GUIDED WRITING USING COLOR CODE AND GUIDED QUESTIONS IN TEACHING WRITING TO ENHANCE WRITING ABILITY IN HIGH SCHOOL STUDENTS

A Thesis

By

Mulyadi

MAGISTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

**GUIDED WRITING USING COLOR CODE AND GUIDED QUESTIONS
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The aims of this study were 1) to find out whether guided writing using color code and guided question technique in teaching writing significantly enhances students' writing ability, 2) to find out the aspects of writing ability enhanced the most significantly, and 3) to find out the student's perception of the implementation of the guided writing using color code and guided question technique. The design was pre-experimental with one group pre-test and post-test design. The subjects of this research were 25 students of tenth-grade students of SMAN 1 Kibang East Lampung. The writing test was administered to collect the data, and the questionnaire was used to find out the students' perceptions of the techniques. The results show that there is a significant difference between the students' writing abilities after the implementation of the guided writing technique. It is revealed from the mean score of pre-test which is 53.8 and the mean score of post-test which is 70.16. In addition, from the sig.2 tailed, it shows that the significant level is 0.000. it means that the significant level is below 0.05. For the improvement of each aspect of writing ability, the results show that all Sig. (2-tailed) value for each aspect is < 0.05 (0.000, 0.000, 0.002, and 0.000) except for mechanics (0.198). It means that all writing aspects assessed by the researcher enhanced significantly from the pre-test to the post-test. For the students' perceptions, it showed that the students felt strongly agreed with the category that consists of statements of enjoying discussing with friends and teacher, guided writing helps to generate and transform ideas, and the teacher helps me to know how the sentences should be arranged. The students felt that the role of the teacher is very important and that their presence in the session becomes the facilitator for the students to practice their thinking without feeling any doubts.

Keywords: Guided writing, guided questions, color code, students' writing ability.

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A Thesis

**Submitted in a Partial Fulfillment of
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in

**Language and Arts Education Department
Teacher Training and Education Faculty**

**MAGISTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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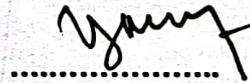
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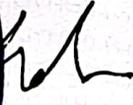
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar Lampung, 25 Juli 2023
Yang membuat pernyataan,

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CURRICULUM VITAE

The writer, Mulyadi was born on April 17th, 1981 in Suban, South Lampung. He is the ninth child of Sarkaman and Suhaya. His wife, Thessa Lelanasari, S.E., works as a Social Subject teacher in SMPN 1 Natar. Then, He has a beautiful daughter and a handsome son.

He started his studies at elementary school 4 Suban, South Lampung. After he had studied at Madrasah Tsanawiyah Al-Ikhlas Tanjung Bintang for 3 years, he continued to Madrasah Aliyah Negeri 1 Bandar Lampung. He was accepted at the University of Lampung majoring in English in 2001. In 2009 he was accepted as a civil servant as an English teacher at SMPN 3 Sukadana. In 2012 he moved to SMAN 1 Kibang. After 23 years of graduating from the undergraduate English Program, he continued his education to a higher level namely in the Master of English Education Program at Lampung University.

DEDICATION

Only Allah Subhanahu wa ta'ala deserves praise and thanks for His great mercy and blessings upon the writer.

I proudly dedicate this thesis to the following:

- ❖ My beloved parents, Sarkaman and Suhaya, and my father-in-law and mother-in-law, Drs Tugiman and Iin Suryati. I dedicate all of my current troubles to the two most important persons in my life. When we have parents who understand us better than we understand ourselves, life is so simple and easy. I appreciate you being the ideal parents.

- ❖ My sweety wife, Thessa Lelanasari, S.E., a special thanks from my heart to someone so special in my life. To someone who means so much. A special thanks from me to you, for making life feel like new. Thank you so much.

- ❖ My affectionate daughter and son, Neysa Zalfaneska and M. Adya Alifiandra always bring me power and passion. You make our family more cheerful and full of warmth.

- ❖ My beloved brothers and sisters who always support my study and future

- ❖ My beloved friends, MPBI 2021

- ❖ My almamater, Lampung University

MOTTO

"Success is not genetic or inherited; it is a state of mind developed through understanding that risk, perseverance, dedication, and a 'never quit' attitude are key elements in the combination that leads to great achievement."

Byron Pulsifer

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I. INTRODUCTION

This chapter begins with the background that elaborates on the problem and judgment as an appropriate reason for conducting research. The research questions, objectives, use, scope, and definition of terms are also presented in this chapter.

1.1. Background of the Problem

Writing is an important skill that students should learn. This statement is supported by Raimes (1983: 3) who states that there are several reasons why writing is an important aspect of learning for students. First, writing helps students improve their vocabulary, grammatical structures, and idioms. Second, writing allows students the capacity to utilize language creatively, build on what they have learned, and take a chance. Finally, writing forces students to constantly utilize their hands, eyes, and brains to reinforce their ideas as well as learn new words and ways to express themselves.

Writing is one of four language skills that are as important as the other three. These four skills have emerged as the primary focus of English language teaching and learning (Harmer, 2007). According to Harmer (2004:31), writing encourages students to focus on accurate language use because they think as they write. Also, Byrne (1988) states that writing is more than just arranging some letters to form words, phrases, or other types of text, which is a difficult skill to master. It involves several elements, including vocabulary and grammar, text organization,

meaning clarity, and concept coherence. Elements the students did not develop could lead to issues.

English teachers need to teach writing to the students. Harmer (1998) argues that some reasons for teaching writing to students of English as a foreign language including reinforcement, language development, learning style, and writing as a basic language skill. It means that to have writing skills, a student should write. Writing instruction and learning are crucial. According to the Indonesian national curriculum, students in senior high school must be able to compose texts in the forms of a descriptive, procedural, narrative, recount, and reports to interact with their immediate environment and the context of daily life. They must also be able to capture meaning in contextual contexts related to social functions, text structure, and language features. Learning to write is essential for English learners, especially senior high school students, as it is one of the productive abilities. Learning and teaching are never satisfying.

The author, as a teacher, found at his school that many students are reluctant to write English. They have difficulty expressing their ideas and thoughts in paragraph writing, they make many grammatical mistakes, and they also lack vocabulary writing which makes their writing monotonous. The difficulties students face in writing are: they do not have an idea of what topic to write about and they are not able to initiate what they want to write. Kusmiana (2013) discovered that the students' ability in writing is generally low. Huy (2015) discovered that the students' poor writing is due to their low competence in grammar and vocabulary.

According to Byrne (1988), when the writer writes, there are three issues. The writer's psychological issues come first. When the students do the writing

individually, it becomes challenging because there is no way to communicate with the reader or receive constructive criticism. Second, the writer must make up for some elements that are missing. For example, they must make an effort to maintain a line of communication and make sure that their words make sense in order and are related to one another is identified as language issues. Third, since writing is a learning skill, a writer must master the written form of the language and understand patterns that may differ significantly from those used in speech to communicate effectively. Also, the writer must learn how to structure the thoughts so the reader can understand them. Writing is a challenging task since it involves both language proficiency and the mental capacity to express thoughts in writing.

Several researchers have made the notion that writing issues exist. Reluctant writers are one of the issues with writing instruction. To better comprehend the reasons behind the students' reluctance and how their needs could be best served in their English programs. Hawthorne (2008) said that English teachers are likely familiar with the phrase "reluctant reader" and have read about such students. Hawthorne discovered in his dissertation that instructors of reluctant writers are aware of the connections among the cognitive, behavioral, and affective facets of writing.

Writing issues include lack of ideas, organization of ideas, rhetoric or pattern of thought, cohesiveness, and coherence, and poor achievers were still having trouble identifying the schematic structure of the descriptive text and English grammar, among other issues, according to Dieni (2018) and Siahaan (2013).

