

**STUDENTS' PERCEPTION ON THE USE OF GUIDED WRITING IN
LEARNING DESCRIPTIVE TEXT AT SMP N 1 WANADADI**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements to Obtain
the *Sarjana Pendidikan* Degree in English Education**



FARDATUN ISNAENI

31801800015

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY
SEMARANG**

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PAGE OF VALIDATION

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Prepared and Presented by:

FARDATUN ISNAENI

31801800015

Defended before the Board of Examiners

On September, 2022

Decelerate Acceptable

Board of Examiners

Advisor : Mega Mulianing Maharani, S.Pd., M.Pd

Examiner 1 : Nur Ekaningsih S.Pd., M.Pd.

Examiner 2 : Elok Widiyati, S.Pd., M.Pd,



Semarang, *8 September* 2022
Faculty of Languages and
Communication Science
UNISSULA
UNIVERSITAS ISLAM SURABAYA
SEMARANG



Dr. Kurniawan Yudhi Nugroho, M.Pd
NIK. 210815025

STATEMENT OF WORK'S ORIGINALITY

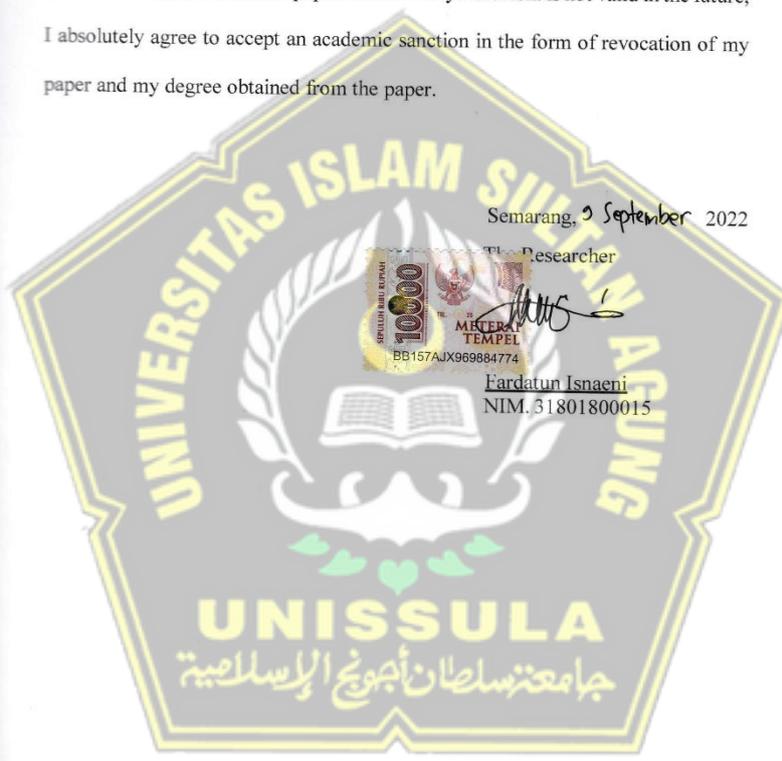
Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works of the people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, 3 September 2022

Researcher



Fardatun Isnaeni
NIM.31801800015



MOTTO AND DEDICATION

Motto

“Indeed, there will be an ease in every hardship”

(Q.S Al-insyirah: 6)



DEDICATION

This final project is presented to:

My beloved parents

My sister

My supportive friends

ABSTRACT

Isnaeni, F. (2022). Students' Perception on The Use of Guided Writing in Learning Descriptive Text at SMP N 1 Wanadadi. A final project, English Language Program Education Program, College of Languages Sultan Agung Islamic University. Mega Mulianing Maharani, S.Pd., M.Pd, as the advisor.

This research aims to explore students' perception on the use of guided writing in learning descriptive text. The research method of this research used mixed method with sequential explanatory design. Questionnaires and interviews were used as an instrument on this research. The sample of this research is seventy students of 9th grade SMP N 1 Wanadadi. From the result of the data questionnaire, it divided into 4 aspects. The mean score of each aspect was the effectiveness of the timing (24%), the easiness of using correct spelling (25%), the support from the teacher (26%), and the benefits of guided writing (25%). The mean score of all the aspect was 25%. Therefore, the result of the data showed high percentage which means students had a positive perception. In addition, the result of the interview showed positive perception from the students in improving their skill such as mastering vocabulary, using correct spelling of the words, knowing how to structure sentences properly, and also feeling more motivated to improve more in writing skill. This finding can be a reference for the other teacher to teach writing by using guided writing. For students, this research can be a reference to improve and motivate students in learning writing.

Keyword: Descriptive text, guided writing, students' perception.

INTISARI

Isnaeni, F. (2022). Students' Perception on The Use of Guided Writing in Learning Descriptive Text at SMP N 1 Wanadadi. A final project, English Language Program Education Program, College of Languages Sultan Agung Islamic University. Mega Mulianing Maharani, S.Pd., M.Pd, as the advisor.

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan penulisan terbimbing dalam pembelajaran descriptive text. Metode yang digunakan dalam penelitian ini yaitu metode campuran sekuensial eksplanatori. Kuesioner dan interview sebagai instrumen dalam penelitian ini. Sampel dalam penelitian ini adalah 70 siswa dari kelas 9 SMP N 1 Wanadadi. Hasil dari data kuesioner, dibagi menjadi 4 aspek. Rata-rata dari tiap aspek adalah efektivitas dari waktu (24%), kemudahan dalam penggunaan ejaan yang benar (25%), dukungan dari guru (26%), dan manfaat dari penulisan terbimbing (25%). Rata-rata persentase dari semua aspek yaitu 25%, ini termasuk persentase yang tinggi artinya siswa memiliki persepsi yang positif. Selain itu, hasil dari wawancara juga menunjukkan persepsi positif dari siswa dalam peningkatan kemampuan dalam menguasai kosakata, penggunaan ejaan yang benar, penyusunan kalimat yang benar, dan juga merasa lebih termotivasi dalam mengembangkan kemampuan menulis. Kesimpulannya, siswa memberikan persepsi yang positif terhadap penggunaan penulisan terbimbing dalam pembelajar teks deskriptif.

Keyword: Teks deskriptif, penulisan terbimbing, persepsi siswa.

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9. All people who cannot be mentioned one by one and who helped me during this study. May Allah always bless them all.

Finally, I realize that this final project is still far from being perfect. However, I hope that this final project will be useful for the readers.

