

**USING GUIDED WRITING TECHNIQUE TO
IMPROVE THE 10th GRADE STUDENTS OF SENIOR HIGH SCHOOL 14
BANDAR LAMPUNG'S SKILL IN WRITING RECOUNT TEXT
(OF ACADEMIC YEAR 2023/2024)**

(A Script)

**By
Maharani Ramadhianty
NPM. 1713042028**



**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2024**

ABSTRACT

USING GUIDED WRITING TECHNIQUE TO IMPROVE THE 10th GRADE STUDENTS OF SENIOR HIGH SCHOOL 14 BANDAR LAMPUNG'S SKILL IN WRITING RECOUNT TEXT (OF ACADEMIC YEAR 2023/2024)

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This research was aimed to improve the students' writing ability especially in composing recount text using guided writing technique. The subjects of this research were 32 students of class 10-5 at SMAN 14 Bandar Lampung. One group pre-test post-test design was used to conduct this research. The instruments used in this research were writing tests; pre-test and post-test, and both were in the form of written instructions.

The result of this research showed that the student's average progress score from pre-test was 64.8281 and became 75.5000 in post-test. After that, the Paired Sample t-test confirmed the hypothesis proposed by the researcher that there were significant differences in students' ability in composing writing text, especially that of recount, with the value of two-tailed significance was < 0.001 . In addition, the results also showed that the t-value (27.554) was higher than t-table (2.040). To conclude, the accepted hypothesis of this research was that there were significant improvements of students' writing ability in composing recount text after the implementation of guided writing technique.

Keywords: *Guided Writing, Writing Skill, Recount Text*

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A Script

**Submitted in a Partial Fulfillment of the Requirement
for S-1 Degree**

**In
The Language and Art Education Department of
Teacher Training and Education Faculty**



**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2024**

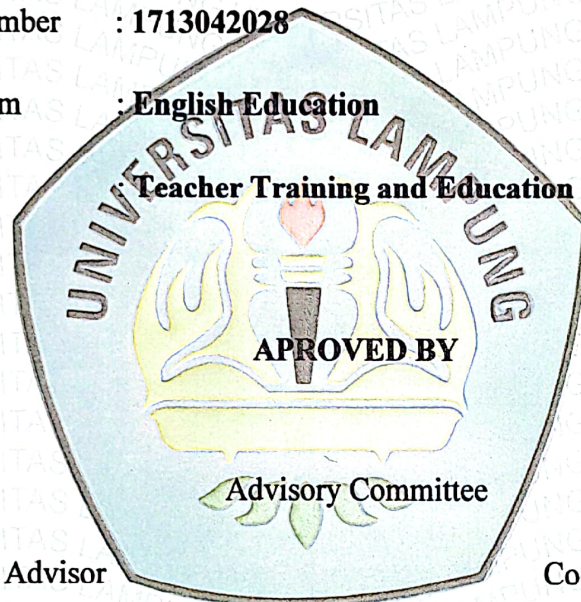
Research Title : **USING GUIDED WRITING TECHNIQUE TO IMPROVE THE 10th GRADE STUDENTS OF SENIOR HIGH SCHOOL 14 BANDAR LAMPUNG'S SKILL IN WRITING RECOUNT TEXT (OF ACADEMIC YEAR 2023/2024)**

Student's Name : **Maharani Ramadhianty Isnaini**

Student's Number : **1713042028**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor


Dr. Feni Munifatullah, M.Hum.
NIP 19740607 200003 2 001


Lilis Sholihah, S.Pd., M.Pd.
NIP 19860505 201903 2 022

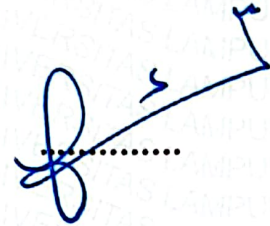
The Chairperson of
The Department of Language and Arts Education


Dr. Sumarti, S.Pd., M.Hum.
NIP 19700301 199403 2 002

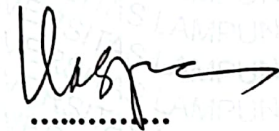
ADMITTED BY

1. Examination Committee

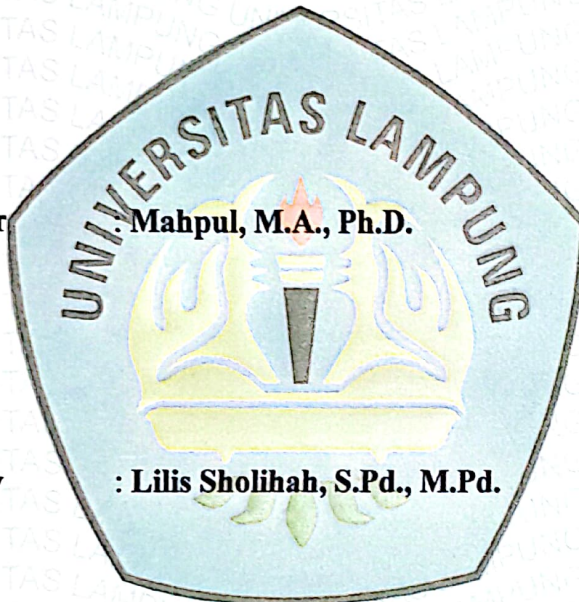
Chairperson : Dr. Feni Munifatullah, M.Hum.



Examiner : Mahpul, M.A., Ph.D.



Secretary : Lilis Sholihah, S.Pd., M.Pd.



