

APPLYING GUIDED WRITING TECHNIQUE IN ENGLISH TEACHING TO DEVELOP ABILITY OF GRADE X STUDENTS AT SMKN 2 PALU IN WRITING TOUR ITINERARY

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Abstrak

Penelitian tindakan kelas ini dilaksanakan pada SMK Negeri 2 Palu. Subyeknya adalah 38 siswa kelas X tahun pelajaran 2012/2013. Tujuannya adalah untuk mengetahui apakah penerapan teknik penulisan terbimbing dapat dengan lebih baik mengembangkan kemampuan menulis siswa kelas X pada sekolah tersebut, termasuk faktor-faktor yang mempengaruhi peningkatan kemampuan menulis. Data dikumpulkan dari observasi, catatan di lapangan, kuesioner, dan tes. Penelitian ini terdiri atas dua siklus. Ada dua kriteria keberhasilan dalam penelitian ini; pertama, siswa harus mendapatkan nilai sama atau lebih dari 75 sebagai nilai individu dan harus dicapai oleh 75% dari keseluruhan jumlah siswa, dan kriteria kedua adalah keterlibatan aktif siswa sama atau lebih dari 75% dari keseluruhan jumlah siswa. Hasil penelitian ini menunjukkan bahwa pada siklus 1, pencapaian belajar siswa adalah 52,6% (20 dari 38 siswa) mendapatkan nilai 75 atau lebih, dan keterlibatan aktif siswa adalah 71,3%. Hal ini menunjukkan bahwa hasil siklus 1 tidak memenuhi ke dua kriteria keberhasilan. Pengembangan dan pencapaian kriteria keberhasilan terjadi dalam siklus 2 yaitu pencapaian belajar siswa sebesar 79% (30 dari 38 siswa) mendapatkan nilai 75 atau lebih, dan keterlibatan aktif siswa adalah 86,7%. Hal ini mengindikasikan bahwa Teknik Penulisan Terbimbing efektif untuk mengembangkan keterampilan siswa dalam menulis Acara Perjalanan Wisata. Oleh karena itu, teknik ini sangat potensial untuk diterapkan dalam kelas kemampuan menulis.

Kata Kunci: Kemampuan menulis, Teknik Penulisan Terbimbing, Pengajaran Bahasa Inggris, dan Acara perjalanan wisata.

Teaching writing English as a foreign language is aimed at providing the students with some basic competences such as students are able to describe something, some places or someone in written mode, write their personal identity, send and reply letter to a friend, etc. To achieve the aims, the teaching of writing is presented frequently and integrated with other skills. However, it is a common knowledge that not all students have those competencies. In fact, many of them find it hard to write well. For most beginning learners of English, especially for the tenth year students of SMK whose major is Tourism Services, find it difficult to express their mind/ideas through writing, especially in writing tour itinerary.

The difficulty also comes because of cultural interference due to the difference in the style of literacy and rhetorical patterns of expression of Indonesian and English. Consequently, when students write in English, they do not create the text themselves; they only translate their thoughts into word by word from Indonesian into English, often with grammatically incorrect results. My teaching context, inadequate understanding of how to organize their written assignments often handicaps students. They are simply unable to master the structural conventions of the various information texts they have to produce. Assignments that direct students to write for general public tend to be difficult to complete.

In clear way, being an English teacher some years, the researcher diagnose there are two reasons why the students consider writing as difficult task to complete. Firstly, they fail to find an idea to write and spend too much time to think about it, therefore, they cannot manage their time. As the result, their writing very often left uncompleted. Secondly, they also find it hard to organize their ideas in a paragraph. It seems to be common occurrences students cannot relate a sentence to another, therefor it is often found the students' writings do not make sense. The other problem is they write dull. According to Oczkus (2007), students' writings frequently consist with only pieces in list; there are not many details about their topics so that the results often confusing. All these facts make teaching writing is still a challenge.