Semarang, 9 September 2022



Fardatun Isnaeni
NIM. 31801800015

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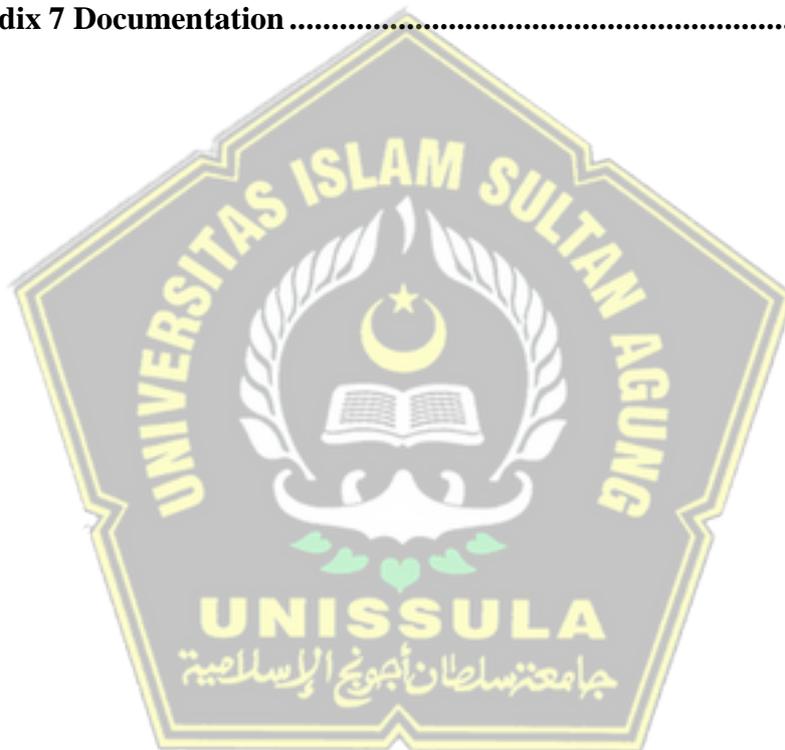


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CHAPTER I

INTRODUCTION

The first chapter consists of the background of the study, the reason of choosing the topic, the research question, the objectives of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1. Background of Study

English is an international language that used in all corners in many countries. Meanwhile, in Indonesia it is used as the second language and foreign language. English is important to be learned and mastered because it is a link language. English as a link language means that it is used in daily activities to communicate and to connect with other people especially other countries even oral or written, face to face or virtually. Mutiarasari & Kristina (2015) also state that English becomes a bridge between countries in the world to associate. By learning English, students can have an international cognition through the understanding of cultures and get more information from the world. Furthermore, it has a great contribution to the advancement of learning where nowadays many literatures and sources using English as the main language. By all of those benefits of learning English, it is urgent to teach English at school.

Writing is about to transform the ideas and thoughts into written form. In writing, students need to arrange the letter into sentences, then connected the sentences into good paragraph. It is not easy for them to discover ideas and arrange them into written form logically. Huy (2015) defines that writing involves

complicated metacognitive activity that needs the students' basic skill, knowledge, strategies, and the ability to connect multiple processes. Many students are having difficulties in conveying and generating their thoughts into writing form. It happens because they are confused to improve their thoughts and ideas into good sentences and how to arrange the sentences into paragraph. They often translate the sentences from their mother tongue and it affects in making ungrammatical errors. Writing will be understandable and readable if it fulfilled appropriate criteria such as content, structure, vocabulary, grammar, and mechanics. Ningsih (2016) states that having a good capability in writing skill can help students to learn other skill in English more effectively. In conclusion, writing is a complex activity that collaborates the content, structure, vocabulary, grammar, and mechanic. Therefore, students need to improve their skill and capability in writing.

According to Singh et al., (2017), teacher has a role as a facilitator needs to give their effort to solves the problems and to improve students' writing skill. Therefore, teachers should have a capability to apply appropriate technique and creative positive classroom to gain students' interest and attention so that teachers can convey their ideas easily. According to those problems, guided writing may become a solution in teaching writing. Lan et al., (2011) state that guided writing is an instructional materials or relevant media. The objective of guided writing is to provide support that can help the student to write easily. Guided writing basically uses scaffolding technique for guiding the learners in the process of writing. It is a proper strategy to help the students in learning writing. The teacher

role is asking some questions to guide them and to develop their thinking skill which helps them in brainstorming ideas during pre-writing so that they have an overall idea and able to transform their thoughts into written form when the guidance is given by the teacher. It also encourages students to revise and edit their writing. Furthermore, teacher can give any feedback to students by showing example of acceptable and unacceptable writing to recognize students' writing problems. As expected, students will be able to write independently.

Based on the explanation above, it brings out the students' perception on the use of guided writing at SMP N 1 Wanadadi. Perceptions from the students indicate their actions or attitudes during the learning process using guided writing. Their perception comes from their own observation, experiences, and feelings in the classroom. When guided writing applied in the classroom, students can feel bored because they only listen to the teacher's instruction and have no idea to write. In contrast, teacher always try to apply the proper technique to make the students feel comfortable and understand the material.

Based on the descriptions above, the researcher has entitled this final project as into students' perception on the use of guided writing in learning descriptive text at SMP N 1 Wanadadi.

1.2. Reasons for Choosing the Topic

Researcher chose the topic based on several reasons, as follows:

1. The students of 9th grade SMP N 1 Wanadadi are having difficulties to construct the structure of the paragraph, develop their ideas, and transform their ideas into written form especially in descriptive text.

2. Guided writing was applied for teaching writing descriptive text at 9th grade SMP N 1 Wanadadi.

1.3. Research Question

The research question of this study is what are the students' perception on the use of guided writing in learning descriptive text at SMP N 1 Wanadadi?

1.4. Objective of the Study

The objective of the study is to explore the students' perception on the use of guided writing in learning descriptive text at 9th grade of SMP N 1 Wanadadi

1.5. Limitation of the Study

Researcher focuses to explore the students' perception about the use of guided writing in learning descriptive text at SMP N 1 Wanadadi in 9th grade.

1.6. Significance of the Study

The significance of these research were as follows :

1. Pedagogically

This study is expected to be used as a reference for improving the use of guided writing in teaching writing especially in teaching descriptive text. In addition, researcher hopes that this study can show the teachers also another researcher about students' perception on the use of guided writing in learning descriptive text at SMP N 1 Wanadadi.

2. Practically

- a. For teacher

This research as a source for evaluation of the teachers in teaching writing.

b. For students

Students find out the benefits of using guided writing while they learning English in school, also to motivate them to develop their writing skill.

c. For the next researchers

This research gives some information, insight, and resources for further researchers in conducting research related to this topic.

1.7. Definition of Key Terms

This part consists of the definition of each key term. Each key term has their own definition from different expert.

1. Students' perception

According to Remali (2015), the perception of the students in education process related to the impact of the decision of them in the school. Therefore, the perception from the students will give an effect for the learning process. In addition, it also offers the benefit for the higher academic success rate for the students.

2. Guided writing

According to Usman & Rizki (2016) guided writing is where the teacher being a guide for the students during learning writing process. It means that guided writing involves instructional ways in the process of learning writing.

3. Descriptive text

Descriptive text is a kind of genre text that has a purpose to describe a subject, it can be describing a person, a place, or a thing (Knapp & Watkins, 2005). It means that in descriptive text, writer describes a subject as detail as possible.

1.8. Organization of the study

This final project is organized into five chapters; Chapter I, Chapter II, and Chapter III, Chapter IV, and Chapter V:

Chapter I contains the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

Chapter II describes about review of related literature. It contains General Concept of perception, General Concept of Writing Skill, General Concept of Guided Writing, and Review of Previous Studies.

Chapter III explains the Research Method that includes of the Design of the Study, the Participants of the Study, the Instrument, the Validity of the Instruments, the Reliability of Instruments, the Data Collecting Procedure, and the Data Analysis.