The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.
NIP 19651230 199111 1 001

Graduate on : June 3rd, 2024

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Maharani Ramadhianty Isnaini
NPM : 1713042028
Program Study : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan Skripsi : USING GUIDED WRITING TECHNIQUE TO
IMPROVE THE 10th GRADE STUDENTS OF SENIOR
HIGH SCHOOL 14 BANDAR LAMPUNG'S SKILL IN
WRITING RECOUNT TEXT (OF ACADEMIC YEAR
2023/2024)

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar lampung, 20 Juni 2024



Maharani Ramadhianty Isnaini
NPM 1713042028

CURRICULUM VITAE

The writer's name is Maharani Ramadhianty Isnaini, who was born in Cirebon on December 20th as the middle child of a married couple of Rusman Abadi and Uni Trisnawati.

She spent more than half of her life being somewhat akin to nomad but not exactly. First of all, even though she was born in West Java, she had to move to Bandar Lampung at the mere age of approximately 40 days. Point forward, she began living in Bandar Lampung, started her very first education at TK islam terpadu Alkautsar at the age of 5. However, due to family reason, she had to move back into Cirebon after graduated from TK, and had to continue her studies at SD Agung. Five and a half years later, she, again, had to move back to Bandar Lampung, and there she continued her studies at SD Negeri 2 Bandar Lampung just for a semester, right before her graduation on 2010.

Moving forward, she spent half of her junior high school life in SMPN 2 Kuningan before she moved back to Bandar Lampung and graduated from SMPN 14 Bandar Lampung on 2014. After that, due to another family reason, she moved back to Cirebon and spent exactly a year of her senior high school life at SMAN 4 Cirebon before, again, moved back to Bandar Lampung and finished her senior high school life at SMAN 7 Bandar Lampung on 2017. And this marked the end of her moving back and forth into different cities as she was accepted as a student of English Education Study Program at Lampung University through SBMPTN program.

In 2020, she finished her KKN program at Batu Brak, West Lampung. And in the same year, she also accomplished her teaching practice program (PLP) at SMKN 3 Bandar Lampung. And to complete her study at Lampung University, she conducted research related to improving students' ability in composing recount text using guided writing technique at SMAN 14 Bandar Lampung.

MOTTO

“生き甲斐や夢など、やっぱり自分にはないかもしれない。
何度も考えてみても、そのようなコンセプトは自分にはよく理解できない
と思う。

だってほら、ただ息を続けるだけで.. それだけでいいと思わない？
そうすると、いつか、「あ、息を続けてよかった」と思う日が絶対来るん
じゃない？”

“Things such as motto or dream.. I don't think I possess of such things inside of
me. No matter how many times I'm thinking this through, I think the concept of
those things don't fit in my brain quite well because.. well, in my opinion, won't it
be alright as long as I continue to keep on breathing? By doing so, someday
somehow, I believe that the day will come when I will be saying, *'Ah, I'm glad
that I decided to keep on breathing that day'* to my own self.”

DEDICATION

“Bismillahirrahmanirrahim.”

With love and appreciation, this script is dedicated to:

*My late mother, whom without, I am nothing. My sole reason to continue existing.
The only person that matter the most, Uni Trisnawati.*

*My father, who takes the biggest part into shaping me to who I am right now,
Rusman Abadi.*

*My siblings by blood, who always willingly give the emotional support that I
needed the most when I am at my lowest.*

All of the great teachers and lecturers of mine, who always motivate me.

My friends who always support and help me.

My almamater, Lampung University.

ACKNOWLEDGEMENT

Praise and gratitude to the Almighty Allah, SWT. for blessing the writer with health, determination, and perseverance to finish this script. This script, entitled “Using Guided Writing Technique to Improve the 10th grade Students of Senior High School 14 Bandar Lampung’s Skill in Writing Recount Text (of Academic Year 2023/2024)” would be submitted as partial fulfillment of the requirement for an S-1 degree in English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

Deepest gratitude and respect are addressed to all people who have supported and helped the writer in accomplishing this undergraduate thesis even when the writer struggled so much. Therefore, the writer would like to express her sincere gratitude and respect to:

1. Dr. Feni Munifatullah, M.Hum., as the first advisor, as well as the head of the English Education Study Program, for all her helpful guidance, assistance, advice, and support to the writer during the completion of this script.
2. Lilis Sholihah, S.Pd., M.Pd., as the second advisor, for her kindness, patience, encouragement, knowledge, advice, and support during the completion of this script.
3. Mahpul, M.A., Ph.D., as the examiner, for his suggestion, kindness, and carefulness in reviewing this script.
4. Dr. Muhammad Sukirlan, M.A., as the Academic Advisor who has guided patiently in solving several college problems.

5. Special appreciation for SMAN 14 Bandar Lampung, especially Imelda Susan, S.Pd, as the English teacher of SMAN 14 bandar Lampung, who had willingly guided, helped, supported the writer in conducting this research.
6. The writer's beloved family. Especially for her mother, Uni Trisnawati, who is and always be her reason of being, her grounds, her pillar as to not collapse, her world, her everything, the only person she wished would be able to hear the words, "Ma, I'm graduating, aren't you proud of me?" said by her.
7. Also to her father, who always has faith in her no matter what, believing in her that she will make it.
8. Beloved friends in the circle of Dwirrach, Dwita, Chema, Rara, who always be there, supported and cheered for the writer through her ups and downs.
9. SEVENTEEN and the family of CARATS. For teaching her the beauty of a found family, for cheering her up and telling her that it is okay to take a breather from time to time, for always be there for her no matter what.
10. Ryu Chungwoo, Bae Sejin, Seon Ahyeon, Lee Sejin, Park Moondae, Cha Eugene, Kim Raebin, who always keeping her company whenever she stressed and burned out.
11. Special mention for Sakura Haruka, who, even though the writer only knew for a few weeks, already taught her the importance of being her own self, and loving herself for who she is.