It is important to employ more effective teaching techniques to teach writing to senior high school students to address the issues with writing. The guided writing technique is one of the methods. According to Tyner (2004:8), a guided writing

technique is a writing instructional environment that focuses primarily on teaching the writing process through modeling, support, and practice. Activities using this technique are often carried out in the classroom so the teacher can interact with the whole class and each student. According to Oczkuz (2007), guided writing is a technique that allows students to evaluate a writing ability taught in a small-group environment before putting the skill into practice through individual writing. It means that guided writing offers a crucial setting for teachers to evaluate and guide students' writing as they are engaged in specific writing activities and to immediately scaffold instruction for writing processes that are aimed at the requirements of a particular group of students.

Additionally, students have a significant part in guided writing because the teaching-learning process is student-centered rather than lecturer-centered (Martarini and Sataparamitha, 2020). The lecturer organized the students for problem-solving, investigation, and other activities before beginning the teaching-learning process. What matters is that the issue be resolved. Lestari and Arifin (2015) assert that guided writing strategies assist students in improving their writing abilities by exposing them to a wide variety of vocabulary and grammar.

Robinson (1967) added that controlled or guided writing is writing in which one cannot make a significant mistake as long as he/she keeps to instructions. In addition to understanding the rule, students must practice it repeatedly until they can do so effortlessly and consistently. Writing exercises provide this practice. It is one in which the teacher walks the class through the steps of writing a phrase or paragraph using good English grammar, according to Carol Simpson (1998). Students can use this method to show they can employ these conventions and strategies in their writing.

The effectiveness of the guided writing technique in instructing EFL students has been demonstrated in several earlier studies. Students' writing abilities can be improved by assisted writing (Giovani and Novita, 2022). In this instance, the students can build sentences appropriately using grammar explanations provided by the researcher. Throughout their writing, they also used suitable vocabulary related to the subject. Moreover, Khoiriyah and Rasikin (2021) discovered that directed writing is crucial to language learning. In addition, Deviani, Sofian, and Suhartono (2018) looked into the efficacy of guided writing in teaching report content to second-year scientific students. Moreover, Purnomowati, Martono, and Handayani (2018) discovered that the use of guided writing improves students' writing abilities when producing recount texts. We can conclude that the guided writing approach is a task that the teacher assigns to the class to direct them as they write a text.

Some researchers applied guided writing techniques in various activities as Deviani, Sofian, Suhartono, (2018), and Khatri (2014), activities teaching guided writing by giving questions and pictures. Ismiati and Fitria (2021) combine Diary and guided writing strategies. Virgiawan, Suryani, and Sutimin (2020) guided writing combined with virtual reality video. Dieni (2022) combines guided writing and movies as media.

Furthermore, Dieni (2022) said when teaching guided writing, the activities need suitable materials, especially in modeling paragraphs. Virgiawan, Suryani, and Sutimin (2020) also found many students were confused about grammar. They did not use the correct tense to make sentences. Purnomowati, Martono, and Handayani (2018) used the traditional text model to teach writing. They discovered that after the first cycle, the students were having trouble generating their writing as evidenced by grammatical and mechanic mistakes. The text was

explained traditionally about social function, generic structure, and meaning of words individually without concerning how to attract the student's attention. The researcher uses a model text and guided questions to implement the guided writing technique. In this study, the researcher modifies a teaching technique, guided writing, by adding color coding when presenting a text model to increase students' focus and awareness. In line with this, Hajo (2018) showed the assertion that some colors might draw attention, boost attentiveness, or affect mood. Color-Coded, which was also used by Gentile and McCormacCondon cited in Arriyadhi, Sutapa, and Susilawati (2018). While they used it for coloring ideas on the descriptive text, the writer used it for coloring the adjective order on the descriptive text as well. And guided questions to aid students in composing the text with the right procedure and coherence (Hariyanto, 2018). On that account, the writer used these techniques in hope it would improve the learners' ability to identify and write a sentence and a paragraph with a correct order.

Color-coding sentences are exactly what they sound like A tactile, multisensory exercise that teaches grammar by having your students lightly shade or underline each word in a sentence according to part of speech. Students can categorize topics, draw meaningful connections, see patterns, and remember information by using colors as learning aids. Students learn to pay great attention to the purpose and placement of words in a phrase through this practice that uses color-coding.

Guided questions according to Pertiwi and Kareviati (2021) believed that guided questions facilitate students to develop ideas and give another point of view in writing. Furthermore, Hariyanto (2018) argues that guided questions have a significant influence on students' procedure text writing ability. Husin, Meliyanti, and Sutapa (2014) also found that the guided question successfully helps the students in generating their ideas for writing.

Additionally, understanding how students view learning is crucial for deciding how teaching and learning should be carried out and for overcoming students' learning challenges, particularly when it comes to writing. Effective teaching methods ought to be able to change the students' perceptions of it for the better. The process by which someone forms an opinion about what is happening around them is known as perception. Besides, our emotions, expectations, and personal preferences, as well as our current situation and psychological processes, all have an impact on how we perceive things. According to the researcher, a teacher should take into account students' perceptions when deciding on a teaching strategy. According to the study, a student's perception can affect their attitude toward and impressions of the teaching-learning process, which in turn affects their learning capacity. Finding out the students' perspectives is crucial for the instructor to meet learning objectives because of this.

1.2. Research Questions

Referring to the background of the research, the researcher identifies the problem in this research formulated in the following research questions:

1. Does guided writing using color code and guided questions in teaching writing significantly enhance students' writing ability?

2. Which aspect of writing ability is more significant?

3. What is the student's perception of the implementation of guided writing using color code and guided questions?

1.3. Objectives

The objectives of the research are:

1. To find out whether guided writing using color code and guided questions in teaching writing significantly enhances students' writing ability.

2. To find out which aspect of writing ability enhanced significantly.

3. To find out the students' perception of the implementation of guided writing using color code and guided questions.

1.4. Uses

This research is hopefully useful both theoretically and practically:

1. Theoretically,

    a. This research can be used as a basis for the next researchers in conducting further research.

    b. This research is expected to explore the potential uses and benefits of incorporating color coding and guided questions into the teaching of writing.

2. Practically

    a. For the students, this research is expected to encourage them to improve their writing skills and motivate them to write in English properly.

    b. For the teachers, this research is expected to encourage them to find good techniques for teaching writing.

1.5. Scope

This study focuses on enhancing students' ability to write recount text by combining color code and guided questions in guided writing. Writing skill is chosen is consideration as researcher observation, most of the students have problem in writing recount text. The samples of this research are the first grades students of SMAN 1 Kibang East Lampung in the academic year 2022-2023. In this research, the researcher used guided writing using color code and guided questions. The personal recount is the type of recount text involved in this

research. The assessment of students' writing is based on five aspects: content, organization, language use, vocabulary, and mechanics. The type of perception involved in this research is self-perception.

1.6. Definition of Terms

1. Writing

   Writing is the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs (Nunan, 2003).

2. Guided writing

   Guided or controlled writing is writing in which one cannot make a serious error so long as he follows directions (Robinson, 1967).

3. Writing ability is abilities that help writers put their thoughts into words in a meaningful form and mentally interact with the message.

4. Genre approach

   Miller (1984) defines genre as rhetorical action based on recurrent situations and the open principle of its classification based on rhetorical practice rather than closed principles on structure, substance, or aim.

5. Recount Text

   Recount texts are classified as the story genre that uses retellings of events for educational or entertaining purposes (Hartono, 2005).