This research is focused on investigating the effect of guided writing technique in developing the students' ability to write a Tour Itinerary, which will be provided in writing stages process. Hereby the researcher will apply guided writing techniques of the adjectives and events descriptions of maximum 2 days tour programme consist of at least 100 words. I want to know how the students improved their ability through this technique.

REVIEW OF RELATED LITERATURE

Writing Ability as a Language Skill

Students actually have the ability of writing in nature which become an ultimate thing as a writing skill. Badger (2000) argues, by defenition, ability is the capacity to perform a task. An ability is a talent or quality that enables you to do something. You can have a natural ability or an ability that combines natural talent with study and training, while skill is (1) a specific ability acquired by developing traits with study and training, (2) the learned capacity to perform a task effectively. Ability and skill can be cognitive, perceptual and motor attributes.

Therefor, through education and experience you can hone your inborn ability into a more focused skill.

In this study, the researcher exposes students to the components of writing based on their level (the first year students of senior high school). They are vocabulary, organization, mechanics, and content. It is based on the consideration that students of that level should be introduce to basic components of writing.

Due its crucial roles in daily activities, writing should get a great attention or great portion in English teaching learning process. This is intended to help the students acquire the skill of writing. To facilitate them to possess writing skill, the teacher has to provide them with more writing practices. The more the students practice writing, the more frequent is they write their ideas.

The Purpose of Writing

There are some purposes of asking or teaching students to write something, as expressed by O'Malley (1996): "there are at least three purposes in writing: informative writing, expressive writing or narrative writing, and persuasive writing". These three purposes are similar to the basic competence require to be achieved by the tenth year students of SMK Negeri 2 Palu in the latest curriculum, KTSP (Kurikulum Tingkat Satuan Pendidikan). Informative writing is used to share knowledge and give information, examine existing knowledge. Expressive or narrative writing is a personal or imaginative expression in which the researcher produces stories. Persuasive writing is used to influence others and to initiate action or change. A tour itinerary is a kind of informative writing which may also as persuasive writing. Students come to understand themselves more, and find how to work through the writing. They may explore what strategies conformed to their style of learning. According to Onozawa (2010), learning through the stages of writing process

benefit teachers and students. Through guided writing, students are supported during the different stages of the writing process, while the teachers are able to extend their competency in transfer knowledge and train the students to improve their writing.

A Tour Itinerary

A tour itinerary is classified as an essay which describe a programme of a tour. Academically, it consists of some descriptive paragraphs which developed by detail description of places or things. It is created to describe a tour package schedule and to convince the reader to be involved in this programme. Usually, it is included in a manual book of a tour, guidance of travelling, brochure, travel handbook, booklet of a tour programme, etc. An itinerary is a guide for traveling along a specific route through several destinations or attractions, giving description of where to stop, what to see, how to prepare, etc. If you think of the destination guides as dots on a map, an itinerary describes a line that connects those dots. It should be a guide for traveling along a specific, recognized route and not merely a suggested sightseeing schedule. (<http://wikitravel.org/en/Wikitravel:Itineraries>).

There are several way in writing tour itinerary, according to Nuriata (1995), a tour itinerary is a day-by-day description schedule of travel plans and arrangements on a specific tour. Haryono (2008) classifies a tour itinerary into 3 styles, they are Essay (naration), Tabulated and Graphic. In this research, the researcher puts the essay style as the medium of writing skill. It is created to describe a tour package schedule and to convince the reader to be involved in this programme.

Guided Writing Technique

This technique emphasize on creating tour itinerary through writing process. By using it, students not be left alone in creating

their writing, but instead they be guided and monitored from first until last step. Murcia (1978) informs guided writing applied to describe activities in which students originate the sentences, but in which they are given suggestion regarding the content and organization of what is written. Hill (1996) explains guided writing as follows:

“Guided writing involves individuals or small groups of students writing a range of text types. The teacher may provide short mini-lessons to demonstrate a particular aspect of text type, grammar, punctuation or spelling. Guided writing is linked to reading and various text types are used as models. Student may use writing frames or templates as scaffold for writing”.