Chapter IV answers the research question for this study. Within the descriptive statistical analysis, the research findings, and the result the students' perception on the use of guided writing in learning descriptive text at SMP N 1 Wanadadi.

Chapter V consists of the conclusion and suggestion of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II discusses review of related literature and review of previous studies. Review of related literature covers perception, writing skill, guided writing, and descriptive text. Review of previous studies explains three prior research which has the same topic.

2.1 Students' Perception

Student is a person who is study at a school, university or any other relevance of higher education. Students are the main resources in teaching and learning process. Student can learn anything from the teacher, but teacher cannot teach without student. The learning process always begin with perception. According to Brown (2001), perception is the recognition and the interpretation of sensory information. Perception made it possible to take sensory information and make it meaningful.

2.1.1 Factors that Influence Perception

According to Robbin, et al., (2013), there are several factors that influence perception: perceiver, target, and situation.

1. Perceiver

It happens when people paying attention at the target and interpreting what they see. The interpretation is based on the characteristics of the person which implicate the personality, attitude, interests, motives, past experience, and expectations.

2. Target

The characteristics of the target also effect on the perceived object. Besides that, it is affected by novelty, motions, sounds, size, background, proximity, similarity.

3. Situation

The context in seen object or events is also important. It is important to find out the context of the seen object/events such as time, work setting, and social situation.

There are three categories that influence perception: perceiver, target, and situation. Each category has their own characteristics. The interpretation of the perceiver based on the characteristics of the person which involves the personality, attitude, interests, motives, past experience, and expectations. Then, the characteristics of the target effect on the perceived object, novelty, motions, sounds, size, backgrounds, proximity, and similarity. The last factor is situation that affected by time work setting, and social situation.

2.2 Concept of Guided Writing

The concept of guided writing is the third keyword discussed in this chapter. This sub-chapter consists of the definition of guided writing, the process of guided writing, and the benefits of guided writing.

2.2.1 Definition of Guided Writing

According to Oczkus (2007), guided writing is a main component of balanced writing curriculum, a bridge between shared writing and independent writing. It is a scaffolding technique to guide students to write independently.

Scaffold means teacher gives instructions during the process of writing which are pre-writing, writing and post writing. Students should follow the step that guided by the teacher. Teacher also can give any feedbacks to their writing task by showing the correct and incorrect example of writing so that teacher know and discover their writing problems. In sum, guided writing is the process of writing where the teacher guided and gives any instructions during writing.

Patel & Jain (2008) also state that guided writing involves the students to meet all necessary both structural and lexical items related to their ideas to be expressed. The teacher is only as an improver or a guide. Teacher helps students to discover what they want to write and tell how to construct the paragraph systematically. In this case, teacher may ask them question in discovering and developing their ideas. It is an effective way for the students to begin their writing. It means that the teacher does not guide the students in the whole processes of writing. As a result, the students can work by themselves through the guidance from the teacher.

Based on the explanations above, it can be concluded that guided writing is writing activity which is guided by the teacher in case of helping and guiding students' writing in constructing the sentences and language-based exercises that focused on the structural and lexical items with the aim to produce sentences or paragraph in written form independently.

2.2.2 Guided Writing Strategies

According to Dunigan (2008), there are three strategies in teaching writing using guided writing: timing, invented spelling, and withdrawing support.

1. Timing

Teachers need to pay attention on the time management during the writing process. They should make sure that no students go ahead of or left behind. There are some problems that makes the process longer such as noise and distraction. Therefore, teachers can give the students instruction to remind them how much time is left.

2. Invented Spelling

Sometimes, students do not know the correct spelling of the words they want to write in their writing. Therefore, teachers should use correct spelling during modeling lesson. Teachers also need to discuss with students how a word can be spelled and how it should be spelled. To check the students' understanding, teachers may ask students to spell the word like it sounds.

3. Withdrawing Support

Students will write individual sentences in their own paper. Teacher will continue to facilitate them into discussion time. All students write about some ideas and topic at the same time, but their sentences will be different. Since the goal of guided writing is to make the students become independent writers, teachers can give them less and less supports.

All the explanation above are the essential in teaching using guided writing. Not only teacher that has a role in the learning process, students also have a role to make the learning successful. To help teacher achieve it, students can avoid make a noise and distraction in the class to make the learning efficiently,

actively participate during the process of learning, also managing time as well during discussion in group.

2.2.3 Benefits of Guided Writing

According to Department for children, schools, and families (2007), there are six benefits of using guided writing :

1. Enables the teacher to adjust the teaching to the needs of the group.
2. Facilitates teaching and learning for each individual student. Although guided writing focused to the activity based on the needs of the group, the teacher also able to discover and respond to the needs of individuals within the group.
3. Provides the teacher with the opportunity to extend and challenge more-able groups of students
4. Motivates the students to not be passive in the class especially in discussions about writing
5. Boosts confidence because each group are handling with the same issues
6. Allows the teacher to give positive feedback on success and the opportunity to discuss further areas for improvement.

Based on the description above, it can be concluded that guided writing gives several advantages during teaching and learning writing. Guided writing allows the teacher to deliver positive feedback for improvement students' writing in teaching-learning process. It also allows the teacher to tailor the teaching depends on the needs of the students. Furthermore, through guided writing, it helps teacher to monitor and control the students' writing activity. Meanwhile, for

the students, guided writing motivates them to be active during writing activity so that it helps them to boost their confidence and also to be able to write independently.

2.3 Descriptive Text

Descriptive text is the last keyword explained in this chapter. It consists of the definition of descriptive text, general structure, and language features.

2.3.1 Definition of Descriptive Text

Descriptive text is a text that describes something or someone about particular person, place, or thing details (Jayanti, 2019). By writing a descriptive text, the writer will create the sense of impression. Furthermore, it describes an object to make the readers easily to be understood, so that they can imagine the object which is described in descriptive text.

Mukarromah & Suryanto (2022) also state that descriptive text has a purpose to shows the reader about the actual object which describes in the text so that the reader can visualize the object. They also add that descriptive text must be concrete, so that the readers know and understand what the writer is telling about in the text.

Based on the definition above, researcher can conclude that descriptive text is a text that describes an object, it can be a person, a place, or a thing. It must be concrete to make the readers can visualize and understand about the object which describes in the text.

2.3.2 General Structure of Descriptive Text

In making descriptive text, writer should know the generic structure of descriptive text. According to Mukarromah & Suryanto (2022), there are two generic structures of descriptive text: identification and description. In addition, each structure has own characteristics.

The first generic structure is identification. Usually, it is in the first paragraph, it identifies on the object that will be described in the text. It is the introduction or little description about the object before the writer tells more in detail description.

The next is about description of the object. In description, writer tells the object as detail as possible. It contains more detail features of something such as physical appearance, qualities, and other characteristics from the object that describes on the text.

Based on the explanation above, there are 2 generic structures in descriptive text: identification and description. Identification indicates the introduction of the object, only general information of the object. While description contains the detail information of the object.

2.3.3 Language Features of Descriptive Text

According to Jayanti (2019), descriptive text also has grammatical features to support the constructing of the descriptive text. The grammatical features focused on the language features, there are simple present tense, action verb, and adjective. Besides the language features, there are also vocabulary and mechanics.