6. Color code

   Color-code writing is a strategy of applying colors to make different objects easily recognized (Berlin, 1998). sentences are exactly what it sounds like A multisensory, tactile grammar activity in which students underline or lightly shade over each word in a sentence based on its part of speech. Color code is the process of assigning one or multiple colors to a piece of text.

7. Guided Questions

    According to Traver (2018), guided questions are the fundamental inquiries that guide the pursuit of comprehension.

8. Perceptions

    Perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.).

In summary, this chapter has covered several topics outlining the purpose and significance of conducting the research. This chapter has also discussed research questions, objectives, uses, scope, and definitions of terms.

II.   LITERATURE REVIEW

The second chapter explains theories that are relevant to the research. The discussion of the chapter regarding the previous related studies should be reviewed as explained below:

2.1. Writing

Writing is a deliberate form of communication that addresses an audience. Writing is a process of creating a text in a context, not just the act of writing a sentence. Weigle (2002: 19), who defines writing as an act that occurs within a context, achieves a specific goal, and is correctly formed for its intended audience, also supports this approach. According to the concept, it is essential to consider writing as both a social act and an individual's creation since it involves behaviors that are both individually and communally motivated and socially and culturally influenced.

Writing requires some thought process and students can improve their writing skills by becoming familiar with the writing process. According to Byrne (2001: 336), writing is a process of cognition in which authors organize their ideas before putting them into written form. The writers are expected to explore their knowledge, experiences, or memories to locate and then choose a topic to write about during the sometimes lengthy thought process.

Harmer (2004: 6) also views writing as a processing wheel in which writers move within the wheel's circumference and across its spokes. It explains the numerous

steps writers must take to complete a piece of writing. The writers can return to each step as many times as necessary until they stop feeling the urge to do so.

Based on the above definitions of writing, it can be concluded that writing is an act that takes place within a context that accomplishes a particular purpose relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories. In addition, writing is also a process of developing ideas into coherent written language.

2.2. Aspects of Writing

Writing is a complex skill to learn because it requires the students to treat several aspects. They are content, organization, vocabulary, language use, and mechanics. According to Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981), there are five aspects of writing. They are:

a. Content

The capacity to think logically and produce ideas is known as content. As a group of related statements that a writer presents as a unit in developing a subject, the term "content" refers to the substance of writing, the experiences of the primary idea (unity). This word refers to the process of communicating ideas rather than performing unique transition, restatement, and emphasis tasks. It is possible to identify unity by examining the topic sentence and the main idea. Each sentence needs to be removed because it is unrelated to the main idea. Additionally, according to Hosseinpour and Biria (2014), content includes subject knowledge, the formulation of a thesis, topic coverage, the significance of details, substance, and the writing quality of information.

b. Organization

The organization is obligated to write correctly. Organization refers to how the content is arranged logically (coherence). It has logically constructed sentences that flow naturally. The order of the phrases and concepts is the "logical organization." A smooth transition describes how easily one thought or statement leads into the next. Fluency of expression, clarity in ideas, support, the structure of ideas, sequencing, and development of ideas are all aspects of the organization (Hosseinpour and Biria 2014). The organization is about creating the structure and flow of ideas within and between paragraphs (Quellmalz and Burry, 1983).

c. Vocabulary

Vocabulary is the ability to use words or idioms. Vocabulary refers to the selection of words that are appropriate for the topic. It presumes that the author aims to convey their ideas as simply and directly as feasible. In general terms, the main goal should be clarity. The choice of words that accurately convey the concept is given considerable thought. In addition, according to Hosseinpour and Biria (2014), vocabulary is concerned with range, appropriateness of register, mastery of word forms, the correctness of word or idiom choice, and efficacy in the transmission of meaning.

d. Language use

Language use is the ability to write appropriate structure. Language use refers to correct grammatical and syntactic patterns or separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraphs. Grammar focuses on proper sentence structures and constructions; accuracy and correctness in using agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseinpour and Biria 2014).

e. Mechanics

The mechanics is the ability to use punctuation, capitalization, spelling, and layout correctly. A mechanics is the utilization of a language's graphical standards. Examples include capitalization, hyphenation, punctuation, paragraph indentation, and letter spacing (spelling) (Hosseinpour and Biria, 2014).

Considering the previous statements, writing is diverse, and several writing-related considerations must be made. The author agrees with Jacob, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981). that the five main components of writing are content, organization, vocabulary, language use, and mechanics. By considering those aspects, students can compose perfect writing and understandable to the reader.

2.3. Teaching Writing

In the teaching and learning process of English for senior high school pupils, writing is crucial, as stated in the 2013 Curriculum. The goal of the teaching and learning process in senior high school is to help the students reach the functional level of literacy, which allows them to communicate orally and in writing to handle daily tasks.

These are the purposes of learning English at senior high school, according to Permendikbud No. 20 (2016):

1) Develop the student's communicative competence in oral and written form to achieve a functional literacy level.

2) Gain awareness about the nature and importance of English to further improve the nation's capability to compete in the world's global society.

3) Develop the student's understanding of the relationship between language and culture.

Moreover, the scope of learning English at Senior high school is stated as follows:

1. Discourse competence is the ability to understand or create oral or written texts which are realized within the four skills; listening, speaking, reading, and writing to achieve the functional literacy level.

2. Have the ability to comprehend and produce a variety of brief functional texts, monologues, and essays in the forms of method, description, recount, story, and report.

3. Supporting competence which is linguistic competence (the use of grammar and vocabulary, pronunciation, spelling, and structure), sociocultural competence (the use of expressions in the context of communication), strategic competence (overcoming problems that arise in the process of communication), and discourse forming competence (using a developing means).

According to Jeremy Harmer (2004:5), the writing process in the classroom activity concentrated on the four basic writing stages. There are planning, drafting, editing (Reflecting and Revising), and final version. Those stages may be described as follows:

1) Planning (Pre-Writing)

Before you start writing, you must plan and decide what you want to say. It may involve creating some elaboration notes. Planning is done through the writer's experiences. When doing the planning, writers must consider three key issues. In the first place, you need to think about their writing as this will impact (among other things) not only the kind of text that needs to be supplied but also the language that employs and the information that is included. Secondly, it should embrace the audience they are writing for since this will influence not only the shape of the writing (the format, the way the paragraphs are organized, etc.) but also the choice of language – whether, for example, it is formal or informal.

Thirdly, writers must consider the content structure of the work – that is, the way to arrange the facts, ideas, or arguments they have decided to include.

2) Drafting

Drafting is the actual writing of a paragraph, essay, or text. The writers focus on writing flow during the drafting stage rather than worrying about grammar or how organized the draft is.

3) Editing

After completing a draft, writers usually return and review their work to determine where it succeeds and where it fails. The information's order may be unclear. Perhaps the purpose of how something is written is to confuse the reader. Then rearrange the paragraphs or create a fresh introduction. They might choose different terms depending on the text, grammar, or accuracy. Of course, the latter two are significant and are frequently addressed later in the process.

4) Final version

Once the writer has edited their draft, creating the changes they consider to be necessary, they make their final version. Due to changes made during the editing process, this may differ significantly from the initial concept and the first draft. However, the author is now prepared to deliver the written message to the target audience.

From the explanations above, the researcher concluded that the writing process is one of the necessary parts to be done by the writer. So, the teacher needs to explain to the students that writing is a process, not a product. Therefore, to make good writing, the students need to apply the stages of writing stated above.