12. Dr. Ratio, Aventurine, and the whole astral express crew who, even with all the nag, always be there for her on her ups and downs. Just know that for her, you are all irreplaceable.
13. Big Family of Paradox Live, who taught her that traumas are needed in order for people to grow up and get stronger, taught her that she does not need the approval of others to continue living as her own self, taught her that no matter what background she comes from, she is her own self.
14. And the family of English Education 2017, especially B class, for all the memorable experiences and positive contributions during her study. Thanks for all the times that you all spent together with her.
15. Also for everyone who is always supportive towards her who she might forgot to type their names in.

The writer realizes that this writing is still far away from the word perfection. Thus critics, comments, and suggestions are always welcome for better research. In one way or another, the writer expects that this work can give a positive contribution to the readers, and those who want to conduct similar research as him in the future.

Bandar Lampung, May 2024

The writer,

Maharani Ramadhianty Isnaini

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I. INTRODUCTION

This chapter presents a brief explanation of the introduction which consists of the background, research question, objectives, uses, scope, and definition of terms.

1.1. Background of The Research

Writing is one of the four language skills that play a very important role in second language learning. *Patel* stated that writing is essential feature of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern (*Patel, 2008*). Indeed, writing is not only important but also it is essential because through this skill, the learners would be able to express their ideas, feelings, and experiences about certain places, times, or even situations in written form. Therefore, writing skill needs to be taught to the student.

In all educational levels (Elementary School, Junior High School, Senior High School, and University), writing skill still needs greater attention in the teaching and learning process. Some current results of research show that the process of teaching writing in some schools does not give sufficient chances for the students to explore and develop their abilities. Seeing how there are many students who still have not been able to create good and meaningful writing, it shows that the result of teaching writing at schools is not yet to meet the satisfactory levels.

The basic factor for this below average skill is related to the students' habits. In reality, the students only practice their writing in their school but do not practice it in their daily life. They are not accustomed to English

words, so students are lacking in their vocabulary and make errors in grammar and spelling in their writing.

This habit makes the students have a difficulty to express their ideas in the written form. Students should practice their writing regularly to make a good writing. This factor also affects the writing mastery and makes students' writing ability below average.

One of the many things that can be done to solve this problem, is for the teacher to choose any appropriate teaching technique that can help the students not only in understanding the materials well but also motivate the students in learning English, especially writing, so that the students will be fully interested in learning English by their own will. One of which is a technique called *guided writing*.

According to *Reid (1993:25)*, guided writing is free writing limited to structuring sentences, often in direct answer to questions, which result will look like a short piece of discourse, usually a paragraph. Based on this alone, it can be said that guided writing technique gives enough opportunity for the student to be able to be a good writer.

Guided writing helps the students to understand more about writing and thus, they can follow the teaching and learning process well. It is supported by statement in National Primary Strategies that the aim of this technique is to provide support that is going to help students to improve their writing and to work with increasing independence (Primary National Strategy, 2007).

Based on the problems in the teaching and learning above, the plan was for the researcher to conduct a research study to improve students' writing ability. In this research study, the researcher intended to use the guided writing technique to prove even further that this technique can indeed be used to improve students' writing skills. By using this teaching technique, the researcher hoped that it can help students to have less difficulty in turning the ideas in their mind into writing and hopefully it will also be able to help them mastering the art of writing in English language.

1.2. Research Question

The research question of this research is formulated as follow:

1. Is there any significant improvement in the students' writing ability to write recount text after being taught by using guided writing technique?

1.3. Objective of the Research

It is expected that the objective of this research is:

1. To find out whether there is any significant improvement in the students' writing ability to write recount text after being taught by using guided writing technique.

1.4. Uses of the Research

The findings of this research hopefully can be useful both theoretically and practically.

1. Theoretically, this research supported the idea of using guided writing as a method to improve students' ability to compose a recount text.

2. Practically, the results of this study used as a consideration for English teachers to use guided writing as an effective writing teaching technique and as a reference for further improvement of educational research.

1.5. Scope of the Research

The researcher classified this research as a quantitative study where, as known in the public, the principle used in this research was that the researcher gave pre-test to determine the students' ability, treatment in the shape of study guidance, and then post-test to know whether there was improvement or not after given the treatment. It focused on the implementation of guided writing in composing recount text to know the improvement of students' writing achievement at senior high school level. The material provided by the teacher through guided learning technique were recount texts in accordance with syllabus. The subject of the research was the 10th grade students at Senior High School 14 Bandar Lampung of the academic year 2023/2024.

1.6. Definition of Terms

Several terms regularly appeared in this research; thus, the researcher felt the need to clarify these terms to not cause misunderstanding.

1. Writing

Fulwiler (2002:16) states that writing is a complex activity, variable, multifaceted process that refuses fool proof formulations to write it.

2. Recount Text

Recount is a kind of genre that has social function to retell events for the purpose of informing or entertaining.

3. Guided Writing

Barnes (2006:81) states that guided writing technique is a very important classroom tool for helping students to become better writers.

And that concluded the first chapter. Theories and previous research that the researcher used as bases to support this research is to be discussed in the next chapter.

