

**A GUIDED WRITING TECHNIQUE BASED ON PROJECT-BASED
LEARNING TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING**

A THESIS

By:

Ayu Lucky Widiyasari

2123042024



**MASTER OF ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2024**

ABSTRACT

A GUIDED WRITING TECHNIQUE BASED ON PROJECT-BASED LEARNING TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING

By

Ayu Lucky Widiarsi

This study aims to find out 1) the improvement of students' descriptive text writing and 2) the most improved aspect of writing after they are taught using guided writing technique based on project-based learning. The design was one-group pretest-posttest design where there was only one group as the experimental class. The study was done in SMPN 1 Dente Teladas Grade VII, consisting of 32 students. There was a total of six meetings, which were 1 meeting for pretest, 4 meetings for the treatment, and 1 meeting for the posttest. The data were collected from a writing test and analyzed using Paired Sample t-Test in SPSS v.25. The result shows that 1) the guided writing technique based on project-based learning could improve the students' descriptive text writing since p -value (Sig. 2-tailed) is .000 which is smaller than 0.05, and 2) format and content is the most improved aspect of writing with 9.94 score gain or 24.85%. In conclusion, the use of guided writing technique is maximized when it is used based on project-based learning, and applying the guided writing technique based on project-based learning is able to cover the weakness that the guided writing technique has.

Keywords: *Guided Writing Technique, Project-based Learning, Descriptive Text, Writing.*

**A GUIDED WRITING TECHNIQUE BASED ON PROJECT-BASED
LEARNING TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING**

By:

Ayu Lucky Widiyasari

Thesis

**Submitted n a Partial Fulfillment of
The Requirements for S-2 Degree**

In

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



**MASTER OF ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2024**

Research Title : **A GUIDED WRITING TECHNIQUE BASED ON PROJECT-BASED LEARNING TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING**

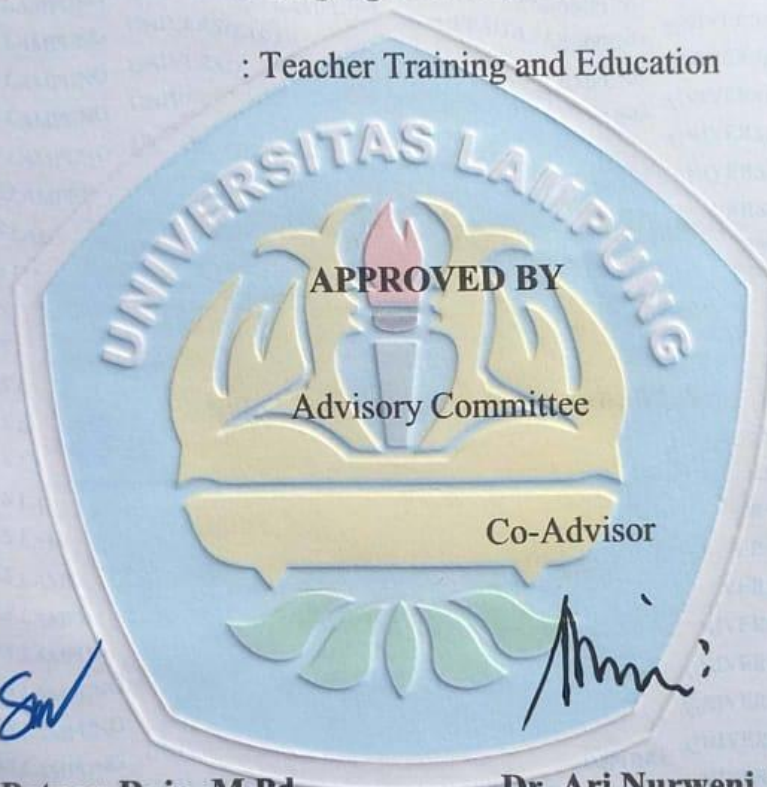
Student's Name : *Ayu Lucky Widiasari*

Student's Number : **2123042024**

Study Program : Master in English Language Teaching

Department : Language and Arts Education

Faculty : Teacher Training and Education



Advisor

Co-Advisor

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198903 1 016

Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001

The Chairperson of Department
of Language and Arts Education

The Chairperson of Master
in English Language Teaching

Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Patuan Raja, M.Pd.

San
.....

Secretary : Dr. Ari Nurweni, M.A.

Miri
.....

Examiners : 1. Dr. Feni Munifatullah, M.Hum.

f s
.....

2. Dr. Muhammad Sukirlan, M.A.

Mmm
.....