2.4. Recount Text

Recount texts are classified as the story genre that uses retellings of events for educational or entertaining purposes (Hartono, 2005). According to Anderson and Anderson cited in Husna and Multazim (2019), a recount text is a text that recounts historical events, typically in the chronological sequence in which they occurred. The purpose of a recount text is to give the audience a description of what and when it occurs. According to Knapp and Watkins (2005), text like recount texts has a fundamental structure for sequencing informational units. Recount texts are text that contains reported events, someone's action, or their experience, according to Djuharie cited in Sihombing, Hasibuan, and Nurbaidah (2022). The introduction is summarized and ends with the author's personal opinion of the events. This text's goals include informing or entertaining the audience by discussing the historical event and listing past events chronologically.

Meanwhile, Mukarto, Sujatmiko, Josephine, and Kiswara (2007) state that the generic structure or rhetorical features of a recount text consist of three parts, namely:

a. Orientation

It gives the reader background information about the story. It should address the same questions as the introduction: who, what, where, when, and how. The reader is told who was involved, what happened in the prior events, where these events took place, and when they occurred in the orientation that offers or introduces the participants.

b. Events

It tells a series of events in chronological order and describes what happened (Biber and Conrad, 2009). In this structure, the writer wants to describe what happened in

the past in chronological order. So, it tells the events chronologically. It begins with the first event, followed by the second event to the last event.

c. Reorientation

It consists of a type of conclusion with a comment or a summary and evaluation of the topic story. The final section concludes the recount by summarizing the events, closing the statement, evaluating the topic's importance, or offering personal comments or opinions.

Besides the generic structure or rhetorical features of a recount text, as Anderson and Anderson cited in Husna and Multazim (2019) state there are also language features that are found in a recount text. They are 1) proper nouns to identify people in the text; 2) descriptive words to provide information on who, what, when, where, and how; 3) the past tense to recount events; and 4) terms that indicate the sequence of events or connectors (for example, first, next, then, etc.).

According to Djuharie cited in Sihombing, Hasibuan, and Nurbaidah (2022), recount text often uses language features. Those are:

a. Certain nouns as personal pronouns, such as Seanu Prabu, and Djuharie.

b. Individual participant focuses on specific actors.

c. Using past tense, using verb past tense, such as went ran ate, etc.

d. Using time connective and conjunction to organize the events or used to link clauses within sentences, such as after, before, after that, etc.

e. Using action verbs that showed an activity or something happened, such as stayed, climbed, killed, etc.

f. Using adverbs that showed the place, time, and manner verbs, such as yesterday, at home, and slowly, etc.

An example of recount text, sourced from Syafitri (2022).

<p style="text-align:center">Visiting Uncle's House</p>

Orientation: Last semester's vacation was an unexpected holiday. Because I didn't have any vacation schedule. But, my father gave me a surprise. I was very happy and excited to visit my uncle whom I had not met for two years.

Event: I prepared everything needed to go on vacation. After that, dad invited me to go to the terminal because we left at 05.00 pm. The trip that must be taken to Panyabungan was around 13 hours. Along the way, I saw such an amazing view from the bus window.

The next day, we arrived at 08.00 am. I didn't expect them to gather to greet us. On the day, I had to take a rest to freshen my body.

On the second day there, I was taken by my uncle to go to the garden to harvest oranges. The location of the garden was not far from Uncle's house. Arriving there, I was happy to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs.

On the third day, I and uncle went to the river to take a bath. I was amazed to see the water that was so clear. There, I found many people busy washing and bathing.

The holiday was over, I had to go back to Medan to continue the routine activities. While there, I got a lot of experience and visited a family that I had never met before.

Re-orientation: Although it was a short vacation, it was a memorable holiday for me. I got a lot of experience there.

According to Davies cited in Dalimunte, Daulay, and Habibah (2019) there are five types of recount text. Below is further detail on those types and how they work:

1. **Personal Recount**

   A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as accidents, structured research, science, news recording, and police reports. The emphasis is on using language that is

precise, factual, and detailed so that the readers gain a complete picture of an event, experience, or achievement.

2. **Factual Recount**

A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as accidents, structured research, science, news recording, and police reports. The emphasis is on using language that is precise, factual, and detailed so that the readers gain a complete picture of an event, experience, or achievement.

3. **Imaginative Recount**

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. "A day in my life as a family pet." for example. Emotive language. Specific detail and first-person narration are used to give the writing impact and appeal.

4. **Procedural Recount**

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence, and first-person narration (I or we) give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a Storyboard of a videotaped script or advertisement, and the steps taken to solve a mathematical problem.

5. **Biographical Recount**

A biographical recount tells the story of a person's life using a third-person narrator (he, she, and they). In the case of an autobiography, first-person

narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

From the five types of recount text above, the researcher focuses on Personal recount text and focuses on personal experience.

2.5. Color Coding Strategy

According to Lamberski cited in Arriyadhi, Sutapa, and Susilawati (2018), Writing with different colors as a means of identification is known as color-coded writing. Gentile and McCormac-Condon cited in Arriyadhi, Sutapa, and Susilawati (2018), used color for Color-Coded Writing on coloring the sentences of ideas written on descriptive text. They found the learners initally could not write their ideas well until they assigned the learners to color-code the ideas on a descriptive text. For instance, the learners were given a descriptive text of a person, and then, Gentile and McCormacCondon ordered them to color the ideas of, for example, physical attributes with the color of red, personality with the color of blue, and the person's activities with the color of green. Berlin cited in Arriyadhi, Sutapa, and Susilawati (2018), asserts that making writing colorful makes it easier to distinguish between different objects.

People use color in various ways. Color coding would seem to be great for this. The purpose of identifying something by a specific color is to reduce the effect. At an early age, people utilize color coding to distinguish which states in a process belong to whom. For instance, a code system governs the colors of traffic signals. Many ideas are connected to colors in our everyday lives, and our pupils are familiar with

how colors can convey meaning (Engelbrecht, 2003, p. 3). Depending on how the color is seen at the time, some colors can imply an increase or reduction in one's effect.

Red. Red is a complex color that heightens the effect once a person conceptualizes the color. Red is the color of extremes, for instance. It represents intense love, seduction, aggression, risk, rage, and adventure (Morton, 2012). Red is the most flashy and eye-catching color, drawing the most attention. For example, Our prehistoric predecessors perceived red as the color of fire and blood - energy and fundamental life forces - and most of red's symbolism today stems from its deep connotations in the past, and the hue has touched mankind for many generations (Morton, 2012). The study supports the significance of the color red's symbol and the social associations that can be made with it.

Green. The color green has been associated with nature and money. In the words of Morton (2012), Green is no longer just a color. It is now both a verb and a symbol for ecology. Green has been a universal symbol of growth, rebirth, and fertility since the dawn of time. The reader can infer from the following that when people see the color green, they picture nature:

- Green is intimately connected to nature.
- Green is a representation of ecology and the environment.
- Traffic lights are green all over the world (Morton, 2012)

Blue. The color blue generally has a calming effect on individuals. According to Morton (2012), Blue is the preferred color of all humans. While rarely seen in fruits and vegetables, it is the color of water and the sky in nature. Likewise offering the reader a modern perspective is Morton (2012), who writes, Now, blue is accepted as the color of heaven and authority, denim pants, and corporate logos. Compared

to red's warmth, fire, and intensity, it is cold, damp, and sluggish. Readers can relate perspectives to the impact of the color blue thanks to the modern point of view. More contradictions and complexity exist in blue than in any other. They are explained by identifying the particular blue tone (Morton, 2012). Below are Morton's interpretations of the color blue's shades effect on a person:

- Dark blue: trust, dignity, intelligence, authority
- Bright blue: cleanliness, strength, dependability, coolness
- Light (sky) blue: peace, serenity, ethereal, spiritual, infinity (Morton, 2012).