II. LITERATURE REVIEW

This chapter explains the theories and previous research that the researcher used to support this research. The theories consist of concepts of writing, aspects of writing, writing process, teaching writing, recount text, guided writing technique, teaching writing through guided writing, and the advantages and disadvantages of teaching writing through guided writing. Moreover, this chapter also discloses theoretical assumption and hypothesis testing of this research.

2.1. Previous Research

In this research, the researcher took a few previous researches that were in line with the object of the research itself, such as, the research by Tanjung, L.S (2017) where she found out that there was significant difference on students' writing skill before and after she used guided writing technique to teach the students. In her research, she concluded that the mean of experimental class supports the research hypothesis that there is any significant difference on students' writing skill between the students who were taught by Guided Writing Strategy and those who were taught conventional strategy, and thus, there was significant improvement of students' writing skill on Recount text after using Guided Writing technique.

There was also the research that was co-conducted by Purnomowati, et al., where they found out that using guided writing techniques in teaching were able to give some improvements in not only students' ability to write but also the classroom condition. After the pre-test conducted, the writers then began

to conduct classroom action research in 2 cycles and implemented the guided writing technique in different aspects of writing for both cycles. And thus, proven that indeed, there were improvements in the students' ability to write paragraphs in English when taught by using guided writing technique.

Another previous research that the researcher used as the base of this research was the one conducted by Anggara, Y. D (2013). In his research he stated that there was a significant difference in the writing ability between the students who were taught by using guided writing and those who were taught by using a conventional technique. It can be seen from the mean score in the post-test of the experimental class and the control class.

And there was also a research journal conducted by Martrini, N. L (2020) which the researcher took into consideration when conducting this research. This was another case where it was found that there was, indeed, a significant difference in before and after the teacher taught the students using guided writing.

From all the previous research mentioned above, it can be said that there was one major thing that differentiated this research and the other ones; the sample that the researcher used in conducting this research. While this research focused on senior high school students as the objects of the research, the objects of the previous research mentioned above varied from elementary school students, junior high school students, to even the first semester students at a certain university. In addition, this research focused on teaching recount

text to the students. Meant that the use of guided writing to enhance students' ability in writing recount text will be the sole thing emphasized throughout this research.

2.2. Writing

2.2.1 Concept of writing

Writing is an important form of daily life communication. Anyone can use this skill to make their life convenient. Though, it is evident that this skill is especially important for high school and college students. Students can find it challenging to find ideas to include in their writing and its culture has its own style for organizing academic writing.

Fulwiler (2002:16) states that writing is a complex activity, variable, multifaceted process that refuses fool proof formulations to write it. Also, Kane (2000:17) describes that writing is a complex activity, too. It is because when someone thinks about a topic they want to write, they have already begun to pick words and construct sentences, so that they can make a rough draft about the topic they want to write.

Flower and Hayes in Armana (1981:28) describe that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. Taylor (2009:96) said that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In

other words, writing can be referred to as a part of the media to give information that happened to the reader.

Based on Moore and Murray (2006:25) the process of writing is not just an outcome of thinking, it also helps to feed the thinking process, and to give rise to new insights and angles on the material you are tackling. One of the reasons that people often feel blocked when writing for academia is the inherent assumption that they must think very carefully about what they are going to write, and to perfect these thoughts before ever putting pen to paper.

2.2.2 Aspect of Writing

In the process of writing, the researcher concluded that writing contained some aspects of writing. According to Jacobs (1981), there are five aspects of writing as follows:

1) Content

Refers to the writers' ability to think creatively to develop the idea of what they are going to write.

2) Organization

It is the way the writers organize what they are writing in a logical and coherent way. For example, the ideas that are flowing smoothly and the clearly sequencing paragraphs.

3) Vocabulary

Words and or idioms that the writers use to convey the information that they are intended to write.

4) Language Use

It refers to the process of creating logical relationships in paragraph writing by grouping, combining, and separating ideas in words, phrases, clauses, and sentences using the proper grammatical and syntactic patterns.

5) Mechanics

Refers to the writers' ability to compose a writing with good spelling, fluctuation, capitalization, and paragraphing.

2.2.3 Writing Process

Richard and Renandya (2010:315) state that the writing process as approval activity may be broadly seen as comprising four main stages: planning, drafting, revising, and editing.

1) Planning

In this stage, students start gathering information and ideas for what they are going to write. Usually, this is done by making physical notes or by planning it all inside their mind. There are three things that need to be considered in this stage, which are: the purpose, the audience, and the structure.

2) Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing, that is drafting, can be proceeded quickly. At the drafting stage, the writers are expected to focus on the fluency of writing and should not be preoccupied with grammatical accuracy or the draft's neatness.

3) Editing & Revising

In this stage, the students will exchange their own work with their peers and ask for comments and or suggestions for their work. This will help students to know what part in their own writing needs any improvement, like for example, the information provided in their writing is not clear enough or maybe their choice of sentences sound ambiguous. Editing leads the students to revise their works. Revise, according to Nation, is an act of looking back through what has been written. This is to check what ideas have already been included, to see whether the flow of the writing is already coherent, to stimulate further ideas, and to look for any errors (2009).

4) Final Version/Publishing

The point of publishing is having someone read the writer's work. In teaching writing to the students, the process of publishing can be done through group discussion, school newspapers, websites, outside school, or portfolio.

2.2.4 Teaching Writing

Cited in (Abderrahne Babni, 2017: 491), Silva (1990) stated that the history of ESL/EFL writing is to be viewed as succession of approaches, which are controlled composition, traditional rhetoric, and the process approach.