2. Dean of Teacher Training and Education Faculty



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

Director of Postgraduate Program



Prof. Dr. Ir. Murhadi, M.Si.
NIP 19640326 198902 1 001

4. Graduated on: July 2nd, 2024

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "*A Guided Writing Technique based on Project-based Learning to Improve Students' Descriptive Text Writing*" adalah benar hasil karya saya sendiri dan saya tidak melakukan penjiplakan dan pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarism.
2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini apabila dikemudian hari ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 2 Juli 2024
Yang Membuat Pernyataan,



Ayu Lucky Widiarsari
NPM 2123042024

CURRICULUM VITAE

The name of the writer is Ayu Lucky Wideasari. She was born in Mesuji on November 30, 1994. She is the first daughter out of six children. Her parents are Widia Wicaksono and Susana. She is the wife of Nadzif Fajar Fuadi and the mother of Livia Mafaza Fuadi.

Her formal education started from Elementary school at SDN 1 Pendowo Asri Tulang Bawang and graduated in 2006. Then, she continued her junior high school at SMPN 1 Dente Teladas Tulang Bawang from 2006 to 2009. Afterwards, she studied at SMAN 1 Kotagajah Lampung Tengah for her senior high school in 2009 and graduated in 2012. In the same year, she entered Lampung University to pursue her undergraduate study majoring in English education. She finished her university study in 2016.

After graduating from the university in 2016, she became the tutor and staff of an English course located in Palembang for two years until the end of 2018, namely High Flyers. From 2019, she has become an English teacher at SMPN 4 Dente Teladas until the present time. In 2021, she was registered as a student of Magister in English education at Lampung University. Then, she got married to Nadzif Fajar Fuadi on January 29, 2023 and gave birth to Livia Mafaza Fuadi on March 22, 2024.

MOTTO

Give your best effort and think positively of what God has planned for you.

DEDICATION

This thesis is dedicated to:

My lovely husband, Nadzif Fajar Fuadi

My supportive parents, Widia Wicaksono and Susana

My encouraging parents in laws, Budi Sunarko and Suratilah

My dearest daughter, Livia Mafaza Fuadi

My helpful brothers, sisters, and sisters in law

My friends in Magister of English Education 2021

ACKNOWLEDGEMENTS

Alhamdulillah for the unlimited blessings that Allah has given so the writer could finish her thesis with the title “*A Guided Writing Technique based on Project-based Learning to Improve Students’ Descriptive Text Writing*”. This final project is submitted as a requirement for completing Master of English Education at Teacher Training and Education Faculty, Lampung University.

This thesis would never exist without the help, support, encouragement, and assistance by some amazing people. The writer would like to present gratitude and respect to:

1. Prof. Dr. Patuan Raja, M.Pd., as the first advisor who has been very kind, guiding, and encouraging in finishing the thesis.
2. Dr. Ari Nurweni, M.A., as the second advisor who has been supportive, encouraging, and helpful in advising.
3. Dr. Feni Munifatullah, M.Hum., as the first examiner and also academic advisor who has been giving her comments, suggestions, and recommendations to improve the thesis.
4. Dr. Muhammad Sukirlan, M.A., as the second examiner and the head of Master of English Education study program who has been patient and encouraging in giving his support, comments and suggestions to this thesis.
5. All the lecturers at the Master of English Education Lampung University for their constructive contribution to my knowledge and personality development.

6. My lovely husband, Nadzif Fajar Fuadi, who has been by my side to give his support and love during the study.
7. My supportive parents, Widia Wicaksono and Susana, for the help, love, and pray from the beginning until the finish time of the study.
8. My encouraging parents in law, Budi Sunarko and Suratilah, who have been very understanding and supportive.
9. My dearest daughter, Livia Mafaza Fuadi, for her existence that makes me strong and grateful.
10. My siblings and in-laws, Syahrul Sidiq Wicaksono, Ahmad Fajri Wicaksono, Regita Zahrani Mediasari, Alyani Kartika Susandi, Rajwa Ayla Trisandi, Hanin Nisa, and Ratika, for their help and support.
11. My bestfriends, Rahma Nazalia, Eka Afriyani, Ayu Puspita Sari, and Rifka Arina Ruantika, who are always ready to help, support, and listen to my stories during the process of my study.
12. My study group friends, Nadya Oktarima, Diyyah Andika Pratiwi, Suci, and Khafit Royani who are always in for discussion.
13. My MPBI supportive friends, Salwa, Artha, Suri, Rendi, Tasya, Intan Caria, and all the MPBI 2021 members.
14. Anyone who have been contributing to this thesis yet I could not mention directly.

Lastly, the writer believes that her thesis is still far from the perfection. Therefore, constructive input and suggestions are expected for the writer to compose better thesis in the future.