Clearly way, Oczkus (2007) defines Guided writing as an essential tool in 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. The aim is to provide support that is going to help students to improve their writing and to work with increasing independence. He also stated that Guided writing is a bridge between shared writing and independent writing.

Teaching Writing Tour Itinerary through Guided Writing Technique

In this guided writing, the teacher leads the students in writing a tour itinerary through writing process, it means students write through systematic guidance. Students gather and organize ideas and information through ten steps of writing tour itinerary, write rough drafts, refine and polish their writing before publishing it through multistep process. Students also learn a variety of writing strategies, including ways to gather and organize ideas about a topic, develop introduction or leads that grab the reader’s attention, read a rough draft critically, make revisions, and proofread to identify mechanical errors (Tompkins 1994).

This technique emphasizes the role of the teacher as the facilitator during writing class. Englert (2002) exposes that writing instruction should include explicit instruction during student’s own writing. Teachers “step in” to model and prompt and “step back” to encourage students to make decisions and solve problems about their own writing.

Process of Teaching Writing Itinerary through Guided Writing Technique

There are some stages can be applied on teaching and learning process, the researcher took writing stages adapted from the concept proposed by Tompkins (1994) in Teaching Writing are as follows:

Table 1. The Writing Stages Concept

Prewriting stage
<ul style="list-style-type: none"> ▪ Teacher lets the students choose a topic from some choices. ▪ Teacher guides the students to gather and organize ideas by mind mapping and 10 steps of creating tour itinerary. ▪ Teacher asks the students to identify the audience to whom they write. ▪ Teacher assists the students to identify the purpose of the writing activities.
Drafting stage
<ul style="list-style-type: none"> ▪ Teacher lets the students write a rough draft. ▪ Teacher encourages the students to write leads to grab their readers’ attention. ▪ Teacher guides the students to emphasize content rather than mechanics.
Revising stage
<ul style="list-style-type: none"> ▪ Teacher motivates the students to share their writing in writing groups. ▪ Teacher lets the students make changes in their composition to reflect the reactions and comments of both from the teacher and classmates.
Editing stage
<ul style="list-style-type: none"> ▪ Teacher guides students proofread their own composition. ▪ Teacher supports the students help proofread classmates’ composition. ▪ Teacher motivates the students increasingly identify and correct their own mechanical errors.
Publishing stage
<ul style="list-style-type: none"> ▪ Teacher motivates the students write the final version of their compositions. ▪ Teacher encourages the students publish their writing in an appropriate form. ▪ Teacher supports the students share their finished writing with an appropriate audience.

Advantages and Disadvantages of Using Guiding Writing in Teaching and Learning Process

Applying Guided Writing Technique in the class can ease the objective of teaching learning reached, Ockuz (2009) argues the advantages of using Guided writing technique in teaching and learning process are as follows :

- 1) enables the teacher to tailor the teaching to the needs of either individual students or group.

- 2) enables the teacher to observe and respond to the needs of individuals within the group.
- 3) encourages the students to be active participants in discussions about writing.
- 4) allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.
- 5) guided writing sessions can support students to transfer ideas from plans into writing, apply strategies and skills gained as readers to meet the needs of an audience

and draft their writing for meaning and content.

These advantages are really helpful to the students side, they are actively involve in the process and the monotonous class situation can be avoided.

There are no disadvantages in using guided writing technique but of course there are some considerations in applying this technique. In order for effective teaching of the writing process to take place, thorough assessment and identification of the learning needs of the whole class must be ascertained. Ultimately, the guided writing must be tailored to the needs of the students and must be manageable.

METHOD

This research is CAR (Classroom Action Research). There are four components of CAR; namely planning, action, observation and reflection. Kemmis and Mc Taggart (1998) state; “Action research start with small cycles of planning, acting, observing and reflecting which can help to define issues, ideas and assumptions more clearly so that those involved can define more powerful questions from themselves as their work progresses. Classroom action research is defined as a form of self-reflective enquiry undertaken by participant, teachers, students or principals, and collaborator.