Currently, the approach that is mainly used in teaching English whether it is as second language or first language, is the last approach, the process approach. In this approach, the teachers' role is to be the help that the students' need

throughout the process of learning English language. The teacher should be able to help the students so that they will be able to find topics, generate ideas, and produce a framework in written form based on those ideas.

In this approach, the students are the focus of the learning process. They are the ones to engage with the whole process of all the stages in learning, which has been explained above.

2.3. Recount Text

Recount is a kind of genre that has social function to retell events for the purpose of informing or entertaining (Ken Hyland; 2009). Recount text is written in the past tense. The social purpose of recounting is to reconstruct past experiences by narrating events in their original order. Examples of recounts can be seen in things such as incident reports, insurance claims, police reports, and private correspondence.

2.3.1. Generic Structure of Recount Text

Recount text has several elements, one of which is the generic structure. According to Derewianka (1990) as stated by Miranti (2008:16) generic recount text structure is as follows:

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, it is suggested to put the 5W basic questions (who, what, when,

where, and why) to use. The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why.

2. *Series of events*

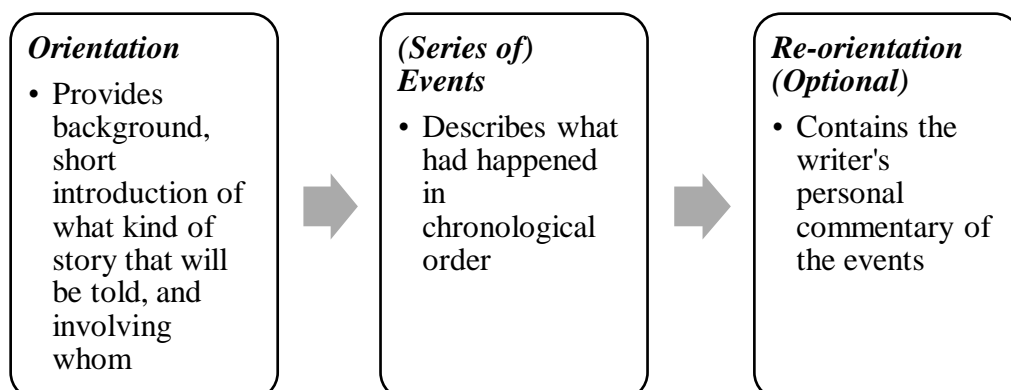
Here, the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer.

Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. *Re-orientation (optional)*

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance, or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. However, not all the recounts were closed by re-orientation. It is optional.

Table 2.3.1. Generic Structures of Recount Text



2.3.2. Language Features in a Recount Text

Ken Hyland (2009; 87-88) stated that the language features in a recount text are:

1. Proper nouns to identify those involved in a text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of past tense to retell events.
4. The use of adverbs of sequence (Example: next, then)

2.3.3. Types of Recount Text

Derewianka (1990) stated that recount text is divided into 5 types, which are:

1. Personal Recount: Retelling experience in which the writer personally involved in. Example: Diary.
2. Factual Recount: Giving information of past accidents in detailed way and filled with factual information. Example: Newspaper, Police reports.
3. Imaginative Recount: Retelling imaginary events happening in things such as fiction to entertain the readers.
4. Procedural Recount: Giving sequential steps to achieve something as a goal. Example: Books that explain how a certain thing was made.
5. Biographical Recount: Retelling another person's past achievements to inform the reader about that person.

From what has been mentioned above, it can be concluded that each and every type of recount text has the same purpose; to engage with the readers by retelling activities or events that happened in the past.

2.4. Guided Writing

2.4.1. Definition of Guided Writing

According to *Reid (1993:25)*, guided writing is free writing limited to structuring sentences, often in direct answer to questions, which result will look like a short piece of discourse, usually a paragraph. Based on this alone, it can be said that guided writing technique gives enough opportunity for the student to be able to be a good writer.

Fountas and Pinnel (*2011*) defined guided writing as a series of instruction given to small, temporary group of students who are in need of similar thing when writing at a specific point of time.

Barnes (*2006:81*) stated that guided writing technique is a very important classroom tool for helping students to become better writers. He states that help is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them to get on with it. Therefore, this technique gives students an opportunity to become a better writer by (a) actively encouraging the students to follow a series of preparatory steps and exposing them intensively to writing (b) making them more aware of that preparation process through guidance which can be done more

independently and transparently in the future, (c) exposing them to a variety of interaction types (Barnes, 2006:123).

Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity.

Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. It contributes to the teaching sequence as exemplified in the Primary Framework. Through guided writing, students are supported during the different stages of the writing process, making it easier for the students to get immersed in the lesson.

Based on the explanation above, it can be concluded that guided writing is, by definition, a teaching technique in which the teacher provides guidance that can help the students to write independently in the form of a model text, an outline, or series of questions.

2.4.2. Teaching Writing Through Guided Writing

In conducting this research, the researcher implemented Reid's steps in guided writing, which includes:

1. The teacher showed the students a model paragraph of recount text before the lesson began. This can be manually written on the board or in the form of printed out worksheet, but the researcher used a pre-printed worksheet. Then, the students were asked to concentrate on reading it and study the model paragraphs thoroughly to find out about the features of the text.
2. The teacher then asked the students a few questions in accordance with the model paragraphs given. The questions were:
 - a. “What do you think is the text about?”
 - b. “What is the tense used in the text?”
 - c. “Do you notice the word such as, ‘then’, ‘after that’ etc.?”This was done so that the students would be able to identify the general language features of recount text as well as the purpose of recount text itself.
3. The teacher gave the students an exercise that intended to focus more on vocabulary building and sentence structure. This was done to make the students grasped more about the generic structure of the recount text so that they would be able to write recount text independently.
4. After that, the teacher made a forum of discussion with the theme of, “Things you wish to recall” involving the whole class and asked the students to make some suggestions of what to write, then the teacher proceeded to write on the board of what to write.

