

How do Students Perceive Guided Writing in Learning Descriptive Text?

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Abstract

The purpose of this study was to investigate how students perceive about guided writing as a means of learning descriptive text. Descriptive quantitative method was employed, and a questionnaire served as the data collection tool. Seventy ninth graders from one school in Central Java made up the study's sample. The questionnaire has 16 questions broken down into 4 categories: the effectiveness of the timing, the easiness of using correct spelling, the support from the teacher, the benefits of guided writing. The data analysis showed that students had a favorable impression of guided writing. It also demonstrated the usefulness of guided writing as a teaching method for writing a descriptive text.

Keywords: *guided writing; descriptive text*

INTRODUCTION

Writing is one of skill in English that needs transformation ideas and thoughts into written form. Indriani et al. (2019) stated that English was one of the important skills for academic purpose. It was a complex activity because it was not only about making the word into sentences but also working to collaborate the proper vocabulary, grammar, and also mechanic. Murni and Silalahi (2018) stated that the definition of writing in general was a medium for conveying ideas from author to audience. It was a mode of thought adopted by the author and communicated to the reader. Therefore, reader could comprehend the writer's intended meaning, effective writing skills are essential. Producing a written form was difficult since it involved using linguistics features (word spelling, sentence structure, punctuation, etc.) to convey one's ideas, thoughts, opinions, and feelings in a way that could be understood by the reader (Khoiriyah & Rasikin, 2021). In a nutshell, the act of writing was intricate and calls for the use of the right strategy.

Teacher should be able to apply the appropriate technique that could help the students' problem in writing in order to improve their writing. In order to help them to overcome their writing struggles, the teacher must employ effective strategies when instructing their students. One of the appropriate techniques that could be applied was guided writing. According to Megawati (2020), guided writing was the part of a lesson plan that was meant to convey a certain concept to the class as a whole, to a smaller group, or to an individual student, and to provide them with opportunities to put that concept into practice through writing. It could be in the form of a model text, an outline, or questions. Purnomowati et al., (2018) added that guided writing could improve students' writing skill because it gave students some exercises to do so they could have a feel for what they would be doing in their writing practice. As a result, it encouraged

students to go back and fix things like spelling, grammar, and standard usage as well as their handwriting (Ningsih, 2016).

Guided writing could be implemented in descriptive text. Descriptive text is a text that describes something or someone about specific person, place, or thing (Jayanti, 2019). By writing a descriptive text, the students gave representation and impression to the specific object. Saputra & Beniario (2021) added that students could demonstrate their knowledge of the object they were describing by describing its features, forms, colors, or anything else that was relevant to the topic. In addition, descriptive writing should be clear and simple so that the reader could see the subject being discussed. According to Mukarromah and Suryanto (2022), there were two general structures of descriptive text: identification and description. The act of identifying an object was synonymous with its formal presentation to the audience. Defining something in detail was part of description. Furthermore, the use of language features of this text covered simple present tense, action verb, and adjective.

Students' perception was important to create a better learning. How students saw themselves when they were learning revealed what they would do or how they would act. Kurniawati (2022) stated that successful language learners are those who actively participate in their own education. Therefore, students' perspectives could impact instruction. On top of that, it provided students with the opportunity to improve their academic performance.

The focus of this study was on how students felt about guided writing as a tool for mastering descriptive text. The students' struggles with paragraph construction, thought exploration, and idea transformation were observed. The guided writing assignments were also employed by the English teacher to aid in the students' writing development. By this research, in addition to serving as a resource for future researchers, the authors of this study thought it would be useful as a tool for assessing teachers of writing.

METHOD

This research applied descriptive quantitative. Researchers used questionnaire as the instrument for this researcher. Seventy 9th graders from a single Central Java school were given the questionnaire. After all of the data were collected, researchers analyzed the data by using SPSS version 26. The scoring system used four points of Likert Scale. The points for each statement were four for strongly agree, three for agree, two for disagree, and one for strongly disagree. Researchers analyzed the data, then compiled a summary of the findings to draw conclusions.

RESULTS AND DISCUSSION

In the questionnaire, there were four aspects to be focused: the effectiveness of the timing, the easiness of using correct spelling, the support from the teacher, and the benefits of guided writing.

The effectiveness of the timing

There were 5 statements on this aspect:

Table 1. The Statement Score Item 1

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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)”. Based on the data shown above, it is clear that the vast majority of students agreed. There were 81.4% (57 students) were agreed, 17.1% (12 students) were strongly agreed, and only 1.4% (1 students) was disagreed. For the most part, students felt they had adequate time to complete their writing assignments.

