

PENERAPAN METODE “*GUIDED WRITING*” DALAM MENULIS DESKRIPSI KELUARGA PADA LEVEL BAHASA INGGRIS DASAR BAGI SPK DI DAERAH BADUNG DAN DENPASAR

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Abstrak

Bahasa Inggris adalah salah satu kemampuan komunikatif yang harus ditingkatkan pada era globalisasi karena bahasa Inggris sangat penting. Bagi mereka yang bekerja di sektor kesehatan, memahami Bahasa Inggris juga merupakan suatu kewajiban, terlebih lagi dengan diberlakukannya MEA (Masyarakat Ekonomi Asean) yang salah satunya meminta para perawat untuk dapat bersaing di era globalisasi ini. Menulis merupakan fokus pembahasan dalam penelitian ini karena beberapa perawat masih mengalami kesulitan dalam menulis deskripsi keluarga akibat kurangnya pembendaharaan kata dan mereka juga merasa kesulitan dalam menggabungkan kata menjadi suatu kalimat yang padu. *Guided writing* dapat digunakan untuk memecahkan masalah dalam menulis dan dapat meningkatkan kemampuan menulis mereka. Penelitian ini menggunakan desain pre eksperimen atau *single group pre-test and posttest*. Dalam penelitian ini, data dikumpulkan dengan menggunakan tes untuk menentukan keberhasilan dalam proses pembelajaran. Terdapat dua jenis tes yang digunakan yaitu pretest dan post test. Berdasarkan data yang telah didapatkan, kebanyakan dari mereka mengalami kesulitan dalam menulis. Hal ini disebabkan karena kurangnya kesiapan dan terlalu banyaknya beban yang dirasakan oleh mereka.

Kata Kunci: Menulis, Guided Writing

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THE IMPLEMENTATION OF GUIDED WRITING METHOD IN WRITING FAMILY DESCRIPTION FOR ELEMENTARY LEVEL OF NURSES WITH VOCATIONAL BACKGROUND IN BADUNG AND DENPASAR REGENCY

Abstract

English is one of the communicative skills should be improved in this globalization era because it is very important. For those who work in health sector, comprehending English is also obligation, moreover with the AFTA rules which demand the nurses to compete in this globalization era. Writing was the focus of the discussion because some of the nurses still face difficulties while writing family description because of the lack of vocabulary and they feel hardly to combine the word into good sentence. Guided writing could be used to solve their writing problem and it can increase their writing ability. This study was pre experimental design or single group pre-test and posttest design. In this study, the data were collected by using tests to find out their achievement in the learning process. There were two types of test, namely pre-test and post-test. Based on the collected data, most of the participants had the greatest difficulty in writing. It was caused by the readiness of the participants and they were overloaded.

Keywords: Writing, Guided Writing

Introduction

English is one of the communicative skills should be improved in this globalization era because it is very important. This condition encourage us to be able to adapt and interact with the people all over the world. All of us should change our mindset and may not merely ignore the importance of English because the life had been growing rapidly and requires us to participate with the good skill in a circle globalization of more advanced life.

Basically, the globalization era encourage all aspects of life to adapt, so are education and work life. They keep growing and expanding their scope until cross country which English is increasingly needed. Therefore it gives a high value to someone with special skill according to the field of profession, but the special expertise would be amazing if supported with the ability of English language.

Moreover during AFTA, (ASEAN Free Trade Area) all sectors should be compete with other countries especially in the health sector. If the local health staffs do not equip themselves with skills especially English, their position would be replaced by other staffs from other

countries who also join in AFTA's agreement. Therefore there is a self-regulation for some hospitals, clinics, and public health centers in Bali which require their staffs who do not get bachelor degree yet to continue their study. This regulation is also implemented for nurses who work in public health centers in Badung and Denpasar regency.

When most of them continue their study in one of the health institutions in Badung regency, they encounter General English as Basic English to be learned. They are demanded to master four skills of English including reading, speaking, listening and writing.