1. Simple present tense, action verb, and adjective

According to Peronity (2011), the language features of descriptive text use simple present tense to tell the description of an object and the use of the adjective is to specify the noun, for instance; a beautiful girl, a gentle man. Furthermore, the action verb has a purpose to show the activity that can be seen such as eat, walk, run, sit, and etc. In contrast, there are two kinds of patterns in simple present tense, there are verbal sentence and nominal sentence, which shown as follows :

a) Verbal sentence

(+) Subject + verb1 + (s/es) + object

(-) Subject + do/does + not + verb1 + object

b) Nominal sentence

(+) Subject + to be (am, is, are) + adjective/adverb

(-) Subject + to be (am, is, are) + not + adjective/adverb

2. Vocabulary

Vocabulary has important role in communication (oral or written). It should be known and mastered by the students before writing, especially in writing descriptive text. They should use the appropriate vocabularies in writing to representative their ideas that related to the topic and make their written understandable for the readers (Jayanti, 2019).

3. Mechanics

Mechanics are also important things to make the students' writing readable. According to Nordquist (2011), mechanic consist of punctuation and spelling. The punctuation means a set of marks that uses to regular texts and clarify the meaning, basically by linking or separating words, phrases, and

clauses. While, the spelling means the word looks like. If the students write the wrong spelling, it will create misunderstanding words.

In writing descriptive text there were several language features. The language features were simple present tense, action verbs, adjective. In addition, the use of vocabulary and mechanic also important in writing descriptive text.

2.3.4 The Example of Descriptive Text

My Comfy House

I live in a house where my parents are. My house is located in the countryside and lives in a comfortable and peace environment. My house is very comfortable so my sister often visits here during vacations to feel the atmosphere away from the city.

Identification

My house is quite simple which is inhabited by one family, namely my parents and one younger sister. My house is not too wide which is 20 m long and 8 m wide. My house is beside the main village road. I have several fish ponds at home, it is located in front of the house. My house is divided into several rooms, it has 3 bedrooms, two bathrooms, one guest room, and kitchen.

Description

My house paint is blue, then the floor is white and gray. My house is located next to the rice fields so it

Description

feels cool and fresh because of the wind. That is the reason why my house is very comfortable to live in.

(From Deckarenas.com)

2.4 Review of Previous Studies

Researcher found out three relevant studies about the use of guided writing to compare and to help the researcher for doing this research. The first research was previously conducted by Ningsih (2016) entitled “Guided Writing to Improve the Students’ Writing Ability Of Junior High School Students”. This research is an attempt to improve students’ writing ability by using guided writing. Researcher conducted an observation to record data about teaching and learning process of writing in the second-grade students through guided writing. They also used writing test to know about the students’ achievement in learning writing and to see the progress of the teaching and learning quality in the classroom. This research was implicated 28 second-grade students of MTS Almuna Samarinda. Classroom action research was used in this research by conducting 2 cycles, each cycle consisted of three meetings for the implementation of guided writing and one meeting for conducting test. Based on the result of the data, researcher found that guided writing can solve the problems in teaching writing because the research reached the criteria of success.

The second research entitled “Using the Guided Writing Technique to Teach Writing of Analytical Exposition Texts” was conducted by Usman & Rizki (2016) This research focused on the assessment of students being taught to write analytical exposition text by using guided writing. The population of this research

was 260 second grade students by random sampling. Experimental research was conducted in this research by using pre-test and post-test as the instrument. Researchers analyzing the scores from the test using the t-test, tests were done for normality (by using the chi square formula) and various from a homogenous population. The result of the data shows that the use of guided writing technique had a positive impact for the students on the improvement of writing analytical exposition texts. In addition, teaching and learning writing using guided writing technique not only about provided the teacher with range of skills, but students also follow each step and processes actively.

The third research conducted by Singh, et al. (2017) entitled “ESL Learners’ Perspectives on The Use of Picture Series in Teaching Guided Writing”. Researchers used an exploratory case study to investigate the effectiveness of using picture series in teaching guided writing and students’ perspectives. They involved 30 learners in this research and collected data by using pre-test, post-test, and interview. The experimental group were given 4 lessons during treatment process. The researchers concluded that using picture series in ESL classroom enhanced students’ motivation and interest when teacher integrated picture as teaching aid in classroom activities. In addition, picture series helped students to brainstorm ideas during pre-writing stage and improved their ability to produce longer paragraph after the treatment.

Based on all of the previous studies above, they have similarities and differences with this research. The similarities lead on the use of guided writing as a technique in teaching and learning writing. In contrast, the differences are on the

subject of the research, population, objectives, data collection, and instruments. This research explored the students' perception on the use of guided writing in learning descriptive text at SMP N 1 Wanadadi.



CHAPTER III

METHOD OF THE STUDY

This chapter discusses about the Research Design of the Study, the Subject of the Study, the Instrument, the Validity of the Instruments, the Reliability of instruments, the Data Collecting Procedure, and the Data Analysis.

3.1 Research Design

In this study, researcher used mixed method design. Mixed method is a design of research which combines elements of qualitative and quantitative approaches for the purposes of breadth and corroboration (Creswell & Clark, 2018).

Morrison, et al., (2018) also state that mixed method is a single approach that has a purpose to have partial understanding to the phenomenon being investigated. Based on the definition from the expert, it can be concluded that mixed method is a method that has a purpose to investigate and understand a phenomenon which combines element of qualitative and quantitative data.

There are several designs of mixed method, but researcher choose explanatory sequential in this study. This design begins by collecting and analyzing the quantitative data. Then, it follows by the collection and analysis of qualitative data in order to explain deeply from the result of quantitative data (Creswell & Clark, 2018).

3.2 Subject of the Study

In this research, the researcher chooses the subjects based on the class that have been experienced learning descriptive text by using guided writing. From the observation, there are eight classes who have been experienced. Then, the sample was seventy students to fill the questionnaire and five students as interviewee.

3.2.1. Population

The research was taken a place at SMP N 1 Wanadadi, which is located on Jl. Raya Timur Wanadadi, Banjarnegara District, Central Java Province. The population of this research is 9th grade students of SMP N 1 Wanadadi, which has a total class of eight. Each class consists of thirty to thirty-five students.

3.2.2. Sample

Researcher used purposive sampling in this study. The sample of this research was 70 students and also 70 students as non-sample which randomly selected four classes out of eight classes. Class 9A and 9B as non-sample class, while sample class were 9C and 9D. In addition, there were five students as the participants in conducting an interview. The criteria of the sample were the students who experienced in learning descriptive text by using guided writing technique.

3.3 Instruments

The instruments of this research are questionnaire and interview about students' perception on the use of guided writing during learning writing process.

3.3.1. Questionnaire

A Questionnaire is form that used during conducting research that should be completed by participants and return to the researcher (Creswell, 2011). The participants choose the answer to questions and meet basic personal or demographic information. It provides benefits of standardized and open responses to a range of topics from a large sample or population. According to Zohrabi (2013), there are three types of questionnaires: 1). closed-ended questionnaire, 2). open-ended questionnaire, and 3). a mixture of closed-ended and open-ended questionnaire.

The researcher used close-ended questionnaire which was adapted from Kareviati (2021), also used Likert Scale to measure the data. The Likert Scale instructs the participants to complete closed-ended questionnaire with a choice of scales: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA).