Table 2. The Statement Score Item 2

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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”. Based on the table above it showed 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, the majority of the students agreed that noise and distraction from the students can make the writing process longer.

Table 3. The Statement Score Item 3

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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”. The table score 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. This indicated that the vast majority of students felt they received adequate attention from the instructor throughout the whole writing process.

Table 4. The Statement Score Item 4

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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 majority 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. Overall, the vast majority of students believed that their instructor effectively communicated the remaining amount of time for each writing assignment.

Table 5. The Statement Score Item 5

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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”. The result of the table 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. Students' reports of how they felt about the teacher reminding them of the time remaining to complete an assignment are generally positive. The effectiveness of timing from statement 1 through statement 5 was tabulated, and the results showed that agree was the dominant sentiment across the board. When compared to other criteria, this factor received a high percentage of attention (mean score of 24%). Therefore, students thought the timing in guided writing was beneficial.

The easiness of using correct spelling

The second aspect was how simple it is to use proper spelling. The questionnaire contains three items pertaining to this topic. In this respect, the outcomes of each statement were as indicated below:

Table 6. The Statement Score Item 6

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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 strongly agreed and 44.3% (31 students) were agreed. While the other students 2,9% (2 students) were disagreed. It was safe to say that when the teacher assisted and encouraged students toward the correct spelling on their writing, students reported feeling more at ease.

Table 7. The Statement Score Item 7

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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. This indicated that the class as a whole agreed that the teacher spent considerable class time going over spelling rules and practices.

Table 8. The Statement Score Item 8

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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. Students thought it was a good thing when their teacher made them spelled words phonetically. In conclusion, the majority of students had a favorable impression of each of the three claims made above. The average score for this criterion was 25%. This indicated that the majority of students had a favorable attitude toward the ease of employing proper spelling.

The support from the teacher

Afterwards, the next part was about how much support students get from their instructors. This facet included 5 claims. The result about each individual facet is illustrated in table 9.

Table 9. The Statement Score Item 9

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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. It is clear from the table that the majority of students agreed with this assertion.

Table 10. The Statement Score Item 10

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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 was safe to assume that the majority of students viewed this statement favorably.

Table 11. The Statement Score Item 11

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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 assumed that every single student had a favorable impression of this claim.

Table 12. The Statement Score Item 12

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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. This signifies that the students viewed the teacher's comments favorably.

Table 13. The Statement Score Item 13

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
DA	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 with that statement. Based on the findings, it was clear that students valued their teacher's input on their work. The average score for this factor was 26%, as shown by the results of statements 8 through 13. This indicates that students had a favorable impression of the teacher's assistance.

The benefits of guided writing

For the purpose of benefit-oriented guided writing, there were three statements. The result of each statement was explained as follows:

Table 14. The Statement Score Item 14

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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. Each statement's outcome was broken down like table 15.

Table 15. The Statement Score Item 15

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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. A total of 97.3% of respondents agreed, indicating that students generally had a favorable impression of instructor enthusiasm.

Table 16. The Statement Score Item 16

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
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. In conclusion, research appears that students had a favorable impression of the potential benefits of guided writing in fostering increased writing confidence.

It was determined that the average score for statements 14 through 16 was 25%. Percentages were quite high on average. This indicates that the majority of students viewed guided writing in a favorable light. 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%. The results show that teacher support accounted for the greatest percentage, whereas timing was responsible for the least.

The objective of this research was to explore how the students perceived guided writing in learning descriptive text. The data was collected by distributing the questionnaire. After that, the result of the questionnaire was analyzed using SPSS version 26. From the result of the questionnaire, 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 on the use of guided writing in learning descriptive text. The results were correlated with the previous research done by Ningsih (2016), Megawati (2020), and Purnomowati et al., (2018). Students reported feeling more prepared to write coherently about their experiences after participating in guided writing.

CONCLUSION

In conclusion, guided writing was well-received by the students. Students overwhelmingly agreed that the timing of the teacher employed guided writing was excellent, and that no one felt left behind because of the teacher's constant reminders of the remaining time for completing the assignment. The majority of students felt that their teacher aided them in utilizing accurate spelling in their work when asked about this. Students agreed that their teachers were there to aid them when they ran into problems, such coming up with new ways to express their thoughts in writing. Finally, when the students were asked about the advantages of guided writing, students generally agreed that it helped them feel more comfortable with and inspired to write.

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