In this study, writing is the focus of the discussion. Writing is an expressive and productive activity. Through writing, people can express the idea or feeling into written expression. On writing, they are expected to be able to write any kind of text which can be beneficial for them.

Writing English is not the same as writing Indonesian. Consequently, most of the learners are prone to make some errors while writing English. Besides, writing is like swimming, it needs a conscious effort and doesn't come naturally. Writing skill could not be achieved easily but it is achieved

through practice because it is continuous activity. We as teachers need to be aware of the difficulties our learners have when embarking on writing at elementary level.

Writing family description was chosen because in their job desk as the nurse they should give the assessment to the patient and jot down in the medical record. They should be familiar of the patient’s family identity, family health record, and so on.

Some of the nurses still face difficulties while writing family description because of the lack of vocabulary and they feel hard to combine the word into good sentence.

Based on the explanation above, some problems can be formulated as follows:

1. How does the implementation of guided writing method for nurses with vocational background?
2. What factors cause their difficulty of writing?

The benefit of this research for the participants is they are expected in understanding English and can improve their vocabulary and grammar. They are also expected to be able to compete with staffs from other countries. Besides, this research is expected to be lecturer’s reference material in teaching process particularly in teaching General English.

The output of this research is scientific publication in local journal with ISSN and module enrichment.

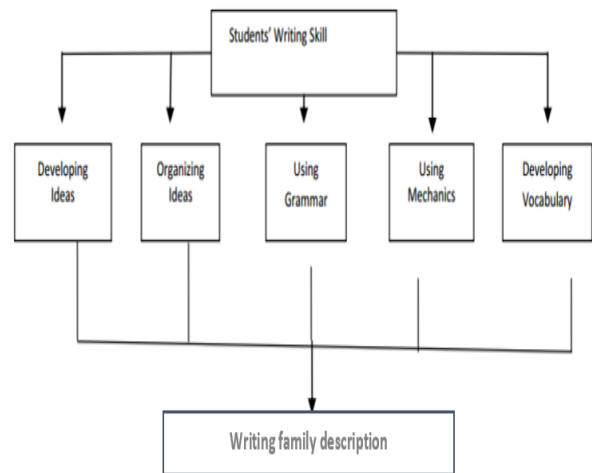
Some theoretical perspectives and related work indicating why this study would be beneficial and improve learning activities are briefly described with regard to writing and guided writing.

Brown (2001:336) states that writing is a process of thinking in which writers figure out their thoughts then put them into written language. During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Hyland (2004:10) states that creative writers have creative ways to express their ideas. During the process of generating and developing ideas, the creativity of the participants can be seen, for examples, from

the topics they generate and the way they develop the topics.

Knapp and Watkins (2005:80) stated that “organizing writing according to parts of the whole helps a reader to better visualize the items being described”.



The components of writing including developing ideas, organizing ideas, grammar, vocabulary and mechanics which can be seen from the diagram above.

Beginner learners with elementary level of English need instruction during writing. They do not improve their writing skills simply because teachers require them to write (Englert, 1992).

Effective writing teachers collaborate with students, creating apprenticeships for them through guided practice (Englert, Mariage, & Dunsmore, 2006). Thus, writing instruction should include explicit teaching in which teachers step in to model and prompt and then step back to encourage learners to make decisions and solve problems while writing (Englert & Dunsmore, 2002). Effective writing instruction should make the elements of good writing and the strategies of good writers visible and accessible to naive writers (Vaughn, Gersten, & Chard, 2000). The *guided* in guided writing lessons, then, refers to the essential nature of the support provided by expert teachers while students write.

Guided writing is defined here as a small-group instructional framework presented to students who share similar needs at a particular point in time (Fountas & Pinnell, 2001). Guided writing provides an

important context for teachers' in-the-moment assessment and immediate instructional scaffolding of students' construction of their own, individual texts.

Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice (Tyner, 2004). Holdich and Chung (2003) indicated guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the instructor should think how to guide learners into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding (Oczkus, 2007).