Table 3. 1 The Questions of the Likert Scale 4 scoring method

No.	Statement	Opinion			
		SA	A	SDA	DA
A. The effectiveness of the timing					
1	I think the time management during the writing process is enough (not too long or too short)				
2	I think that noise and other distraction from students that causes the writing process longer, not because of bad timing of the teacher				
3	I think that my teacher always pays attention that no students are left behind during the writing process				
4	I think that my teacher always reminds and instructs the student how much time is left during the writing process				
5	I feel comfortable when my teacher reminds me how much the time is left for finishing my work				

B. The easiness of using correct spelling				
6	I feel comfortable when my teacher helps and guides me in choosing the correct spelling for my writing			
7	My teacher often discusses the correct spelling of some words, how a word can be spelled and how it should be spelled.			
8	My teacher often asks the students to spell the word like it sounds.			
C. The support from the teacher				
9	I feel enjoy during the discussion time with friends and teachers for better writing result			
10	I feel that when my teacher using guided writing, it helps me to generate and transform my ideas into written form			
11	I feel my teacher helps me to know how the sentences should be structured.			
12	I think that my teacher always gives me feedback to my work and asks me to revise it			
13	I feel enjoy when my teacher gives me feedback for better writing result			
D. The benefits of guided writing				
14	I think that my teacher knows the needs of the students during learning writing			
15	I feel motivated during the class and my teacher always supports me to not be passive during learning writing			
16	I feel that by guided writing it can boosts my confidence			

Information of opinion:

SA : Strongly Agree

A : Agree

DA : Disagree

SDA : Strongly Disagree

3.3.2. Interview

According to Morrison, et al., (2018), interview is a flexible tool for data collection, enable multi-sensory channels to be used such as verbal, non-verbal, seen, spoken, heard, written, and online interview. The goals of interview are to explore the topic in depth, to know how and why the subjects' knowledge and experience about the related topic. It is often in form of questions and delivered orally, the question being asked by the interviewer and the respondents answer it as explicit and detailed as possible.

The researcher delivered three questions to explore the students' perception on the use of guided writing in learning descriptive text. All of the questions are based on the use of guided writing that was used by the teacher to teach writing. After learning descriptive text by using guided writing. In addition, researcher conducted the interview after all of the students completed the questionnaire. Furthermore, the interview from the students was transcribed.

Table 3. 2 interview questions scheme

No	Questions
1	Do you feel helped to write the descriptive text after the teacher used guided writing? Why or why not?
2	Do you feel your writing skill is improved by using guided writing? Why or why not?
3	Do you feel motivated during learning descriptive text by using guided writing? Why or why not?

3.4 Validity of the Instruments

Whiston (2012) defines that validity as acquiring data that is needed for intended use in measuring instruments. In this case, it is called as validity test

which determine whether the expression in the scale fits with the measurement according to the purpose of the research. According to Creswell (2011), validity test is divided into four types : 1). content validity, 2). face validity, 3). construct validity, and 4). criterion-related validity.

Researcher was chosen the content validity for validating the instruments, both questionnaire and interview. Content validity is the extent to which the questions on the instruments and the scores from the questions shows all possible questions that could be asked about the content or skill. There are several methods that can be used for determining content validity. In contrast, researcher decided to take the expert opinions for validating the questionnaire and interview's questions.

In taking the expert opinions, the researcher consulted to the advisor and the teacher. Researcher asked them to evaluate each expression in questionnaire and interview questions based on the rubric from Simon & White (2011).

Table 3. 3 Questionnaire and Interview Validation Rubric for Expert Panel

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions</i>
		1	2	3	4	

Clarity	<ul style="list-style-type: none"> • The statements are direct and specific 				
	<ul style="list-style-type: none"> • Only one statement is asked at a time 				
	<ul style="list-style-type: none"> • The participants can understand what is being asked 				
	<ul style="list-style-type: none"> • There are no <i>double-barreled</i> statement (two statements in one) 				
Wordiness	<ul style="list-style-type: none"> • Statements are concise 				
	<ul style="list-style-type: none"> • There are no unnecessary words 				
Negative Wording	<ul style="list-style-type: none"> • Statements are asked using the affirmative 				
Overlapping Responses	<ul style="list-style-type: none"> • All possibilities are considered 				
	<ul style="list-style-type: none"> • There are no ambiguous statements 				
Balance	<ul style="list-style-type: none"> • The statements are unbiased and do not lead the participants to a response. The statements are asked using a neutral tone 				
Use of Jargon	<ul style="list-style-type: none"> • The terms used are understandable by the target population 				
	<ul style="list-style-type: none"> • There are no clichés or hyperbole in the wording of the statements 				
Appropriateness of Responses Listed	<ul style="list-style-type: none"> • The choices listed allow participants to respond appropriately 				
	<ul style="list-style-type: none"> • The responses apply to all situations or offer a way for those to respond with unique situations 				
Use of Technical Language	<ul style="list-style-type: none"> • The use of technical language is minimal and appropriate 				

	<ul style="list-style-type: none"> All acronyms are defined 				
Application to Praxis	<ul style="list-style-type: none"> The statements asked relate to the daily practices or expertise of the potential participants 				
Relationship to Problem	<ul style="list-style-type: none"> The statements are sufficient to answer the research question 				
	<ul style="list-style-type: none"> The statements are sufficient to obtain the purpose of the study. 				

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

3.5 Reliability of the Instruments

Reliability refers to the stability of the measuring instrument used and its consistency by the time Surucu (2020). In other words, reliability is the ability to measure instruments to give similar results when applied at different times. However, a strong positive correlation between the results of the measuring instrument is an indication of reliability. The reliability of the measuring

instrument is an essential consideration for the results of the study to be healthy. Therefore, researcher should ensure that measuring instrument used is reliable. The researcher uses Cronbach Alpha Formula as a tool in analyzing the data, both questionnaire and interview.

After the data already inputted on SPSS, the coefficient of the Alpha Cronbach results was analyzed by researcher through the following standard of reliability to avoid the subjectivity.

Table 3. 4 Level of Standard Reliability

Score	Standard
>0.90	Very highly reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Un acceptably low reliable

(Cohen, Manion, & Morrison 2007)

3.6 Data Collection Procedures

Data collection procedures of this research consists of seven steps:

1. The researcher provided a questionnaire and a list of questions of interview to the expert to be evaluated and validated.
2. The researcher asked for an official letter to the faculty as permission to conduct research at SMP N 1 Wanadadi.
3. The researcher came to SMP N 1 Wanadadi to ask permission to do research and the researcher discussed with the teacher who teaches in the

class conducting the research and ask for some student's contacts to be used as research samples.

4. After getting students' contacts, the researcher distributed the questionnaires to students.
5. The researcher gave the time for students to answer the questionnaire. After finished answering the questionnaire, students collected it to researcher.
6. The researcher conducted interviews one by one. Data collection is done conditionally and randomly according to the needs of the researcher.
7. The researcher collected and analyzed information to obtain valid data.