Blue is associated with trust, loyalty, cleanliness, and understanding, according to Morton (2012), who goes on to elaborate. On the other hand, in American society, blue came to represent depression. The complexity of color symbolism and how it has developed in various cultures can be seen in singing the blues and feeling blue. Several cultural traditions offer numerous strategies to achieve a calming effect using the color blue.

Orange. The color orange takes a slightly different approach to the eye. According to Morton (2012), orange is vivid. Although it can be aggressive and vulgar, it is spicy, fruity, healthful, and engaging. It is a polarizing color. Either adore it or detest it. The author's discussion of the psychological effects of orange and how it influences mood continues. Orange is the only color of the spectrum whose name was borrowed from an object, the popular fruit - the orange. In the natural world, it can be found in fiery sunsets, vegetables, flowers, fish, and a variety of citrus fruits. Orange is the color of marmalade, Halloween, traffic cones, life rafts, Cheetos, and Halloween in today's world, according to Morton (2012).

Orange denotes energy, vigor, cheer, excitement, adventure, warmth, and excellent health, adds Morton (2012) in his analysis. Pure orange can be beautiful, but it denotes poor taste and a lack of serious intellectual ideals. The author advances by contrasting the hue with the fashion of earlier eras: Orange is today a popular, hip color. In the 1970s, it was a groovy color, but then it vanished.

Pruisner (1993) discovered that systematic color-coding increased recollection and retention when comparing the results of black-and-white versus color-cued presentations and assessments. The independent variables manipulated were the type of graphic presentation, the type of graphic assessment, and time of testing the two presentation and an assessment, and time of testing. The two presentation and assessment type were systematically color-cued and black/white, and the two times of testing included immediate recall and two-week delayed retention. Dzulkifli and Mustafar (2012) looked into the possibility that adding color can enhance memory. Because color vividly depicts connections between thoughts, they concluded that color boosts the possibilities of environmental inputs to be encoded, stored, and recalled successfully.

Color coding can assist students in distinguishing between concepts and ideas. Below is an example of how color coding can be used for the main idea and details, but it can be used for comparison and contrast, the author's purpose, and fact versus opinion. In this example, the main idea is always yellow, while key details are green. It is in line with Hajo (2018) states that certain colors can capture attention, increase alertness, or influence one's mood.

<p style="text-align:center; color:red">RED -- NOUNS</p>

<p style="text-align:center; color:green">GREEN -- VERBS</p>

<p style="text-align:center; color:blue">BLUE -- ADJECTIVES</p>

ORANGE -- ADVERBS

PURPLE -- PREPOSITIONS

PINK -- PRONOUNS

BROWN -- CONJUNCTIONS

YELLOW -- INTERJECTIONS

Maintain the same color-coding scheme for the duration of the grammatical study. Start by using brief, straightforward sentences. Increase the complexity and length of the sentences gradually as soon as students show accuracy and speed. Here is a sample progression:

• The bird sang.

• The beautiful bird sang.

• The beautiful bird sang loudly.

• The beautiful bird sang loudly in the tree.

• The beautiful bird sang loudly from the branches of a towering oak tree.

• High in the branches of a towering oak tree, a beautiful bird sang loudly and
  then flew away.

• From the branches of a towering oak tree, a beautiful bird sang loudly as the sun
  rose.

• Wow, can you hear that beautiful bird singing in the oak tree?

These patterns are essentially the rules of grammar. When brought to light through color-coding, the students learn how to effectively use the parts of speech to craft their descriptive sentences.

According to Ewoldt and Morgan (2017), employing color-coding in conjunction with strategy training has the potential to improve overall knowledge, and color-coding visual organizers add another layer of assistance for writing development. If Students do not know when and how to use sentence and paragraph structures, they will not be as effective as they could be. A small change that can make a big difference is to color-code these frames and graphic organizers.

2.6. Guided Questions

A method for teaching writing that involves utilizing some questions to prompt writing is known as guided questions. According to Traver (2018), guided questions are the fundamental inquiries that guide the pursuit of comprehension. The purpose of this teaching strategy was to guide students' thoughts as they were processing their work through the use of guided questions. Flexibility and recursive directions were required during the writing process. According to Brown (1988), guided questions are meant to encourage test-takers to write using an outline. The outline aids in directing the student through the ostensibly logical progression of ideas that have been given some thought. Use guided questions to direct students as they write. Giving the student some questions to use as a guide before writing is one option for guided writing. for the students to express their ideas in writing by responding to the questions.

In addition, Brown (1988) suggests that a series of questions essentially serve as an outline of emergent written text. Meanwhile, White (1986) said that the need to know the topic might consider using the questions. He called this method by 5Ws and the H grid. He draws this method by a table.

Table 2.1. Concept of Guided Questions

5Ws and the H grid		
Questions	General	Specific
What?		
Where?		
When?		
Why?		
Who?		
How?		

Adapted by Fred D. White

According to the description provided above, it can be inferred that guided questions are a teaching strategy that involves posing certain questions about the subject to encourage and assist students in exploring ideas when they are going to write.

There are some functions of guided questions based on Gould cited in Indrasari, and Julita (2018) as follows:

Table 2.2. The function of Guided Questions

WH Questions	Function
When?	Asking about Time
Where?	Asking about Place
Who?	Asking about Person/Topic
How?	Asking about Manner
What?	Asking about Object/Idea/Action

In the form of WH-Questions and based on the topic discussed, through questions, students will be guided step by step in their writing based on the question and the topic is given. After that, the students arrange the answers into a paragraph. This is approved by Gould cited in Indrasari and Julita (2018) who says that using the reporter's WH-Question creates on important context.

The goal of this technique is to aid students in brainstorming ideas before beginning to write. According to Raymond (1980), asking questions can be a strategy to aid in the exploration of an idea in writing. The implementation of guided questions in the teaching and learning of writing is successful. Previous research on Improving Recount Text Writing by Guided Questions-Word Questions by Husin, Meliyanti, and Sutapa (2014) has revealed this. demonstrated that using question words can aid and direct students to write far more than they would if given no guidance. Students can be guided and assisted in writing more, particularly in recount text writing, by being given specific questions. The method could also considerably raise students' proficiency in writing paragraphs.

2.7. Guided Writing Technique

Guided writing is the next step after controlled writing. Raimes (1983:103) states that guided composition is an extension of controlled composition. It presents a similar result but is not equal. The teacher gives the first sentence at the beginning and then followed by giving the last sentence. The teacher may also give students an outline to expand on, some attractive questions, or additional information in writing. After that, the students start discussing, making notes, sharing what they found, and making a draft together before they begin to write.

According to Fountas and Pinnell (2001) cited in Gibson, the definition of guided writing is instruction given to a small, temporary group of students who have similar needs at a particular time. By observing students as they engage in particular writing activities and providing direct teaching for writing processes tailored to the needs of a particular set of students, guided writing offers teachers an important environment for the assessment and supervision of student writing.

Through conversation, collaborative text creation, and evaluation of their autonomous writing, teachers help students grow and improve their writing skills through guided writing (Parsons cited in Ismiati, and Fitria, 2021). In guided writing, a teacher collaborates on a written assignment with a class of students. Based on what they have already learned about the writing process, the objectives of the tasks are specific. Dunigan cited in Deviani, Suhart, and Suhartono, (2018).) adds to Parsons' assertion that guided writing is a step-by-step recipe that encompasses planning, writing, editing, revising, and publishing. Guided writing is an essential component of 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.

By giving students the language they need to finish the assignment with the teacher, guided writing is utilized to its fullest potential. That assures them that they are acting morally. They can evaluate as they write, revise or finish sentences as directed, and follow instructions. Students receive assistance during the many phases of the writing process through guided writing. It should be properly tailored as an activity for various student groups based on their present goals or unique needs.