John, J. L., & Lenski, S. D. (1997) states that the procedures of guided writing can be classified as follows:

1. Ask learners to brainstorm what they already know about an upcoming topic of study. Record their responses on the chalkboard.
2. Explain to learners that their responses can be categorized by looking at how the ideas are similar. Identify categories that encompass the brainstormed terms. List the category titles on the chalkboard.
3. Guide the learners through dividing the brainstormed ideas into the appropriate categories. Display this information in a web format or as an outline.
4. Ask learners to write about the topic using the information from the web or outline. Provide approximately 10 minutes for learners to complete this task. Ask learners what types of information they need to make their writing clearer and more informative. Ask them what types of information are missing from their papers. List this information on the board.
5. Provide learners with a short passage. The passage can be from their social studies textbook or other informational text. Tell students to look for additional information to add to their web or outline. Ask them to concentrate on looking for the types of information that are missing from their

web or outline. Incorporate new information into the map or web.

6. Revisit the map or outline several times. Ask learners to keep an ongoing list of new information which can be added. Incorporate the new information into the map or web on a regular basis.
7. Near the end of the unit of study, ask learners to write a paper which incorporates the information from the map or web. This can be done as a teacher-led, whole class activity for review, or it can be completed by small groups or individual students.

On the other hand, it can be said that guided writing can take place before, at the point of writing and after writing. Before writing, the teacher's role are modelling the process of planning and drafting, developing sentence construction and punctuation. At the point of writing means when the participants are beginning or have already begun to write independently. After writing, the participants should be given the opportunity to assess their independent writing which can be achieved independently or with peer support.

In sum, the principle of the guided writing strategy is to provide instructional materials or relevant media to help the participants transfer ideas from plans into writing, and also draft their writing for meaning and content.

Method

This study was descriptive quantitative research which aimed at gaining information about phenomena in order to describe existed condition on the field.

There were four techniques used in collecting data namely; observation, documentation, interview and test. During observation, the data of teaching preparation, teaching materials, and the evaluations used in teaching and learning process were collected. Documentation and interview used to jot down the application of this guided writing method and know the problem faced by the participants. Test used to find out the result of the participants' achievement in writing family description.

This study used pre experimental design or single group pre-test and posttest design. There were two types of test, namely

pre-test and post-test. In these tests, each participant had to write compositions of the determined topic. The time allocation was 2 x 40 minutes (1 meeting) to write the text. The compositions are in the form of essay which was divided into two paragraphs. In the pre-test, the length of each composition was at least five sentences. Meanwhile, in the post-test, the length of each composition was at least four sentences which were matched with questions on that test. Those tests were used to find out the final scores of the participants’ writing ability. The pre-test was given before the treatment applied and the post-test was given after the treatment.

This design was written X1 T X2 which indicates that X1 is pre-test and X2 is the post-test and T is the treatment. The sample was the nurses who worked in public health centers around Badung and Denpasar regency with elementary level of English skill who came from vocational background.

Sample is a part of population which will be investigated (Arikunto, 2010:174). The sample was taken by using purposive sampling which means that the data taken from the participants had been chosen intentionally because of the certain feature of the sample itself. The purposive sampling which had been done in this study was done by selecting the tasks of the students. Sample was consisted of 30 nurses. The data were collected by applying a written test. This test was to measure nurses’ ability in organizing text, using language features, and mechanics.

During the writing activity, the instructor used the corresponding guided writing to help students to construct their ideas. According to the guided writing activity, participants can construct different ideas and connect the relationships between these ideas. After finishing the experiment, a brief interview was conducted to obtain further explanation of some parts of learners’ thinking. Some instruments were also used in this study such as writing assessment form, observation list, documentation, and open-structured interview guidelines.

Result

The Implementation of Guided Writing

Writing test was designed to measure the participants’ writing ability. There were

two writing tests, they are pre-test and post-test. The pre-test was given to the participants before the treatment conducted. The post-test was set at the end of the course, after the treatment conducted.

On the first time, the participants were provided occasion to write about family which aimed at knowing their achievement in pretest. This pretest was held on March 13th 2017 which were examined based on the five components of writing, they were developing ideas, organizing ideas, grammar, vocabulary, and mechanics.

