulis). Penelitian ini menyarankan; 1) memberikan petunjuk yang jelas sebelum melakukan guided writing, 2) Memastikan bahwa siswa memiliki kemampuan kosakata dan tata bahasa yang cukup, dan 3) Menggabungkan guided writing dengan strategi dan teknik lainnya
Kata Kunci: Penerapan, Guided Writing (Menulis Terbimbing), Pengajaran, Expository Writing (Menulis Ekspositori)

Background

English as a Foreign Language (EFL) learning in non-English speaking countries throughout the world is undertaken to enable learners to acquire the four skills of English through reinforcement of the language components competence.

Abdulkareem (2015), for instance, found that the common problems faced by Malaysian students in writing deal with vocabulary register, organization of ideas, grammar and spelling, and Huy (2015) discovered that Vietnamese students' poor writings are mostly due to their low competence in grammar and vocabulary and low motivation. Undoubtedly, this is such a challenge to EFL teachers in a writing class. Guided writing is believed to be an effective approach that a teacher can apply in teaching writing Contemplating the above issues, the researcher becomes curious about how guided writing is implemented in a senior high school in Bone, South Sulawesi, and highly intends to conduct a research under the title "The Implementation of Guided Writing in Teaching Expository Writing at SMAN 4 Bone.

There were at least two benefits which could be derived from the research. Firstly, the research could reveal more realities dealing the implementation of guided writing in teaching writing, and secondly, it can result in findings which contribute towards both the related theories and the practice of writing teaching. Considering the important benefits, the researcher believed that the research was researchable and therefore deserves to be conducted as a scientific task. The research is to explore the implementation of guided writing in teaching expository writing. Specifically, it seeks to find out how the teacher implements guided writing in teaching expository writing, problems faced by the teacher in implementing guided writing in teaching

expository writing, and the students' perception on the teacher's implementation of guided writing in teaching expository writing. Thus, the research is undertaken based on the following conceptual framework.

Research Methode

Research design is Employing a single case study design, the researcher views and investigates the research object, which is teacher's implementation of guided writing in teaching expository writing, as a single case to explore the theories of guided writing To avoid any ambiguities leading to misconception, the terms used in the research were clarified as follows; *Guided writing* refers to an activity in the writing learning process in which teacher groups the students based on their writing needs and provides them with some guidance in response to identified challenges faced by the students. *Expository writing* signals the activity of composing an expository text, which is a text that describes a particular topic or subject in academic way.

The research was undertaken at SMAN s4 Bone, district of Bone, South Sulawesi. Located in Pompanua, the sub-district capital, the state senior high school has 652 students and employs 4 EFL teachers. Two of the EFL teachers was picked as the research subject through purposive sampling technique. Following Kothari's (2004) notion that purposive sampling was the technique employed to determine the subject by considering some relevant criteria, the researcher determined the subject for his implementation of guided writing in teaching writing; based on results of the researcher's preliminary observation, the subject was the EFL teacherswho often implements guided writing in teaching writing at the school.

The researcher employed two instruments to obtain the data; Observation and interview. The researcher conducted the data collection through the following procedure; The researcher attended the subject's class as an external observer; the researcher was not involved in any activities held in the classroom during the teaching and learning process. While observing, the researcher fill the observation checklist form based on what he finds in the teaching and learning process dealing with the teacher's implementation of guided writing in teaching expository writing. The researcher took this step over and over until he meets the saturated data.

The researcher interviewed both the teachers and student. The followingis the interactive model propounded by Miles, Huberman and Saldana (2014), the data analysis was carried out through the following steps; Data Condensation, Data Display, Conclusion Drawing and Verification

Findings

The findings here presents the result of the data collection from the observation checklist and interview. The data were collected from two teachers using interview and observation :

1. Guided writing implementation in teaching expository writing From this poin it can be seen that the teachers can overcome the guided writing problems. They solve it by using approach of teaching writing during the implementation of guided writing. The other teacher guides the students during the activity and giving them advices regarding the vocabulary and grammar.

2. Teachers problem in impelementing guided writing in teaching expository as this research focused to find out the problem faced by the teacher The data were divided into three main categories namely; students difficulties, students psychological problems, and teaching learning process

3. The students perceptions on the teachers implementation of guided writing in teaching expository writing from the extract 6 it can be seen that the teachers can implement the guided writing well. It was proven by the student's statement which means after the guided writing he has improvement in his writing skills. Beside his writing competencies also developed by the implementation of guided writing in writing expository

Discussion

as mentioned in the previous chapter that this research was focused on the implementation of guided writing, the teachers' problem, and the student's perception toward guided writing in teaching expository.