5. Lastly, the teacher made the students to choose one of the topics written in the board and write a recount text independently, told the students to write it like how the model paragraphs, as well as the exercise they had done.

2.4.3. Advantages and Disadvantages of Using Guided Writing

Primary National Strategy (2008) stated that there are some benefits when implementing guided writing to teach English, which are:

1. Enables the teacher to work based on the needs of the group taught.
2. Facilitates the teaching and learning of individual children. Even though guided writing is a group-based teaching technique, the teacher will be put in an advantage when it comes to observing the needs of each individual students because working in a group means they get to take a closer look on everyone within that group.
3. Encourages the students to be more proactive in any discussions.
4. Builds confidence of both the students and the teacher.
5. Allows the teacher to give feedback immediately and to discuss further information for improvements.

While that might be true that there are benefits in using guided writing to teach English writing skills, there are also disadvantages in using this technique. As stated by the same source, these are the things that can be considered as disadvantages when using guided writing in teaching:

1. The text example provided by the teacher might be putting some limitation on the students' creative thoughts of what they are going to write.
2. The learning process requires longer time.
3. In case there are students who need specific guidance, only one teacher per class will not be sufficient, making classes with many students require more than one teacher to provide tutoring.

2.5. Theoretical Assumptions

Students can learn to write simple sentences based on their ideas through guided writing. They might then be able to learn how to write an effective recount text. Additionally, this technique requires students to be more proactive when it comes to class discussions so that they will not get left behind, for that reasoning, the researcher believes that guided writing will enhance the students' enthusiasm in learning to write. Thus, it is also in the researcher believes that implementing guided writing into writing lessons can raise students' writing proficiency.

2.6. Hypothesis

Hypothesis is a temporary answer to a problem faced and needs to be tested for its truth. And based on all theories described above and from another sub-chapter, the researcher concludes that the sufficient hypothesis for this research will be:

Research Question: Is there any significant improvement in the students' writing ability to write recount text after being taught by using guided writing technique?

Hypothesis Formulation:

H0: Guided writing does not improve the student's ability in writing skill of recount text.

H1: The Guided Writing technique improves the student's ability in writing skill of recount text.

Thus, this concludes the chapter that reviews each and every theory supporting this research; concepts of writing, aspects of writing, writing process, teaching writing, recount text, guided writing technique, teaching writing through guided writing, and the advantages and disadvantages of teaching writing through guided writing. The way the researcher conducted this research is to be covered up within the next chapter.

III. RESEARCH METHOD

This chapter presents the explanation of research design, population and sample, variables, instruments of the research, data collection technique, research procedure, data analysis, scoring criteria, and hypothesis testing.

3.1. *Research Design*

Since the purpose of this research was to identify the improvement of students' writing ability in recount text after being taught through guided writing technique, the researcher applied a quantitative approach to conduct this research. In conducting the research, the researcher used a One-Group Pretest-Posttest design to answer the first research question, that illustrated as follows:

$$T_1 X T_2$$

Notes:

T_1 : Data Collection 1 (Pre-test)

T_2 : Data Collection 2 (Post-test)

X : Treatment (teaching writing through guided writing)

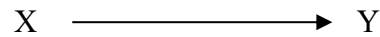
(Setiyadi, 2006)

3.2. *Variables*

According to Fraenkel (2012) variable is a concept – a noun that stands for variation within a class of objects. He stated that variables are usually defined based on the role of one variable to another in terms of relation. In this research, the researcher divided the variables into two, which were

independent variable (X) and dependent variable (Y). Guided writing was the independent variable (X), referred to a variable which function was affecting the writing skill (Y) as the dependent variable.

The relationship between those variables illustrated as follows:



X: the independent variable (Guided Writing)

Y: the dependent variable (students' writing ability in writing Recount Text)

3.3. Population and Sample

The population of this research was the tenth grade students of SMAN 14 Bandar Lampung academic year 2023/2024. However, the sample of this research was 10-5. In determining the sample, the researcher used Simple Random Sampling method. Random Sampling is a method to choose sample from a certain population when doing an observation. Using this method helped the researcher gained unbiased result for this research.

3.4. Research Instrument

In this research, the researcher used the writing test as the instrument in order to obtain the appropriate data. The test functioned as a way to measure the students' result of the learning so that the researcher was able to differentiate every single students' ability before and after being taught through guided writing in composing recount text. The test used were as explained below:

1. Pre-test

Pre-test is an evaluation test given to the students before they are given treatment. After the researcher asked the students about what did they know of recount text in general, the researcher gave the student a written command to compose a recount text on their own without any prompt given. This was so that the researcher could evaluate the students' initial knowledge of recount text.

2. Post-test

On the other hand, post-test is an evaluation given to know whether the intended goal of the observation has been met or not after the students are given treatment. In this research, the researcher gave another written command to compose a recount text to the students near the end of the meeting. The researcher then used the result of this test to compare the data with the result of the pre-test in order to prove which hypothesis is correct.