Table 1. Participants’ pretest score for each component of writing family description

No	Category	Developing Ideas		Organizing Ideas		Grammar		Vocabulary		Mechanics	
1	Excellent										
2	Good	7	23,3%	9	30%	4	13,3%	9	30%	4	13,3%
3	Satisfactory	7	23,3%	8	26,6%	7	23,3%	7	23,3%	8	26,6%
4	Weak	14	46,6%	13	43,3%	17	56,6%	11	36,6%	15	50%
5	Poor	2	6,6%			2	6,6%	3	10%	3	10%
Total		30	100%	30	100%	30	100%	30	100%	30	100%

The data on the table above showed that none of the participants got excellent for developing ideas, organizing ideas, grammar, vocabulary and mechanics in their pretest. In good category, there were 23,3% participants who got good for developing ideas, 30% got good for organizing ideas, 13,3% got good for grammar, 30% for vocabulary, and 13,3% for mechanics.

The number of participants who got satisfactory category were 23,3% for developing ideas, 26,6% for organizing ideas, 23,3% for grammar, 23,3% for vocabulary and 26,6% for mechanics.

Most of the participants were in weak category. It was seen from the result of pretest which told that 46,6% got weak for developing ideas, 43,3% for organizing ideas, 56,6% for grammar, 36,6% for vocabulary, 50% for mechanic.

On the other hand, some of the participants were still categorized poor in writing, 6,6% of them were still poor in

developing ideas, 66,6% for grammar, 10% for vocabulary and 10% for mechanic.

From the explanation above, most of the participants got weak in developing ideas, organizing ideas, grammar, vocabulary and mechanics. It occurred when they met the tenses and they just trusted in their feeling while writing. It meant that the participants’ ability in writing for those components were still poor and need some treatment given to improve their quality in writing.

The result of the pretest shown that most of them encountered some problems such as they felt difficult to develop their idea in writing, inappropriate lexical choice, weakness in all aspects (organization, grammar usage, vocabulary and mechanics), and they were not confident with their work. Therefore some writing technique should be improved to make them interest and improve their writing quality. On the other hand, it could be said that the treatment should be given intensively therefore they could be motivated and focus on writing.

After guided writing was introduced to the participants, they still composed the text with the same topic about family description. The participants were not allowed to take the test home. They were given limited time for writing a text within 200 words. The teacher still guided them in writing from deciding the topic and improving their ideas.

The participants’ achievement during writing using guided writing could be presented as follows.

Table 2
Participants’ post test score

No	Category	Developing Ideas		Organizing Ideas		Grammar		Vocabulary		Mechanics	
1	Excellent										
2	Good	10	33,3%	13	43,3%	11	36,6%	11	36,6%	7	23,3%
3	Satisfactory	15	50%	10	33,3%	9	30%	11	36,6%	14	46,6%
4	Weak	5	16,6%	7	23,3%	10	33,3%	8	26,6%	9	30%
5	Poor										
Total		30	100%	30	100%	30	100%	30	100%	30	100%

The data above showed that there was progress on participants’ writing achievement. It could be seen from the result of writing test that the number of participants who were in good category was increase significantly. From developing ideas, there was 10% improvement of participants’ writing. 33,3% of participants got good in developing ideas, 43,3% were good in organizing ideas, 36,6% were good in grammar, 36,6% were good in vocabulary and 23,3% were good in mechanics.

The number of participants who got satisfactory category were 50% for developing ideas, 33,3% for organizing ideas, 30% for grammar, 36,6% for vocabulary and 46,6% for mechanics.

But, some participants were still weak in writing. It could be seen from the result they obtained. It was approximately 16,6% of participants who were categorized weak in developing ideas, 23,3% were weak in organizing ideas, 33,3% were weak in grammar, 26,6% were weak in vocabulary and 30% were weak in mechanics.