According to Frase cited in Handayani (2013), guided writing enables a teacher to collaborate with a small group of students based on a shared need. A teacher may gather a small group for a guided writing class and model writing, or perhaps they will work through a shared writing exercise together. For a mini-lesson or re-teaching session, teachers can group children with less comparable skills during guided writing lessons.

Tyner (2004) defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Modeled writing requires teachers to demonstrate the steps of writing to support students to contribute their ideas. After these two activities, the teacher will guide students to make their paragraphs.

Based on the explanation above, the writer concluded that guided writing is a technique to provide material through modeling, support, and practice to help students write toward independent writing.

2.8. The Procedure of Guided Writing Technique

According to Tyner (2004), there are three steps to teaching by using guided writing. They are modeling, supporting, and practicing. The researcher elaborated the procedure of teaching writing recount text through guided writing in the classroom as follows:

1. Modeling
   a. Modeling the writing experience is a crucial part of effective teaching as it can significantly impact students' confidence and writing output. By demonstrating writing techniques and strategies, educators provide students with a clear understanding of what is expected and how to approach the writing task. Modeling also encourages students to share their work and be receptive to feedback.

2. Support
   a. Support students in developing their understanding of grammar, punctuation, spelling, and sentence structure. Teach writing conventions explicitly and provide opportunities for practice and application within the writing process. Help students recognize the importance of using

proper language conventions to enhance the clarity and effectiveness of their writing. Recognize that students may have different needs and abilities. Offer personalized support, such as one-on-one conferences, to address specific challenges or provide additional guidance.

3. Practice

   ▪ Students engage in activities that allow them to apply the skills and knowledge they have learned during the discussion and teaching steps. The practice step is crucial for reinforcing concepts, developing writing proficiency, and providing opportunities for students to refine their writing skills.

2.9. Procedures of Teaching Writing Through Modified Guided Writing

Tyner (2004) asserts there are three processes to instructing through guided writing. They are modeling, supporting, and practicing. The researcher elaborated the procedure of teaching writing recount text through guided writing in the classroom as follows:

1. Modeling
   a. The teacher introduces a recount text and the generic structure of the text.
   b. The teacher demonstrates how to write a recount text based on the topic.
2. Support
   a. The teacher elaborates on the parts of speech using the color code strategy in the text
   b. The teacher helps the students to use a noun as a subject.
   c. The teacher helps students to use a noun as an object.
   d. The teacher helps students to use the verb in nominal and verbal sentences.
   e. The teacher aids students in using an adverb in a sentence.

    f.   The teacher aids students in using past tense in negative form.

3. Practice

    a.   The teacher asks the students to write their recount text.

    b.   The students begin to write a recount text by answering the guided questions given.

2.10.   The Advantages and Disadvantages

Some advantages can be obtained from combining color code and guided questions in teaching writing:

1. Enhanced Understanding: Guided questions provide a structured approach to writing and prompt students to think critically about their ideas. When combined with color coding, which visually represents different elements of writing, students gain a deeper understanding of the writing process and the specific components involved. It helps them analyze and evaluate their writing more effectively.

2. Improved Organization: Color coding assists in organizing ideas and making connections between different parts of the writing. When guided questions are incorporated, they guide students in developing well-structured responses and help them organize their thoughts coherently. This combination promotes clear organization and logical flow in students' writing.

3. Increased Engagement: By combining color coding and guided questions, students are actively involved in the writing process. Guided questions encourage critical thinking and analysis, while color coding makes it visually stimulating and interactive. This combination can enhance student engagement and participation, making the writing experience more enjoyable.

4. Targeted Skill Development: Guided questions can focus on specific writing skills or objectives, such as thesis development, supporting evidence, or effective use of language. Color coding allows students to visually highlight and identify these specific elements, reinforcing their understanding and application of the targeted skills. This targeted approach facilitates skill development in a meaningful and effective manner.

There are some disadvantages to teaching writing using color code and guided questions. They are :

1. Potential Restrictiveness: The combination of color coding and guided questions may lead to a more formulaic or rigid approach to writing. Students might feel compelled to conform to the provided structure and responses, potentially hindering their creativity or unique expression. It is crucial to balance structure and guidance with opportunities for individuality and personal voice in writing.

2. Overemphasis on Surface-Level Elements: The focus on color coding and guided questions might prioritize surface-level aspects of writing, such as organization or grammar, at the expense of deeper critical thinking or originality. It is important to ensure that students are also encouraged to develop and express their ideas and perspectives beyond the framework provided.

3. Time Constraints: Integrating color coding and guided questions can require additional time in the classroom. The process of color coding, answering guided questions, and providing feedback can be time-consuming. Teachers need to carefully manage their instructional time to allow for meaningful engagement with the writing process and individualized feedback.

4. Limited Transferability: While color coding and guided questions can be effective for certain types of writing tasks, they may not easily transfer to more open-ended or complex writing assignments. Students may struggle to apply the same color coding or guided question approach when faced with more nuanced or multifaceted writing tasks. It is essential to expose students to a variety of writing experiences to develop their versatility as writers.

2.11.   Perceptions

Students' perception is the preferential treatment of information they get from an object with their senses; students can interpret the observed object. According to Robbins and Judge (2013), perception is the process through which a person controls and interprets their sensory perception to give their world meaning. It is critical to comprehend how students view the questions and answers given by teachers throughout the class. These impressions influence students' readiness to participate actively in question-and-answer sessions, (Cole and Chan, 1994).

Students' perceptions may be different from one student to another. Additionally, students will positively perceive feedback by having a great relationship with teachers. Further, the questionnaire items will focus on three stages of Guided Writing by Tyner (2004).

Throughout the educational process, perception is crucial. According to Hariyanto (2015), perceptions are the process through which humans interpret inputs that produce information depending on their experiences. Moreover, Pramestiya (2013) claimed that perception is a person's perspective on something they first believed to be true. In other words, perceptions are a person's sense of or perspective on a specific item. According to the researcher, understanding students' perspectives is crucial since it affects their academic attitudes and behaviors.

2.12. Theoretical Assumption

As formulated in the literature review above, guided writing is an effective way to be used in teaching paragraph writing, such as recounting text based on its procedure. The researcher uses a color-coding strategy that aids students in identifying the part of speech. the researcher not only convinces students but also makes students easier to identify the language features and grammar used in recount text. on learning, the color's effect is to relax and focus on such a text. Moreover, in the writing process, the researcher uses the guided questions strategy to lead students to what sentences they write and develop until the final product. Therefore, the researcher believes that teaching writing using guided writing in color coding strategy and guided question strategy helps the students to write a better final product and students' perception.

2.13. Hypotheses

Based on the theoretical assumption above, the researcher formulates the hypotheses as follows :

1. Guided Writing Using Color Code and Guided Questions in teaching writing enhance students' writing ability
2. The aspect of writing ability that enhance significantly is content
3. Students' Perception of implementing Guided Writing Using Color Code and Guided Questions in teaching writing is enjoyable

In summary, this chapter discusses the theories of all variables, the teaching procedure, and possible answers to the research.

III.RESEARCH METHOD

The study's research is covered in this chapter. This chapter elaborates on the population, sample, variables, and research design. Additionally, it clearly explains the methods used to gather data, the research instrument, its validity and reliability, the research processes, data processing, and hypothesis testing.

3.1. Research Design

Research design is a needed process in planning and conducting research. The design of this study is experimental. According to Ary, Jacobs, and Sorensen (2010), experimental research is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variables. Experimental research can be done in the laboratory, in the class, and in the field. This research was done in the class by taking students as a population.