Guided writing implementation in teaching exporatory writing

The finding on the extract 1 showed that the extract 1 showed both of the teachers got the same purposes in developing the students' writing skill. The extract 2 implied that both the teachers did the preparation well. It can be seen from the preparation step that they organize the class by identifying a small group of students and giving the instruction before starting the guided writing. The extract 3 revealed that the main problems of guided writing implementation in tecahing expository was the students' ability in terms of their vocabulary mastery and their grammatical skill. The extract 4 the teachers can overcome the guided writing problems. They solve those problems by using

approach of teaching writing during the implementation of guided writing.

The findings prove that the teachers' main purpose of the guided writing was to improve the students' writing skill. This is in line with Lan, Hung, and Hsu (2011) which their study found that the rich media of guided writing strategy had impressive significant differences than the pen-and-paper guided writing strategy in terms of writing attitudes toward motivation, enjoyment and anxiety.

The findings also revealed that the teachers have implemented the guided writing well. It can be seen from the teachers' explanation on the extract 2 regarding the process of guided writing from preparation, during the implementation, and after the implementation Accroding to *Western Australian Minister for Education* (2013) the good guided writing was involving three phases before, during, and after. It is clear that both the teachers have involved the steps well and organized.

Teachers problem in impelementing guided writing in teaching expository

Based on the findings on problem in implementing guided writing in teaching expository there were found some problems appear. The problem were the students difficulties, students psychological problems, and teaching learning process. The first one was the students difficulties. It revelaed that the students: considered english as a difficult subject, students were playing with classmate in the learning proses, students liked walking around the classroom during the clasroom activity, students had difficulties in using the appropriate vocabulary, students had diffulties in pronouncing English words.

Mourssi (2013) argued that langauge learners are required to pay attention simultaneously to the content of guided writing. These difficulties were in line with Dyan (2010) in her research he found that students considered writing as the most difficult skill.

Teachers problem in impelementing guided writing in teaching expository

Based on the findings on problem in implementing guided writing in teaching expository there were found some problems appear. The problem were the students difficulties, students psychological problems, and teaching learning process. The next problem was the students' psychological problem The students psychological problem were; students were very lazy to look up the new words in the dictionary most of the students made mistake in grammatical feature, the students also had difficulties in generating ideas,the students had problems in organizing the paragraph, students were less

attention to the spelling, capitalization, and punctuation. These problems were related with Anggara (2013) exposed that there were some problems regarding the implementation of guided writing in the classroom.

Teachers problem in impelementing guided writing in teaching expository

Based on the findings on problem in implementing guided writing in teaching expository there were found some problems appear. The problem were the students' difficulties, students' psychological problems, and teaching learning process. The last problem was the problem of teaching and learning process. The problem mostly related to students and teachers in classroom activity. The problems were: students did not have much time in the process of writing the students lack of motivation to join the class activity, the teaching and learning process was lack of using media, the teaching technique applied in the classroom was not attractive, the teachers sometimes did not give warning when the students talked to their friends, teachers did not give any comment to the students work.

Related to the problems found, Dyan (2010) also revealed that some students do not do the writing well and the students are not confident on their own writing. There also students are not interested in English writing class, they think writing is a difficult skill. These problems were should be a serious concern in implementing the guided writing (Anggara, 2013). It can be conlcuded that there were some matters that should be concerned before implementing the guided writing.

The student perceptions on the teachers implementation of guided writing in teaching expository writing

The last finding to be discussed was the students perception on the teachers implementation of guided writing in teaching expository writing. Based on the findings in extract 4 it found that the students main problem in guided writing was the basic of doing writing, expository text, and language elements. The extract 5 showed that the students felt guided writing has brought positive impact to them. The extract 6 indicated that the teachers implemented the guided writing well and it's sucessfully improved students writing skill. These findings were in line with Khatri (2014) which found that guided writing activity were more effective than teaching writing through teaching composition. It is also supported by Dyan (2010) stated that guided writing could improve the students writing skill. The findings also similar with Komang, Nyoman, and Made (2013) revealed

that guided writing has brough positive impact to the students' writing skill and motivation. Therefore, It can be included that guided writing was successfully improve students writing skill eventhough there was problem in the beginning of the implementation

Conclusions

This research discussed the guided writing implementation in teaching expository this research concluded that the teachers implemented the guided writing well. It can be seen that the students' got improvement, the teachers also encouraging the students, and the teachers can solve the problems in implementing guided writing. the problems mostly faced by the teachers in implementing guided writing was divided into three categories namely; students difficulties, students psychological problems, and teaching and learning process. the students perceive that the guided writing have brought positive impact to their writing skill and competence.

Suggestions

Based on the findings, there are some suggestions provided as follows: The implementation of guided writing was new to some students. It is suggested to give clear instruction and introduction before implementing guided writing in the classroom activity. The main problems of guided writing implementation was students' students' vocabulary and grammatical skill. It is suggested before conducting the guided writing make sure that the students' have already get a good skill in it. This research found that the students have low motivation in writing. It is suggested to combine guided writing with other strategies or techiniques.

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