Based on the collected data, it could be concluded that some of the participants did not succeed in developing ideas. It could be seen from the topic about family, they just presented small number of ideas which could not be developed into a good paragraph. They also failed to organize the text well. The participants knew familiarly about family, however they could not merely mention the member of family but they should give the related information about family such as personal character and physics. There were many repetition of ideas in their writing.

There were found some mistake in grammar because the participant forget the using of singular and plural verb of simple present tense. Most of the participants had the greatest difficulty in using subject-verb agreement because of their first language. The participants also have difficulty in choosing correct noun to express their ideas clearly. Some messages were totally obscure due to incorrect word usage in the noun phrase. The meaning was not comprehensive in English usage because many nouns were translated from bahasa. Similarly, the participants also have difficulty in word choice in the verb

phrase and prepositional phrases. Semantically, the wrong word choices in their writing mislead the readers. In addition, some participants wrote very little, and this might be explained by their limited vocabulary. They could not think of appropriate words and phrases to express their ideas. Some participants’ writing samples were very short because they did not have too much exposure in English writing. The lack of fluency in writing also increased the difficulty to comprehend students’ writing samples. Most of them also ignored the usage of mechanics. They ignored how to put capital letter, punctuation, and spelling well.

In conclusion, the use of guided writing as a technique in the teaching and learning process of writing can make a significant improvement on the participants’ score. It could be stated that guided writing can be used to solve the participants’ writing problem and it can increase the students’ writing ability.

Some Factors Caused Error in Writing

An interview was also conducted to understand learners’ perceptions of the learning activity and their attitudes toward the usage of guided writing environments. Most participants indicated they felt writing is a difficult task and usually did not know how to generate, organize and formulate their abstract ideas.

First, the participants were not ready yet because they had different range of age between 40-50 years old and they did not use their English frequently therefore their literacy skills in the first language affect heavily on their English learning. When the teacher taught them in English, they frequently asked her to translate into Bahasa. The lack of fluency input could lead students’ error.

Second, they were overloaded because their brain were busier and their exhausted condition after working made them not concentrate well.

Third, some of the participants were doubt with the words chosen while writing. They commonly use the wrong word choice due to lack of vocabularies.

Fourth, some of them found difficult in organizing and developing the ideas to write paragraph.

Conclusion and Suggestions

Guided writing strategy plays a very important role in writing process and is beneficial for improving writing performance, especially in elementary writing activities.

Guided writing is an essential tool in providing an additional supported step towards independent writing. Through guided writing, participants are supported during the different stages of the writing process. The aim is to provide support that is going to help participants to improve their writing and to work with increasing independence.

This has important implications for pedagogies. It can guide participants to write and achieve more positive writing attitudes in terms of motivation, enjoyment and anxiety. Instructors who intend to enhance students’ writing attitudes can use the findings as a guide to help them in writing activity.

Based on the findings, it could be concluded that:

1. The participants were still unable to organize and develop their ideas well.
2. The participants did not have sufficient vocabularies which made their writing product were meaningless.
3. The participants could not apply correct grammar, simple present tense when describing about family. Starting from describe about face, head, body and leg.
4. The participants still ignored how to use punctuation, capitalization and spelling correctly.

Based on the conclusion and the implication of the study, some suggestions were proposed to the teachers. First, teachers should search for and use suitable techniques or methods in the process of teaching and learning writing. By using better methods and techniques, they can try to increase the writing ability of her students.

Second, teachers are the one who are responsible for choosing the appropriate techniques and materials in the classroom in

order to reach the goals of the curriculum. English teachers need to be selective in applying an appropriate technique which improves motivation and fun atmosphere for participants. The technique chosen has to overcome participants' difficulty in writing texts and building participants' creativity. It has to motivate, stimulate and improve students' writing ability.

Finally, when the guided writing is implemented in the classroom, the teachers should teach it step by step. This should ensure that all the participants understand all of the steps clearly. Teachers should make sure that every step is understood by every participant. By doing so, each participant will know what they have to do in every step. It will give them a chance to focus on the materials and abandon other distractions while they are work on their writing.

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