3.7 Data Analysis

There are two data analysis for this research since there are 2 instruments: questionnaire and interview. Data from the questionnaire were quantitative data based on the analysis of Likert Scale scoring methods and the mean score by using SPSS. In contrast, the data of the interviews were qualitative which were transcribed and described based on the result of the interview

3.7.1 Data from the questionnaire

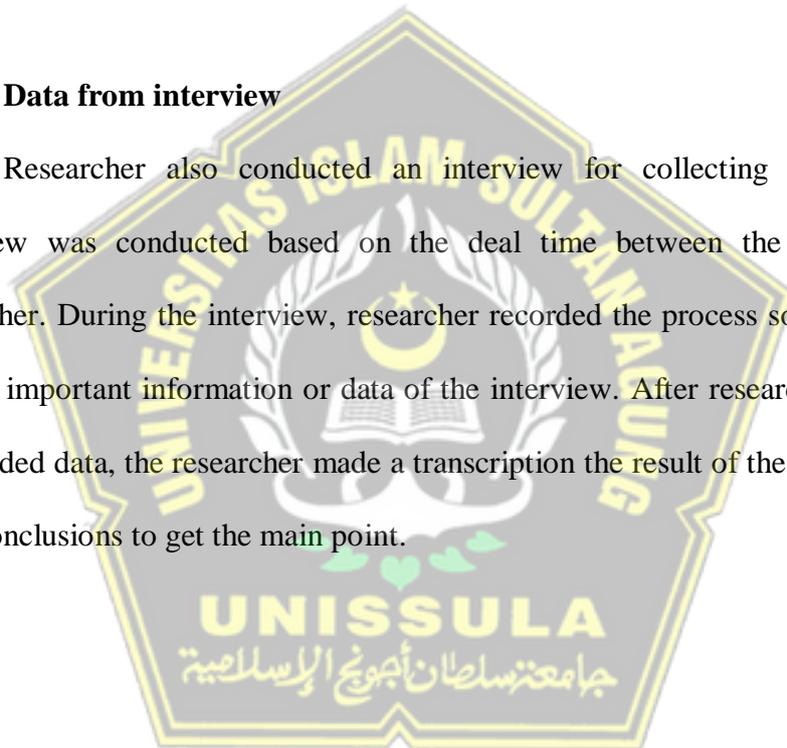
The data of the questionnaire were analyzed using a Likert scale procedure which has four points on scales. Each scale is given points such as 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). The researcher also used SPSS to calculate the score for each statement. Then, the data were grouped based on low, medium, and high categories.

Table 3. 5 Four Points Likert Scale Scoring Methods

Scale	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

3.7.2 Data from interview

Researcher also conducted an interview for collecting the data. An interview was conducted based on the deal time between the students and researcher. During the interview, researcher recorded the process so that there no missed important information or data of the interview. After researcher got all of the needed data, the researcher made a transcription the result of the interview and took conclusions to get the main point.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter answers the research question for this study. Within the descriptive statistical analysis, the result of the students' perception on the use of guided writing in learning descriptive text at SMP N 1 Wanadadi is shown in this chapter. Finally, the researcher presents the interpretation of the entire research process.

4.1 Research Findings

In conducting this research, the researcher used questionnaires and interviews to collect the data.

4.1.1 Validity and Reliability

The questionnaire and interview were conducted after validated by the expert judgement (the advisor and English teacher of 9th grade SMP N 1 Wanadadi). Furthermore, researcher also analyzed the reliability of the instruments.

Table 4. 1 Total Score of Cronbach Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.807	16

In a reliability test, the researcher used the Cronbach's alpha method to see whether the questionnaire has consistency if the measurement made with the questionnaire is repeated. According to Morrison, et al. (2007), an item or variable is reliable when the score of Cronbach's Alpha is more than 0.60. Based on the

data above which has analyzed by using SPSS, the total score of Cronbach's Alpha was 0.807 which means it is reliable because the score is more than 0.60.

After analyzed the reliability of the questionnaire, researcher also find out that the reliability of the interview by taking opinion from the rater. There were 2 rater who analyzed the reliability of the interview: The advisor and the English teacher of 9th grade SMP N 1 Wanadadi.

Based on the result, both of the rater had same opinion because the total score of the were same which is 4. The total score reached the maximum score of the interview reliability it means that the interview was reliable.

4.1.2 Quantitative result

Descriptive statistics are used to analyze the students' perception on the use of guided writing in learning descriptive text. The questionnaire is divided into five aspects: the effectiveness of the timing, the easiness of using correct spelling, the support from the teacher, and the benefits of guided writing. "Strongly agree" and "Agree" were merged to produce a single positive response, while "Strongly Disagree" and "Disagree" were combined to form a single positive response. There are four aspects that are included in the questionnaire: The effectiveness of the timing, the easiness of using correct spelling, the support from the teacher, and also the benefits of using guided writing for students.

1. The effectiveness of the timing

In the aspect of the effectiveness of the timing, there were 5 statements in this aspect. The result of each statement was explained as below:

Table 4. 2 The Statement Score Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	1	1.4	1.4	1.4
	A	57	81.4	81.4	82.9
	SA	12	17.1	17.1	100.0
	Total	70	100.0	100.0	

The statement of item 1 was “I think the time management during the writing process is enough (not too long or too short)”. From the table above it can be seen that 81.4% (57 students) were agreed, 17.1% (12 students) were strongly agreed, and only 1.4% (1 students) was disagreed with that the timing during the writing process is enough. Based on the result, it can be concluded that students had a positive perception on this statement.

Table 4. 3 The Statement Score Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	5	7.1	7.1	7.1
	A	33	47.1	47.1	54.3
	SA	32	45.7	45.7	100.0
	Total	70	100.0	100.0	

The statement of the item 2 was “I think that noise and other distraction from students that causes the writing process longer, not because of bad timing of the teacher”. From the data above it can be concluded that there were 47.1% (33 students) were agreed, then 45.7% (32 students) were strongly agreed, and only 7.1% (5 students) disagreed. Based on the result, most of the students agreed that noise and distraction from the students can make the writing process longer.

Table 4. 4 The Statement Score Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	3	4.3	4.3	4.3
	A	46	65.7	65.7	70.0
	SA	21	30.0	30.0	100.0
	Total	70	100.0	100.0	

The statement of the item 3 was “I think that my teacher always pays attention that no students are left behind during the writing process”. From the table above it can be seen that most of the student 65.7% (46 students) were agreed, besides that there were 30% (21 students) stated strongly agreed. Only a few of them 4.3% (3 students) were disagreed with the statement. It showed that most of the students agreed that the teacher always gave attention to students that no one left behind during the writing process.

Table 4. 5 The Statement Score Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	3	4.3	4.3	4.3
	A	46	65.7	65.7	70.0
	SA	21	30.0	30.0	100.0
	Total	70	100.0	100.0	

The statement of item 4 was “I think that my teacher always reminds and instructs the student how much time is left during the writing process”. From the data above showed that most of the student 65.7% (46 students) were agreed, besides that there were 30% (21 students) stated strongly agreed. Only a few of them 4.3% (3 students) were disagreed with the statement. It can be concluded that most of the students agreed that the teacher always reminded and instructed them how much time is left during the writing process.