The subjects of this action research were the grade X UPW students. They consist of 38 students, it is conducted in the second semester year study of 2013/2014 at SMKN 2, on jl. Setiabudi 58, Palu. Data collection was process of gathering information, Researcher employed some instruments, namely observation sheets, questionnaire, field notes and test. The test was given to the students at the end of cycle. It means that the students were asked to write a tour itinerary based on the guided writing technique.

Data analysis was through reflection. The data was obtained and analyzed

qualitatively and quantitatively in classroom action research. Quantitative data was analyzed based on the students’ achievement. Researcher employed a regular formula which usually used in computing students’ achievement in each semester. Its result then be correlated with qualitative data related to teacher’s performance and students’ response in ongoing process. The result of students’ writing a tour itinerary were analyzed and scored quantitatively.

RESEARCH FINDINGS

Cycle 1 consisted of 4 meetings, 3 meetings for implementation and 1 meeting for a final test. Researcher did teaching learning process of writing class by applying guided writing technique, on writing stage concept and three level of guidance. Various guidance through questions and pictures were carried out to the students during their writing process on creating a tour itinerary. At first, it was a little bit hard for them to completed the task as they had limited vocabulary, but they began to enjoy it at the second and last meeting.

To analyze individual students’ achievement in writing skill, the research used the following formula proposed by Sugiono (2007: 123).

$$\text{Standard score} = \frac{\text{Total Gained Score}}{\text{Maximum Score}} \times 100$$

The classical percentage in which the students who had score 75 was equal to or over 75%. It meant that the students should get minimum 75 as individual score and should be achieved by 75% of total number of students. The researcher used the following formula adapted from Harahap (1992: 187)

$$\text{Successfull percentage} = \frac{\text{Total Successfu Students (get 75 or over)}}{\text{Total Students}} \times 100$$

After having three meeting in teaching learning process by implementing the procedure of guided writing technique, the

students were given a test. The students' individual scores were presented at table 2

Table 2: Students' Writing Achievement in Cycle 1

No.	Students' Initial Name	Scores							Category	Qualification	
		Components of Writing				Total Gained	Standard	Mean			
		O	CT	VC	M						
1	AGS	3	4	4	3	14	87.5	3.5	Excellent	Passed	
2	ALD	3	3	3	3	12	75	3	Good	Passed	
3	AYU	3	3	2	3	11	68.75	2.75	Fair	Failed	
4	BIM	3	3	3	4	13	81.25	3.25	Good	Passed	
5	MAE	2	1	2	2	7	43.75	1.75	Poor	Failed	
6	CLA	2	2	2	2	8	50	2	Poor	Failed	
7	DIA	4	4	3	3	14	87.5	3.5	Excellent	Passed	
8	EVI	4	3	3	3	13	81.25	3.25	Good	Passed	
9	FIK	4	3	3	3	13	81.25	3.25	Good	Passed	
10	PRA	2	2	2	3	9	56.25	2.25	Poor	Failed	
11	IND	4	3	3	3	13	81.25	3.25	Good	Passed	
12	MAU	3	2	2	3	10	62.5	2.5	Poor	Failed	
13	MER	3	3	3	3	12	75	3	Good	Passed	
14	MUT	4	3	3	3	13	81.25	3.25	Good	Passed	
15	NIY	3	3	3	3	12	75	3	Good	Passed	
16	NUR	3	3	2	4	12	75	3	Good	Passed	
17	AGH	3	4	3	2	12	75	3	Good	Passed	
18	FAD	3	3	2	2	10	62.5	2.5	Poor	Failed	
19	FIT	3	3	3	4	13	81.25	3.25	Good	Passed	
20	MUS	2	2	2	3	9	56.25	2.25	Poor	Failed	
21	FER	1	2	1	1	5	31.25	1.25	Poor	Failed	
22	RAH	3	3	3	3	12	75	3	Good	Passed	
23	RES	2	1	2	2	7	43.75	1.75	Poor	Failed	
24	RAN	4	3	3	3	13	81.25	3.25	Good	Passed	
25	RID	4	4	3	3	14	87.5	3.5	Excellent	Passed	
26	TRI	2	2	2	2	8	50	2	Poor	Failed	
27	VIV	3	3	3	4	13	81.25	3.25	Good	Passed	
28	WIW	2	2	2	3	9	56.25	2.25	Poor	Failed	
29	YEC	4	4	3	3	14	87.5	3.5	Excellent	Passed	
30	ZUL	2	2	2	3	9	56.25	2.25	Poor	Failed	
31	AFN	3	2	2	2	9	56.25	2.25	Poor	Failed	
32	RAN	3	2	2	3	10	62.5	2.5	Poor	Failed	
33	BRE	3	3	3	3	12	75	3	Good	Passed	
34	DWI	3	3	3	3	12	75	3	Good	Passed	
35	FIR	3	3	2	3	11	68.75	2.75	Fair	Failed	
36	WID	3	2	3	3	11	68.75	2.75	Fair	Failed	
37	KRI	3	2	3	3	11	68.75	2.75	Fair	Failed	
38	NAD	2	2	2	3	9	56.25	2.25	Poor	Failed	
Total		111	103	97	109	420	2618.7	104.75	Fair	Failed	
Mean Score		2.92	2.71	2.55	2.86	11.05	68.91	2.76			
Converted Mean		73	67.75	63.75	71.50						
Failed							47.4%				
Successful							52.6%				