This experiment used pre-experimental with one group pre-test and post-test design. The design of this research can be seen in the table below:

Table 3.1. One group Pretest-Posttest Design

Pre-test	Treatment	Post-test
Y1	X	Y2

Note: Y1   : Pre-test

      X   : Treatment

      Y2   : Post-test

As illustrated above, the researcher gave a pre-test (Y1). The pre-test (Y1) was administered to find out the students' basic understanding of construct recount text writing. After that, the researcher gave a treatment (X) to the students in which the researcher gave guided writing using color code and guided questions as a guide to writing recount text. Then, the researcher gave a post-test (Y2) to find out the result of the treatment.

3.2. Setting

The research was conducted at SMAN 1 Kibang, located in East Lampung, Lampung Province. SMAN 1 Kibang is a Senior high school whose students come from the rural territory. Most of the students' parents are a peasant. Since it has been implementing the 2013 curriculum, it was chosen as the location where the research was done.

3.3. Population, Sample

The Population was the tenth-grade students of SMAN 1 Kibang East Lampung. There were six classes of grade tenth at SMAN 1 Kibang. One out of six classes was chosen as a sample randomly.

3.4. Data Collecting Technique

In this research, there were two ways to employ in collecting data. It can be elaborated as follows:

1. **Administering Writing Test**

A writing test was administered to collect the data of the dependent variable. The researcher had the students write recount text individually with a given topic during the test. The written test was given twice as a pretest before treatment and a posttest after treatment.

2. **Questionnaire**

The questionnaire was administered to find out the students' perceptions of the techniques. The questionnaire consists of twenty close-ended statements focused on three stages of guided writing using color code and the guided question technique by Tyner (2004).

3.5. Research Instrument

The tool that the researcher used to gather research data is referred to as an instrument, an important tool for facilitating easy and efficient research activities. Two instruments used in this research were a writing test and a questionnaire. The explanation of the instruments is elaborated below:

3.5.1 Writing test

The writing test was conducted twice for the class in this research, the first and last meeting. These tests were conducted to collect data on students' writing abilities before and after the treatment. In the writing test, the students were asked to write a recount text for 90 minutes. In this case, the researcher scored students' writing under some aspects of writing adapted from Jacob, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) scoring profile as follows:

Table. 3.2. Scoring Profile

Writing aspects	Scores	Criteria
Content	27-30	EXCELLENT TO VERY GOOD: knowledgeable substantive • thorough development of thesis • relevant to assigned topic
	22-26	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but lacks detail
	17-21	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	10-16	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • or not enough to evaluate
Organization	18-20	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • Succinct • well-organized • logical sequencing • cohesive
	14-17	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	10-13	FAIR TO POOR: non-fluent • Ideas confused or disconnected • lacks logical sequencing and development
	7-9	VERY POOR does not communicate • any organization • OR not enough to evaluate
Vocabulary	18-20	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	14-17	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form. choice. usage but meaning not obscured
	10-13	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice. usage • meaning confused or obscured
	7-9	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate
Language Use	22-25	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement. tense, number, word order/function, articles, pronouns, prepositions
	18-21	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement. tense,

Writing aspects	Scores	Criteria
	11-17	number, word order/function, articles, pronouns, and prepositions but meaning seldom obscured FAIR TO POOR: major problems in simple/complex construction • frequent errors of negation, agreement. tense, number. word order/ function, articles. pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	5-10	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions •few errors of spelling, punctuation, and capitalization. Paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of punctuation,, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate

3.5.2 Questionnaire

The questionnaire was used to know students' perceptions of the techniques. It was used to gain data on students' perceptions in detail. The researcher delivered the items in Bahasa Indonesia to the students. The items delivered to the students were based on the stages of guided writing using color code and guided question techniques in teaching-learning activities.

Table. 3.3. Specification of the Perceptions Questionnaire

Categories	Items
Confidence	4, 20
Difficulties	1, 2, 11, 12
Stress	13, 14, 15
Interest	5, 6, 7, 8, 9, 10, 17
Motivation	3, 16, 18, 19

It is a Likert scale-based questionnaire because it is the most common scale to measure ordinal data (Setiyadi, 2006). The scale categorical terms: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

Table. 3.4. The Point of Questionnaire Scale

Scale	Point
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

3.6. Research Procedure

In conducting the research, the researcher collected the data as follows:

1. Determining population and sample

The population was all the students in the tenth grade of SMAN 1 Kibang East Lampung. There are 167 students in the tenth grade of SMAN 1 Kibang. The researcher chooses one class as the experimental class. The class consists of 25 students.

2. Selecting the material

The material of this research was recount text because writing recount text is the target skill that must be mastered by students at tenth-grade senior high school based on the syllabus of curriculum 2013.

3. Administering the Pretest

The pretest was administered before the treatment to see students' writing ability. The students are instructed to write a recount text individually based on the several available topics. Furthermore, the result of the writing pretest was scored by two raters. The first is the researcher, and the second is one of the English teachers in SMAN 1 Kibang.

4. Conducting the Treatment

After the pretest, the researcher treated the students using a guided writing technique in teaching writing. Three times treatments were administered.

5. Administering the posttest and Questionnaire

After giving three treatments to the students, the researcher administered the posttest. The students were instructed to write a recount text individually based on

the several available topics. The posttest was closely similar to the pretest. They were also required to answer a questionnaire to know their perceptions of the treatments.

6. Analyzing the data

In analyzing the data, the researcher used several data. The data were pretest, posttest, and questionnaire with the students. The data collected were analyzed using SPSS 25. It was utilized to see how far the improvements of students' writing abilities after being taught through guided writing technique, to find out which aspect of writing skills enhanced better, and to investigate students' perceptions.

3.7. Validity and Reliability

A good test must be valid and reliable. Based on Ary, Jacobs, and Sorensen (2010), two important concepts the researchers must understand when they use measuring instruments are validity and reliability. A detailed explanation of the validity and reliability of the instruments of the research is elaborated below:

3.7.1. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instrument measured what it claimed to measure (Hatch and Farhady, 1982).

3.7.1.1 Validity of The Writing Test

According to Hatch and Farhady (1982), there are two basic types of validity. They are content validity and construct validity.

a. Content Validity

Content validity examines whether the test represents the material that needs to be tested. The test should either include a sampling of the course material or be aligned with what the instructor has addressed in class. Before getting the content validity, the type of the test was chosen based on the current curriculum of the tenth grade of SMAN I Kibang. This research used a recount text writing test which is supposed to be comprehended by first grade of senior high school students. The test is considered valid in content validity since it is suitable for the curriculum used by the tenth grade of SMAN I Kibang, which is curriculum 2013.

b. Construct Validity

Whether or not the test genuinely conforms to the theory of what it means to the language measured is known as construct validity. It examined whether or not the test reflects what it means to know a language. In this research, the writing test is measured based on the five aspects of writing: content, organization, vocabulary, language use, and mechanics (Jacob, Zinkgraf, Wormuth, Hartfiel, and Hughey, 1981). A test could be considered valid in its construction if the test items measure every aspect of the written forms. It can be concluded that the instrument of this research is valid because it measured every aspect of the written form.

3.7.1.2 Validity of the Questionnaire

The questionnaires in this research were used to find out the students' perception of guided writing using color code and guided questions techniques. Construct validity of the questionnaire is achieved by looking at the relationship between the indicators. The questionnaire consists of twenty close-ended statements about the guided writing using color code and guided questions technique. It means that the test items should test the students, or the test items should measure the perceptions

of the applied technique. Regarding construct validity, it measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning (Hatch and Farhady, 1982).

3.7.2 Reliability

Reliability deals with how far the consistency as well as the accuracy of the scores given by the raters to the students' writing performance. The concept of reliability is adapted from the idea that no measurement is perfect. Even if one goes to the same scale, there will always be differences in weight which becomes a fact that measuring is not perfect.