Table 4. 6 The Statement Score Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	9	12.9	12.9	12.9
	A	40	57.1	57.1	70.0
	SA	21	30.0	30.0	100.0
	Total	70	100.0	100.0	

The statement of item 5 was “I feel comfortable when my teacher reminds me how much the time is left for finishing my work”. From the table above it showed that there were 57.1% (40 students) were agreed, the other students 30% (21 students) stated strongly agreed, and the rest of them were 12.9% (9 students) disagreed with that statement. It can be concluded that students give positive perception that they felt comfortable when the teacher reminded them to how much time is left for finishing their work.

Based on the result of the table about the effectiveness of the timing from statement 1 until statement 5, it showed that all of the statement dominated by agree. The mean score of this aspect was 24%, it means that this aspect got a high percentage. Therefore, students had a positive perception about the effectiveness of the timing in guided writing.

2. The easiness of using correct spelling

The second aspect is the easiness of using correct spelling. For this aspect there were 3 statements that included in the questionnaire. The result of each statement in this aspect were described as follows:

Table 4. 7 The Statement Score Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	2	2.9	2.9	2.9
	A	31	44.3	44.3	47.1
	SA	37	52.9	52.9	100.0
	Total	70	100.0	100.0	

The statement of item 6 was “I feel comfortable when my teacher helps and guides me in choosing the correct spelling for my writing”. There were 52.9% (37 students) were agreed and 44.3% (31 students). While the other students 2,9%

(2 students) were disagreed. It can be concluded that students had positive perception that they feel comfortable when their teacher helped and guided in choosing the correct spelling on their writing.

Table 4. 8 The Statement Score Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	38	54.3	54.3	54.3
	SA	32	45.7	45.7	100.0
	Total	70	100.0	100.0	

The statement of item 7 was “My teacher often discusses the correct spelling of some words, how a word can be spelled and how it should be spelled”. Based on the table it showed that there were 54.3% (38 students) were agreed and 45,7 (32 students) were strongly agreed. It means that all of the students agreed that the teacher often discussed the correct spelling of the words and how word should be spelled.

Table 4. 9 The Statement Score Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	1	1.4	1.4	1.4
	A	52	74.3	74.3	75.7
	SA	17	24.3	24.3	100.0
	Total	70	100.0	100.0	

The result of the statement 8 showed that 74.3% (52 students) were agreed, then 24.3% (17 students) were strongly agreed, and only 1.4% (1 student) disagreed. It can be concluded students had positive perception that the teacher often asked the students to spell the words like it sounds.

From the result of 3 statements above, it can be concluded that most of the students had a positive perception on each statement. It can be seen also on the

mean score of this aspect, it was 25%. It got a high percentage means that students had a positive perception in the easiness of using correct spelling

3. The support from the teacher

The next aspect is about the support from the teacher. There were 5 statements in this aspect. Each aspect was described as below:

Table 4. 10 The Statement Score Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	1	1.4	1.4	1.4
	A	42	60.0	60.0	61.4
	SA	27	38.6	38.6	100.0
	Total	70	100.0	100.0	

The table of statement score item 9 was “I feel enjoy during the discussion time with friends and teachers for better writing result”. It showed that 60% (42 students) were agreed and 38.6% (27 students) were strongly agreed. Only 1.4% (1 students) were disagreed with statement item 9. From the table can be concluded that students had a positive perception in this statement.

Table 4. 11 The Statement Score Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	1	1.4	1.4	1.4
	A	42	60.0	60.0	61.4
	SA	27	38.6	38.6	100.0
	Total	70	100.0	100.0	

The statement item 10 was “I feel that when my teacher using guided writing, it helps me to generate and transform my ideas into written form”. Based on the table above it showed that there were 60% (42 students) agreed and 38.6% (27 students) were strongly agreed. Only 1.4% (1 students) that was disagreed

with that statement. It can be concluded that most of the students had positive perception on this statement.

Table 4. 12 The Statement Score Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	49	70.0	70.0	70.0
	SA	21	30.0	30.0	100.0
	Total	70	100.0	100.0	

The statement item 11 was “I feel my teacher helps me to know how the sentences should be structured”. From the table above it showed that 70% (49 students) agreed and 30% (21 student) were strongly agreed. It can be concluded that all of the students gave positive perception on this statement.

Table 4. 13 The Statement Score Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	1	1.4	1.4	1.4
	DA	3	4.3	4.3	5.7
	A	50	71.4	71.4	77.1
	SA	16	22.9	22.9	100.0
	Total	70	100.0	100.0	

The statement of item 12 was “I think that my teacher always gives me feedback to my work and asks me to revise it”. Based on the table above it showed that 71.4% (50 students) were agreed and 22.9% were disagreed. In contrast, there were 4.3% (3 students) were disagreed and only 1.4% (1 students) were strongly disagreed. The total percentage of agreement was 94.3% which had a high percentage. It means that students had a positive perception on the feedback from the teacher.

Table 4. 14 The Statement Score Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	1	1.4	1.4	1.4
	A	49	70.0	70.0	71.4
	SA	20	28.6	28.6	100.0
	Total	70	100.0	100.0	

The statement item 13 was “I feel enjoy when my teacher gives me feedback for better writing result”. From the table above it can be described that 70% (49 students) were agreed and 28.6% were strongly agreed. Only 1.4% (1 student) was disagreed that statement. Based on the result it showed that students had a positive perception that they enjoy when the teacher gave feedback for them.

Based on the result of statement 8 until statement 13, it showed that the mean score for this aspect was 26%. It was a high percentage which means that students had a positive perception on the support from the teacher.

4. The benefits of guided writing

In the aspect of benefits guided writing, there were 3 statements. The result of each statement was explained as follows:

Table 4. 15 The Statement Score Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	6	8.6	8.6	8.6
	A	58	82.9	82.9	91.4
	SA	6	8.6	8.6	100.0
	Total	70	100.0	100.0	

The statement of item 14 was “I think that my teacher knows the needs of the students during learning writing”. Based on the table above it showed that 82.9% (58 students) were agreed and 8.6% (6 students) were strongly agreed. In

addition, only 8.6% (6 students) was disagreed with this statement. It can be concluded that students gave positive perception that their teacher knows the needs of them during learning writing.

Table 4. 16 The Statement Score Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	1	1.4	1.4	1.4
	DA	1	1.4	1.4	2.9
	A	46	65.7	65.7	68.6
	SA	22	31.4	31.4	100.0
	Total	70	100.0	100.0	

The statement of item 15 was “I feel motivated during the class and my teacher always supports me to not be passive during learning writing”. From the table above it showed that 65.7% (46 students) were agreed and 31.4% (22 students) were strongly disagreed. In contrast, there were 1.4% (1 student) was disagreed and 1.4% (1 student) was strongly disagreed. The overall percentage of agreement was 97.3% which means that students had a positive perception on the motivation during the class.

Table 4. 17 The Statement Score Item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	8	11.4	11.4	11.4
	A	44	62.9	62.9	74.3
	SA	18	25.7	25.7	100.0
	Total	70	100.0	100.0	

The statement of item 16 was “I feel that by guided writing it can boosts my confidence”. From the table above it showed that 62.9% (44 students) were agreed and 25.7% (22 students) were strongly disagreed. In contrast, there were 11.4% (8 students) was disagreed. It can be concluded that students had a positive perception that guided writing can boost their confidence in writing.

Based on the result of statement 14 until statement 16, it showed that the mean score of them was 25%. The average showed high percentage. It means that students had a positive perception on the benefits of guided writing.