Remarks : O = Organization VC = Vocabulary
 CT = Content M = Mechanics

$$\begin{aligned}
 \text{Successfull percentage} &= \frac{\text{Total Successful Students (get 75 or over)}}{\text{Total Students}} \times 100 \\
 &= \frac{20}{38} \times 100\% \\
 &= 0.5263 \times 100 \\
 &= 52.6\%
 \end{aligned}$$

Based on the data above, I analyzed the students' scores in Organization, Content, Vocabulary, and Mechanics as writing components. It showed that 52.6% or 20 students were successful, and 47.4% or 18 students were failed in the test. It was indicated that 20 students could achieved KKM (Kriteria Ketuntasan Minimal or Minimum Criteria of Success). Although more than a half of the students could achieve the individual score, but the classical achievement did not meet the criteria. It

means, the process have to be continued to cycle 2.

Reflection Cycle 1

I reflected upon what was happening with my preparation, time management, teaching material, and my procedure of applying guided writing technique, the result of final test at the end of cycle 1, field notes, observation sheet and questionnaire were used as references to plan for next cycle. The result of my reflection can be seen on the table 3 below:

Table 3 : Teaching and Learning Process in Cycle 1 and Its Revision

NO	Researchers' Activities	Students' Activities	Revisions
1.	I spent much time in Teacher Presentation.	Some of the students listened to the I's explanation while the others did another activity.	Limit the time in each activity.
2.	I did not guide the student how to construct sentences sufficiently.	The students wrote ungrammatical sentences and non-standard word order.	More guiding in word order especially for the low achiever.
3.	I explained briefly the use of simple present tense sentences as one of language features of descriptive text.	The students had made some mistakes on constructing the simple present tense sentences especially in adjectives and verb s/es.	Explain how to construct simple present tense sentences in detail.
4	I showed the tour itinerary without asking the students whether they understood about descriptive text.	The students constructed the tour itinerary on their own wish order	Explain about generic structure and language feature of descriptive text.
5	I did not recommended the students to use a dictionary	The students asked me the meaning of words in English and still confused how to write sentences in English because of lack of vocabularies.	Ask the students to use dictionary.
6	I monitored the students' activities especially when they had team and independent practices and sometimes reminded them to work cooperatively.	Some of the students were reluctant to work in group.	Need to encourages the students to do the task with their teammates more often.
7	I used pictures and samples of tour itinerary as teaching media to generate the students' idea to write	The students were difficult to write	Need to find more interesting media to make the students are easier to write and generate the students' active involvement.