3.5. *Validity and Reliability*

3.5.1. *Validity of The Instrument*

Validity refers to the extent to which an instrument really measures the objective to be mastered and suitable with the criteria (Hatch and Farhady, 1982). A test can be considered valid only if it can accurately measure what it claimed to measure. The test should reflect all the aspects to be assessed in suitable proportions and represent a balanced sample. For that reason, the researcher examined the instrument of the test from the face, content and construct validity in order to find out whether the test has good validity or not.

1. Face Validity

Face validity is the extent to which a test appears to measure what it is intended to measure (Johnson, 2021). Face validity means that the test should have good typing and clear instruction that will not confuse the students (Arikunto, 1997). Means that it is referring to the overall layout of the test. If, for example, even the students find that the test is not relevant to them, then the test is clearly lacking in face validity. Thus, directly resulting in them not putting maximum effort when performing the task set in the test. Therefore, to get the face validity of the writing tests, both instructions and directions included in the test were already examined by the researcher's advisors and until the test looks right and understandable.

2. Content Validity

According to Wiersma and Jurs (2005: 328), content validity is the process of how the test establishes the representativeness of the items in certain domain of the skills, tasks, knowledge, and other aspects that are being measured. To simplify it, this means that the objective of content validity is to know whether the test represents the materials that needed to be measured. In this research, the pre-test and post-test were in the form of prompts given by the researcher for the students to compose recount text based on it. The researcher made the content of the instrument so that it was within the scope of the English subject based on the national curriculum of syllabus K-13 for senior high school. Since the test were developed in reference to the competency standard and basic competency of Senior High School Year X of the 2nd Semester in the syllabus

K-13, it can be stated that the instrument used was in accordance with the curriculum.

Table 3.5.1.2. National Curriculum and Syllabus of 2013

Standard Competence	Revealing the meaning of a short functional text and monologue in form recount, narrative, and procedure on daily basis context.
Basic Competence	3.7 To compose simple and short written recount text
Indicator	Students are able to write a short functional text in form of recount
Testing Objective	To measure students' achievement in writing recount text before and after the treatment

3. *Construct Validity*

Construct validity is used to measure whether the instrument of the test is already in line with the objective of the learning or not. Construct validity can be measured by evaluating all items in the test. Since this research focused on the students' writing skill, the researcher used the scoring technique adapted from the five aspects of writing stated by Jacobs (1981) which contain content, organization, vocabulary, language use, and mechanics of writing recount text with full explanation was as follows:

Table 3.5.1.3. Specification of the scoring technique

<i>No.</i>	<i>Components</i>	<i>Highest possible points</i>
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1.	Content	30 Points
2.	Organization	20 Points
3.	Vocabulary	20 Points
4.	Language Use	25 Points
5.	Mechanics	5 Points

To conclude, it can be said that the test instrument that the researcher used for this research were in accordance with the used theory by Jacobs (1981) and fulfilled the criteria of construct validity.

3.5.2. Reliability of The Instrument

A test is reliable if the same test is given to the same subjects or matched subjects in two different occasions, the test would yield similar result (Brown, 2004: 20). Wiersma and Jurs (2009: 355) stated that reliability is the consistency of the instrument in measuring whatever it measures. Meant that if the instrument gives consistent result in the second chances or more, the instrument is reliable. For that reason, the researcher applied inter-rater reliability. In this method of testing reliability, two raters conducted the scores. The first rater was the researcher and the english teacher as the second rater. Then, the mean scores of each rater were calculated. The researcher utilized the *cronbach's alpha* as the measurement method to assess the reliability of the test instrument. In this research, statistical procedure was applied to see whether the test is reliable. After the researcher collected the data, to determine whether the test instrument used in this research were reliable or not, the

researcher utilized the generalized guidance of *cronbach's alpha's* range of value as describe below:

- $\alpha < 0.50$ = Low reliability
- $0.50 < \alpha < 0.70$ = Medium reliability
- $\alpha > 0.70$ = Sufficient reliability
- $\alpha > 0.80$ = Strong reliability
- $\alpha > 0.90$ = Perfect reliability

The smaller the value of an α (alpha), the more possible it is that the instrument tested is not reliable. In general, a test instrument should have an α value of at least > 0.70 so that the test instrument can be considered as reliable.

After the instrument used in this research tested, the result was as seen below:

Cronbach's Alpha	N of Items
.877	2

Based on the range of values as stated above, the instrument used in this research proven to have strong reliability, thus, able to be used as a way to measure students' ability.

3.6. Rubric Scoring System

The test was assessed by two raters: the researcher and English teacher from SMAN 14 Bandar Lampung. The researcher utilized the scoring rubrics by Jacobs et al (1981) to get the final scores of students' writing. The complete description of the assessment rubric is as explained below:

Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development to topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or Idiom form, choice, usage, meaning confused or obscured

	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word for not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; Few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor Problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meanings obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and or fragments run-ons, deletions; meaning confused or obscured
	10-5	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, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, 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 to evaluate
Total score	0-100	

3.7. Normality Test

The aim of the normality test is to know whether the data are normally distributed or not. According to Ghasemi and Zahediasl (2012), normality testing is needed, as there are many statistical procedures, including T-Test, which assume that the data follows a normal distribution. There are various ways to determine the value of the normality in the tests used, and as for this research, the researcher applied *Saphiro- Wilk's* method to analyze the data, with the specification that was as follows:

- If the significance value is higher than 0.05 (> 0.05), then the data is distributed normally.
- If the significance value is lower than 0.05 (< 0.05), then the data is not distributed normally.

