IMPROVING STUDENTS’ WRITING SKILL BY USING
GUIDED WRITING

(A Classroom Action Research at Second Grade Students of SMP Negeri 1
Karanganyar in Academic Year of 2012/2013)

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A Thesis
Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of the Requirements for Obtaining the
Undergraduate Degree in English Education

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2013
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If then, this pronouncement proves wrong: I am ready to receive any academic punishment.

Surakarta, 2013

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ABSTRACT


This research aims to identify: 1) whether guided writing technique can improve the students’ writing skill; 2) the students’ motivation of learning English especially writing skill which is related to guided writing in teaching learning process. The problems faced by the students include the difficulty to: a) use the correct and appropriate grammar; b) construct the ideas to the cohesive and coherent paragraph; c) use the appropriate mechanic; d) memorize the vocabulary; e) organize the ideas.

The method used in this research is a classroom action research. The research was conducted in two cycles at the second grade of SMP Negeri 1 Karanganyar from August – October 2012. The research data were collected through observation, interview, questionnaire, and tests (pre-test and post-tests). The qualitative data were analyzed by using five stages which consist of assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the mean scores of the pre-test and post-tests.

The research findings showed that the use of guided writing improved students’ writing skill and students’ motivation of learning English. The skill includes: 1) the students could develop their main ideas; 2) the students could organize their paragraphs; 3) the students’ writing was better in coherence and cohesiveness; 4) the students could find the appropriate vocabularies; 5) the students made fewer mistakes in grammar. The improvement of students’ motivation includes: a) the students participate actively in teaching and learning process; b) the students made less noise during the lesson; c) the students seriously focused to do the task and asked in every difficulty which they faced; d) the students paid full attention to the lesson; they discuss and talk with their friend in discussing the lesson; e) the students answered the questions from the teacher actively.

It can be concluded that this research can improve students’ writing skill and students’ motivation. It is hoped that this research can give the other teacher inspiration in implementing guided writing in their classroom.

Keywords: writing, guided writing
MOTTO

“God has perfect timing; never early, never late. It takes a little patience and faith, but it’s worth the wait”

(Picked up from Ihatequotes’ twitter)

“We will never know if we’ll never try. Sometimes, we must be hurt in order to grow, fail in order to success because some lessons are best learned through pain”

(The Writer)
DEDICATION

This thesis is dedicated to:

1. My beloved Mom and Dad, thanks for your love, support, care, and prayer in every time and every where.
2. My elder sisters and brothers for your support.
3. My beloved AAF for endless support, love and prayer.

commit to user

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The writer realizes that this thesis is still far from being perfect. She invites every constructive comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, December 2012
Yeny Aryningtyas
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<td>Action Research</td>
</tr>
<tr>
<td>YN</td>
<td>Yeny Aryningtyas</td>
</tr>
<tr>
<td>KKM</td>
<td>Kriteria Ketuntasan Minimal</td>
</tr>
<tr>
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<td>Rintisan Sekolah Bertaraf International</td>
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