3.7.2.1 Reliability of the Writing Test

Since the writing test was subjective, inter-rater reliability was occupied to verify the scoring between raters, and the main rater was reliable. The data were computed into SPSS ver.25, and Pearson Product Moment Correlation was applied to measure the correlation between the pretest and posttest scores given by Rater I and Rater 2 (Setiyadi, 2006). After the coefficient between raters was found, the coefficient reliability was analyzed based on the standard of reliability below:

 a. A very low reliability   : ranges from 0.00 to 0.19

 b. A low reliability   : ranges from 0.20 to 0.39

 c. An average reliability : ranges from 0.40 to 0.59

 d. A high reliability   : ranges from 0.60 to 0.79

 e. A very high reliability : ranges from 0.80 to 0.100

The reliability scores for the pre and post-test scores were 0.69 and 0.79. It means that the scores were considered to have high reliability. It can be assumed that there was no subjectivity in the students' scoring between the first and second-raters. (see Appendix 16).

3.7.2.2 Reliability of Questionnaire

Setiyadi (2006) notes that reliability is the consistency of measurement of research, or the ability of a measurement to measure the same research subjects at a different time and give a consistent result. Cronbach's alpha is used to measure the internal consistency of the items of the questionnaire. The higher the alpha, the more reliable the questionnaire would be (Setiyadi, 2006).

To find alpha value can use the formula above or by using SPSS 25. Furthermore, to determine the reliability of the questionnaire, Cohen et al. (2018) provided the following guideline:

Table. 3.5. The Guideline for Describing Alpha Value

Alpha value	Descriptions
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
< 0.60	Unacceptably low reliability

The result of Cronbach Alpha is seen in the table below.

Table 3.6. Reliability of Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.818	20

It can be seen from the reliability statistics of Cronbach's Alpha used by the writer. The reliability after being implemented by guided writing using color code and guided questions is > 0.70 (0.818). This means that the questionnaire is highly reliable.

3.8. Data Analysis

Data analysis is a technique to analyze and identify the data used to know the result. Then, the writer uses a test to collect the data. After administering the test, they were processed with the following steps:

1. Scoring

In this step, the writer gave scores to the student's writing by using a scoring guide of writing. To make it easier to interpret the scores of the students, the researcher considers the interval or rating scale of students' writing from Jacob, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) scoring profile.

2. Analyzing

As stated in the previous discussion, the steps in data analysis are connected with the research questions. To answer the first research question, the researcher organized the data of Normalized Gain (N-Gain) of the pretest and posttest results from the experimental class. The writer used an independent sample t-test by SPSS statistic 25.0 to ensure the effectiveness of guided writing using color code and guided questions in teaching writing a recount text. As a result, t-tests have an alpha (or significance) level of 0.05 or when the t value > t table.

3.9. Normality and Homogeneity of the Test

A test to determine whether or not our data has a normal distribution is the normality distribution test. Using SPSS 25, the research's results were statistically examined.

The results are as follows.

Table 3.7. Normality Test for Pre- and Post-Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.138	25	.200[*]	.926	25	.071
posttest	.117	25	.200[*]	.931	25	.092

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The results of the normality test are shown in the table above. The data is considered to be normally distributed when Sig. values are > 0.05 and are considered to be not normally distributed when Sig. values is < 0.05. The Shapiro-Wilk Sig. values are > 0.05, according to the table. The Sig. value for pre-test and post-test results is 0.071 and 0.092, respectively. The conclusion that all data are normally distributed can be drawn because of the Sig. values are > 0.05.

To see the homogeneity of the scores, a table, and its explanation are as follows.

Table 3.8. Homogeneity of the Test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.755	1	48	.389

The data is assumed homogeny if the Sig. value is > 0.05. From the table above, the Sig. values are 0.389. Since the Sig. value is > 0.05, which means that the data variant is homogeny.

The researcher examined the average gain percentage from each writing aspect to determine which aspect had enhanced the most. According to the importance of each component, the researcher estimated the gain percentage for each part of writing from each student. The weight of each aspect of writing used as follows:

Content   : 30%

Organization : 20%

Language Use : 25%

Vocabulary   : 20%

Mechanics   : 5%

Formula: $\underline{\text{post-test}}$ X weight of each aspect
           Pre-test

Eg. Gain percentage of content from student's A: $\underline{26.50}$ X 30% = 40.42%
                                                                   17.50

The mean score of the gain percentage for each component was compared after computing the gain percentage for each aspect from all students. Furthermore, The researcher manually calculated the results of the survey before analyzing them. In analyzing the questionnaire, the researcher used this formula:

Index % = $\underline{\text{Total score}}$ X 100%
              Total response

3.10. Hypothesis Testing

Hypothesis testing is used to prove whether the hypotheses proposed in this research are accepted or not. The hypotheses are formulated as follows:

Here is the hypothesis testing of the first research question.

H0: There is no significant enhancement in students' writing ability after the implementation of guided writing using color code and guided question technique.

H1: There is a significant enhancement in students' writing ability after the implementation of guided writing using color code and guided question technique.

Here is the hypothesis testing of the second research question.

H0: There is no aspect of writing that improves most after the treatments.

H1: There is an aspect of writing that improves most after the treatments.

Here is the hypothesis testing of the third research question.

H0: the students' perception after the treatments of guided writing using color code and guided question is not positive perception

H1: the students' perception after the treatments of guided writing using color code and guided question is positive perception.

The results showed that Sig. values < 0.05, H1 is accepted. It means that there is a significant enhancement of students' writing ability after the implementation of guided writing using color code and guided question technique, and there is an aspect of writing that improves more significant after the treatments.

Shortly, those are the explanations of some points in this chapter: research design, population, sample, data collecting technique, research instrument, validity and reliability, research procedures, data analysis, and hypotheses test.

V. CONCLUSION AND SUGGESTIONS

This chapter included recommendations from the researcher to English teachers and other researchers who wish to perform the research about guided writing using color code and guided questions in teaching writing as well as the research's conclusion and findings.

5.1. Conclusion

From the findings and discussions around them, the conclusion will be underlined. Using color code in guided writing, enhanced the students' writing ability significantly, and all aspects enhanced significantly, except for mechanics, but Content is the aspect of writing enhanced most after the implementation of the guided writing using color code and guided questions technique. To see the students' perception, from the five aspects categorized by the researcher, the category of stress consisting of statements of enjoy discussing with friends and teacher, guided writing using color code and guided questions helps to generate and transform ideas, and the teacher helps me to know how the sentences should be arranged to receive the highest score from the students.

5.2. Suggestions

5.2.1. For the Teachers

As mechanics receive the lowest score among all aspects of writing, the teachers can implement the technique by focusing only on one or two writing aspects to maximize the results of the students' scores in writing.

The implementation of color coding and guided questions in guided writing maximally enhances students' content and language use so that the teacher can focus on mechanics aspects to improve students' ability.

5.2.2 For the Further Researchers

1. Mechanics received the lowest score among all aspects of writing since it was not the focus of the researcher to be improved. If the researcher wants to conduct the same area of research, it is better to focus on enhancing one or two aspects rather than taking all of the aspects.

2. In this study, the data showed that guided writing using color code and guided questions enhance students' writing ability in a recount text. So it is suggested for further research to use the technique in another kind of text such as narrative.

3. The combination of color code and guided questions can be used in teaching writing. so, it is suggested for the next research to use it for another skill such as reading.

In brief, those conclusions and suggestions can be considered for students, teachers, and also further researchers who want to try to implement Guided writing using color code and guided questions in teaching writing.

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