Cycle 2

Table 4: Students' Writing Achievement in Cycle 2

No.	Students' Initial Name	Scores							Category	Qualification	
		Components of Writing				Total Gained	Standard	Mean			
		O	CT	VC	M						
1	AGS	3	4	3	4	14	87.5	3.5	Excellent	Passed	
2	ALD	4	3	3	3	13	81.25	3.25	Good	Passed	
3	AYU	3	3	3	4	13	81.25	3.25	Good	Passed	
4	BIM	4	3	3	3	13	81.25	3.25	Good	Passed	
5	MAE	2	2	2	2	8	50	2	Poor	Failed	
6	CLA	2	2	2	3	9	56.25	2.25	Poor	Failed	
7	DIA	3	3	4	3	13	81.25	3	Good	Passed	
8	EVI	3	3	3	3	12	75	3	Good	Passed	
9	FIK	3	3	3	4	13	81.25	3	Good	Passed	
10	PRA	4	4	3	3	14	87.5	3.5	Excellent	Passed	
11	IND	3	3	3	4	13	81.25	3.25	Good	Passed	
12	MAN	3	3	3	3	12	75	3	Good	Passed	
13	MER	4	3	2	3	12	75	3	Good	Passed	
14	MUT	4	3	3	3	13	81.25	3.25	Good	Passed	
15	NIY	4	3	3	4	14	87.5	3.5	Excellent	Passed	
16	NUR	4	3	3	3	13	81.25	3	Good	Passed	
17	AGH	3	4	3	2	12	75	3	Good	Passed	
18	FAD	3	3	3	3	12	75	3	Good	Passed	
19	FIT	4	3	3	4	14	87.5	3.5	Excellent	Passed	
20	MUS	2	2	2	3	9	56.25	2.25	Poor	Failed	
21	FER	3	3	2	3	11	68.75	2.75	Fair	Failed	
22	RAH	3	4	3	4	14	87.5	3.5	Excellent	Passed	
23	RES	3	2	2	3	10	62.5	2.5	Poor	Failed	
24	RIS	3	3	3	3	12	75	3	Good	Passed	
25	RID	4	3	3	4	14	87.5	3.5	Excellent	Passed	
26	TRI	4	3	3	3	13	81.25	3.25	Good	Passed	
27	VIV	4	4	3	3	14	87.5	3.5	Excellent	Passed	
28	WIW	4	3	3	3	13	81.25	3.25	Good	Passed	
29	YEC	4	3	3	3	13	81.25	3.25	Good	Passed	
30	ZUL	2	2	2	3	9	56.25	2.25	Poor	Failed	
31	AFN	2	2	2	2	8	50	2	Poor	Failed	
32	RAN	2	2	2	2	8	50	2	Poor	Failed	
33	BRE	3	3	4	4	14	87.5	3.5	Excellent	Passed	
34	DWI	3	3	3	3	12	75	3	Good	Passed	
35	FIR	4	4	3	4	14	87.5	3.5	Excellent	Passed	
36	WID	3	3	3	3	12	75	3	Good	Passed	
37	KRI	4	3	3	3	13	81.25	3.25	Good	Passed	
38	NAD	3	3	3	3	12	75	3	Good	Passed	
Total		123	112	107	120	462	2887.5	114.75	Good	Passed	
Mean Score		3.24	2.95	2.81	3.16	12.16	75.99	3.02			
Converted Mean		80.9	73.7	70.25	78.9						
Failed								21%			
Successful								79%			

Remarks : O = Organization VC = Vocabulary
 CT = Content M = Mechanics

$$\begin{aligned}
 \text{Successfull percentage} &= \frac{\text{Total Successful Students (get 75 or over)}}{\text{Total Students}} \times 100 \\
 &= \frac{30}{38} \times 100\% \\
 &= 0.789 \times 100 \\
 &= 79\%
 \end{aligned}$$