From the result of 4 aspects, the mean score of each aspect was the effectiveness of the timing (24%), the easiness of using correct spelling (25%), the support from the teacher (26%), and the benefits of guided writing (25%). The mean score of all the aspect was 25%. It can be concluded that the highest percentage was the support from the teacher, while the lowest percentage was the effectiveness of the timing.

4.1.3 Qualitative findings

The following five questions are answered by the students during the interview session.

In the first interview question, which was whether students feel helped to write the descriptive text after the teacher used guided writing, three out of five students (student 1, 2, and 4) had the same idea that they felt helped in learning and mastering vocabularies because their teacher often told the meaning of the words or asked them to find out the meaning of the words. Student 1 answered *“Honestly, I feel helped in improving my writing skill because I am lack of vocabularies in English, but when the teacher using guided writing during learning descriptive text it helped me when I ask more and more to my teacher”*. While two others students (student 3 and 5) have another idea that they feel helped in using the correct spelling of the words and got easily in understanding

the material. Student 3 said that *“I feel helped when I learned descriptive text because my teacher helped me in using the correct spelling of the words”*

In the second interview question, students felt that their skill in pronunciation, mastering vocabulary, and also transforming their ideas into written form. There were two students (student 2 and 4) felt that they vocabulary was better after they were taught using guided writing. Student 2 said that *“I feel that the skill in mastering vocabulary is very improved because I often find out the new vocabulary and my teacher helps me when I have problems in translating the words”*. Besides two of them, there were also two students (student 3 and 5) that had the same idea about guided writing helped them in exploring and transforming their ideas into written form. Student 5 told that *“When the teacher using guided writing, I feel that it helps me in transforming my thoughts into written form because my teacher helps and guides me when I got troubles in finding and exploring ideas in making descriptive text”*. The other one student which was student 1 had different idea that she feels that her pronunciation improved. She said that *“I feel that my skill in pronunciation is improved because I often do not know how to pronounce a word although I know how to write that word but my teacher helps me how to pronounce the words properly”*

The third interview question which was whether students felt helped to motivate them in mastering vocabulary and to gain their confidence in learning writing. There are three out of students (student 2, 4, and 5) had the same idea that they felt motivated in mastering vocabulary because when they mastered many vocabularies it helped them in making descriptive text easily. Student 4 said *“Yes*

I feel motivated in mastering many vocabularies so that I get easily in structuring the sentences during making descriptive text". The student 1 added that she felt motivated in improving her writing skill so that she gets easily in making descriptive text. Besides that, student 3 had another thought that he felt motivated in gaining confidence in asking question when he got difficulties in writing descriptive text and also when he discussed with his classmate during discussion time. He said *"I feel motivated in gaining my confidence so that when I gets difficulties I can ask to my teacher and also discuss more during the discussion time with my classmate"*.

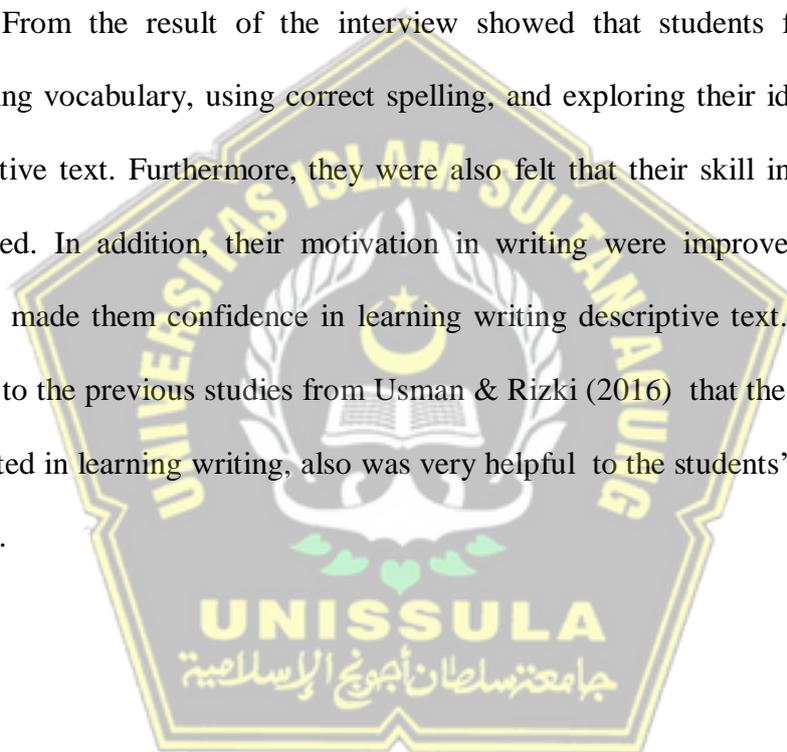
From the students' responses, it can be concluded that by using guided writing in learning descriptive text very helped them in mastering vocabulary, exploring the ideas and transforming into written text, and using correct spelling. Besides that, by using guided writing students felt that they skill in writing were improved because it was guided by the teacher. In addition, using guided writing improved the students' motivation also gained their confidence in learning writing descriptive text.

4.2 Discussion

Based on the objective of this research, it aimed to explore students' perception on the use of guided writing in learning descriptive text. The data was collected by distributing the questionnaire and conducting the interview. After that, the result of the questionnaire were analyzed using SPSS version 26 while the result of the interview were transcribed.

From the result of the data questionnaire, it divided into 4 aspects. The mean score of each aspect was the effectiveness of the timing (24%), the easiness of using correct spelling (25%), the support from the teacher (26%), and the benefits of guided writing (25%). The average of all the aspect was 25%. Therefore, the result of the data showed high percentage which means students had a positive perception.

From the result of the interview showed that students felt helped in mastering vocabulary, using correct spelling, and exploring their ideas in writing descriptive text. Furthermore, they were also felt that their skill in writing were improved. In addition, their motivation in writing were improved and guided writing made them confidence in learning writing descriptive text. These results related to the previous studies from Usman & Rizki (2016) that the students were motivated in learning writing, also was very helpful to the students' difficulties in writing.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion of the whole research and the suggestion of this research.

5.1 Conclusion

Based on the research findings, it can be concluded that students had a positive perception on the use of guided writing in learning descriptive text. The mean score of each aspect was the effectiveness of the timing (24%), the easiness of using correct spelling (25%), the support from the teacher (26%), and the benefits of guided writing (25%). The mean score of all the aspect was 25%. Therefore, the result of the data showed high percentage which means students had a positive perception. Besides that, based on the interview that they were very helped in mastering vocabulary, using the correct spelling, exploring the ideas, and structuring the sentences. In addition, they were more motivated and felt confidence in learning descriptive text.

5.2 Suggestion

After the researcher conducted this research, there are several suggestions for teachers, students, and further researchers. In this research, the students' perceptions and opinions can be used as a reference for the teacher to make a better learning atmosphere. Furthermore, the researcher suggests the teacher to apply guided writing in teaching writing text because it is very helpful for the students in improving their writing skill. For students, in improving the writing

skill needed a collaboration with the teacher to make it happen. Researcher suggests that students should be study more in mastering vocabulary and practice their writing continuously. The last, the researcher suggests to the further researcher to explore more about the use of guided writing to teach different text.



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