This table below described the result of the normality distribution of the tests used in this research:

Table 3.7. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.131	32	.172	.970	32	.488
Posttest	.097	32	.200*	.986	32	.945

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

a. Lilliefors Significance Correction

The table indicated that the value of normality distribution of the test was both higher than 0.05 (0.488 for pretest and 0.945 for posttest). Thus, it can be concluded that both pre-test and post-test were distributed normally. To summarize, since the significant value of both tests were higher than 0.05, H_1 is the accepted hypothesis in this research.

3.8. Data Collection Procedures

This research was conducted in order to find out whether there was any improvement in students' writing ability in composing recount text after the implementation of guided writing technique in teaching or not. Writing scoring rubrics were used to analyze the results of the students' ability to compose recount text after completed the pre-test and post-test. This research conducted on January 18th until January 25th of 2024. The population of this research was the first year students of SMAN 14 Bandar Lampung. The class chosen as the sample by using a randomize sampling was class 10-5 which consisted of 34 students. The research conducted in three different phase, which were pre-test > treatment > post-test. The detailed steps were as explained below:

1. Administering pre-test

The researcher provided the students a pre-test in the form of written command. The students were given 45 minutes to compose a short recount text on their own.

2. Conducting treatment

In this research, the treatment was conducted in 2 meetings. At the second meeting of the treatment, the researcher made sure to remind the students first about what did they do before. The researcher found that lots of students had difficulties in generating ideas. They were confused about what they had to write. The researcher explained more about recount text and how to compose one, and then encouraged the students to ask the researcher about things regarding recount text they did not know in more detail. By guiding them thoroughly like that, the researcher expected the students to be able to generate the ideas more easily, as well as made it easier for the students to compose recount text.

3. Administering post-test

The researcher delivered another test in written command to the students after they were taught using guided writing. It was conducted in order to measure the students' ability after the treatments.

4. Analyzing the result

All of tests were assessed based on the writing aspects from Jacobs (1981)'s scoring system. Then, the scores were compared to see students' progress from the first test (Pre-test) to the second test (Post-test). There were two raters who examined all of students' writing from two tests. The first rater

was the researcher and the second one was the English teacher of SMAN 14 Bandar Lampung.

3.9. Data Analysis

After the data was collected, the researcher then analyzed it. The result of the students' writing test were scored in accordance to the five aspects of writing as stated before: content, organization, vocabulary, language use, and mechanic. The result of the students' writing test both in the pre-test and the post-test were compared with one another in order to see the improvement of students' writing ability after they were taught through guided writing. The researcher utilized *Paired Sample T-Test* to examine whether there were significant improvement in the students' writing ability after the students were taught through guided writing or not.

To see whether there were improvement in students' writing ability, the researcher decided to divide the scores of the students into class interval distribution table. To determine the class interval, the researcher utilized a statistic equation as shown below:

$$i = \frac{Range}{k}$$

With the specification as follows:

i = *Class Interval*

k = *The amount of classes*

After the class interval table was made, the researcher proceeded to utilize *Paired Sample T-Test* using SPSS program in order to answer the research question of this research.

3.10. Hypothesis Testing

Paired Sample T-Test was utilized to test the hypothesis. This was done in order to find out whether there is improvement in students' writing ability after being taught by using guided writing technique. The purpose of hypothesis testing was to prove which hypothesis was accepted in this research. The result indicated that in this research, the H_1 was accepted due to the significant value of the test being lower than 0.05. In brief, there is a significant improvement in students' writing achievement after being taught using guided writing technique in writing simple recount text.

To summarize, this chapter discussed things related to this research, specifically about the research design, population and sample, variables, instrument of the research, validity and reliability of the instrument, rubric scoring system, normality of the test, data collection procedures, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

Guided writing can be used as an alternative way to improve students' ability in composing writing text such as recount text. Not only it was easy to implement in a classroom setting, but it was also interesting enough to make the students enjoy engaging themselves throughout the learning activities, made it easier for them to understand the materials taught.

In addition, to find out whether there was improvement in students' ability in composing writing text after the implementation of guided writing technique on them, the researcher already tested the significant level of pre-test and post-test (please refer to table 4.1.2. (1) and 4.1.2.(2)). There stated that there was indeed a 10.6719 increase in between the mean score of the pre-test and the post-test. As the reasoning stated, the researcher concludes that guided writing is a usable and effective technique to implement if the teachers wish to improve students' writing ability, as well as make them engage themselves more in the learning process.

5.2. Suggestion

In reference to the conclusion above, some points of recommendation are put forward as follows:

1. Suggestions for English Teachers

In regard of the successful result of the guided writing strategy implementation in teaching writing, the researcher suggested a few things for the English teachers, the first is to try embedding guided writing technique into the official curriculum used in the school and implementing it when teaching writing to various grades. By doing so will ensure that the benefits of guided writing can be accessed by all students in general. It is also important for the teachers to set the mood when implementing this technique, so that the students are becoming more and more interested in immersing themselves into the lesson. Since guided writing is a time-consuming technique, it is better to be implemented in a gradual manner—means that better not treating this technique as a one-meeting only technique.

2. Suggestion for Further Researcher

The subjects of this research were that of high school students. Hence, it is suggested that other researchers can try to discover what guided writing will bring forth for other grades in school. Or, it is also possible for other research to try finding out the effect of the strategy itself in other English skills. It is also suggested for other researchers who want to use this technique when conducting their research that they have to be well-prepared so that they will know how to solve the students' problem in writing, since this technique is a heavily learner-centered technique.

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