After having two meetings in teaching learning process in cycle 2, it was found that the students had made progress in the students' achievement as their writing product, and the students' active involvement as their writing process. The analysis of the students' activities in teaching and learning process was found that they gradually had been able to compose descriptive text text. The students' ability to construct some words into grammatical sentences gradually increased. Based on the data above 79% or 30 students were successful, and 47.4% or 18 students were failed in the test on cycle 2. The classical students' active involvement could be seen from the average scores from two meetings: 86,7%.

Reflection Cycle 2

The students of SMK Negeri 2 Palu could improve their achievement in writing class especially when they wrote descriptive text by the implementation of guided writing technique. The students' achievement in cycle 2 showed that they had made progress after the implementation of the revised plan of cycle 1. Observation sheets, field notes, achievement test and the responses of the students in the questionnaire strengthened this statement. All of the instruments which had been aimed to investigate the result of the implementation of guided writing technique in this study showed that there were increasing in students' achievements. The students' achievement in writing throughout this study was classified into two types: process and product.

The observations of teaching learning process in cycle 2 showed that the writing skill of the students were gradually improved. The writing stages such as taking turns in correcting, reviewing and editing their peers' work with their teammates, were achieved during the class activities by the students. The students' active involvement was shown in the activities when they were doing the task by following the writing stages. Moreover, the guided writing technique activities were undertaken in the classroom could assist the students to write descriptive text and could make them enthusiast. The students were actively involved in their groups to work and share their ideas. These facts indicated that learning atmosphere created by the researcher attracted the students to take part in teaching learning process.

The researcher noticed down that many students had problem in content and vocabularies. They still confused about adjectives and the information include in a tour itinerary connected to the function of the descriptive text. Word orders were often happened during practicing the task. The students' writing was interfered by the way they wrote in Bahasa Indonesia's rule. Moreover, their knowledge to shift from one tense to another was categorized low. They knew what present tense and, adjectives were, but when they were asked to write they were still getting upset and had no ideas. Most of the students were not acquainted with the changes especially in verb s/es, they were applied it to the adjectives too. Dealing with this problem, the researcher explained and showed the student the table of phrases used

in a tour itinerary in the first meeting of cycle 2. The students were interested in getting the table. Not only presented the phrases used in the descriptive text, but also the way to present it through slides arouse the students' attention and imagination. The researcher also recommended the students to use dictionary as their reference when they found difficulties words or when they wanted to know about the adjectives. It was hoped that these efforts would help the student in minimizing their mistakes in sentence content and vocabularies.

CONCLUSION AND SUGGESTIONS

Conclusion

Guided Writing Technique can be applied to develop the students' writing skill. The students are able to make good improvement on their writing. Since the teaching and learning activities are focused on solving the students' problem in composing a composition especially in constructing simple present tense, and the activities and the classroom environment make the students active by sharing ideas in team practice as writing stages concept suggested and reduced the smart domination. The teacher applies guided writing technique on three level of guidance: before writing, at the point of writing, and after writing. The students are interested in the writing class since there are various nice and colorful pictures (places of interest and attractions) on slides to be looked at, They felt more comfortable and relax, furthermore their motivation and selfesteem increased.

Suggestions

1. Before implementing Guided Writing Technique, the teacher should give information to the students how to do some procedures of writing stages. Since this technique is one of cooperative learning models, the teacher should

monitor the students' activities in order to make the students involved actively.

2. English teachers should encourage the students to use written English by creating a good habit such as writing diary or private agenda daily. Furthermore, in order to sharpen the students' writing skill, the school may provide english forms upon class report forms which fill out by students in english.
3. Guided writing technique is not only used in teaching writing, but also can be applied in speaking class (guided speaking). Future researcher/writer may follow up this study by conducting another research on improving students' speaking ability in the same or even in different genres.

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