Bandar Lampung, July 2nd, 2024

Ayu Lucky Widiarsi

CONTENTS

	Page
ABSTRACT	i
COVER	ii
APPROVED	iii
ADMITTED	iv
LEMBAR PERNYATAAN	v
CURRICULUM VITAE	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENTS	ix
CONTENTS	xi
TABLES	xiii
APPENDIXES	xiv
I. INTRODUCTION	
1.1 Background	1
1.2 Research Questions	4
1.3 Objectives.....	5
1.4 Uses	5
1.5 Scope	5
1.6 Definition of Terms	6
II. LITERATURE REVIEW	
2.1 Writing	8
2.2 Teaching Writing	10
2.3 Aspects of Writing	13
2.4 Guided Writing Technique	14
2.5 Project-based Learning (PjBL)	18
2.6 Guided Writing Technique based on Project-Based Learning	19
2.7 Teaching Writing using Guided Writing Technique	21
2.8 Teaching Writing using Guided Writing Technique based on Project -based Learning	23
2.9 Procedures of Writing using Guided Writing Technique based on Project-based Learning	25
2.10 Advantages and Disadvantages of Writing using Guided Writing Technique based on Project-based Learning	27
2.11 Theoretical Assumption	28
2.12 Hypothesis	29

III. RESEARCH METHODS	
3.1 Design	31
3.2 Data	32
3.3 Data Sources	32
3.4 Instruments	32
3.5 Validity and Reliability of the Instrument	33
3.6 Data Collection	36
3.7 Data Analysis	36
3.8 Data Treatment	37
3.9 Hypothesis Testing	39
IV. RESULTS AND DISCUSSION	
4.1 Implementation of the Treatments	40
4.2 Results	42
4.2.1 The Result of Guided Writing Technique based on Project-based Learning	42
4.2.2 The Most Improved Aspect of Writing	44
4.3 Discussion	46
4.3.1 Students' Descriptive Writing in Guided Writing Technique based on Project-based Learning	46
4.3.2 Format and Content as the Most Improved Aspect of Writing ..	54
V. CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions	58
5.2 Suggestions	59
REFERENCES	
APPENDIXES	

TABLES

Table 2.1 Learning Activities of the Guided Writing technique and the Guided Writing Technique based on Project-based Learning.....	26
Table 3.1 Result of the Coefficient Rank Order	35
Table 3.2 Test of Normality	37
Table 3.3 Test of Homogeneity.....	38
Table 4.1 Frequency of Scores in Pretest and Posttest	42
Table 4.2 Descriptive Statistics of Pretest and Posttest	43
Table 4.3 Paired Samples t-Test of Experimental Class	44
Table 4.4 Gain of Aspects Scores	44
Table 4.5 The Most Improved Aspect of Writing.....	45

APPENDIXES

Appendix 1. Lesson Plan (GWT based on PjBL)	65
Appendix 2. Students' Worksheet 1	72
Appendix 3. Students' Worksheet 2	73
Appendix 4. Students' Worksheet 3	74
Appendix 5. Writing Instrument - Pretest	75
Appendix 6. Writing Instrument - Posttest	76
Appendix 7. Scoring Rubric	77
Appendix 8. Scores of Pretest	79
Appendix 9. Scores of Posttest.....	80
Appendix 10. Scores of Pretest and Reliability Test	81
Appendix 11. Scores of Posttest and Reliability Test	82
Appendix 12. The Comparison of the Students' Pretest and Posttest.....	83
Appendix 13. The Students' Individual Writing (Yearbook Project)	91
Appendix 14. Permission for Experiment Letter	101
Appendix 15. Experiment Report Letter	102
Appendix 16. Documentation	103

I. INTRODUCTION

In order to introduce the research, this chapter deals with the reasons for having this research, research questions, objectives, uses, scope, and definition of terms.

1.1 Background

As defined by Nordquist (2019), writing is symbols used to convey meaning. It could be in the form, such as alphabets, graphemics, and ideograms. Harmer (2004) believes these symbols have changed for centuries. In this era, written forms can even be found on mobile phones and notes. However, writing has been an obstacle for both teachers and students. Barokah (2018) states that students still find it difficult to compose writing, especially descriptive text. It is because the students do not only have to write the words or sentences freely, but there is a process of thinking that involves the students' thoughts, experience, and linguistic knowledge to explore and discover ideas as they write. As most education fields require a written test to see the capability of human resources, it is vital to use a specific strategy that helps the teacher to organize activities based on real-life situations for the students to write and focus on how to put the ideas into their writing.

A guided writing technique (GWT), according to Hyland (2003) is a technique where learners imitate model texts. In this technique, the learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that lead the students to achieve accuracy and avoid errors. The structural orientation thus emphasizes writing as

combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of the rules used to create texts.

Numerous studies have been conducted on the guided writing technique. A study conducted by Hasibuan, Lubis, and Siregar (2021) showed that the guided writing technique has been able to increase students' recount text writing. The experimental class that was taught using guided writing had better scores when it was compared to the control class. It was because the guided writing technique helps the students to be independent, able to share ideas, and able to develop the idea to be a good writer. So, guided writing can improve writing skills, especially in recount text.

Ernawati, Budiman, and Latifa (2020) studied the guided writing technique to improve the student's writing. The focus of the writing was the announcement. The study was done in classroom action research that consisted of two cycles. The result of the second cycle showed that the guided writing technique could improve the students' announcement text writing. It could be seen from the level of the students which were in good and very good level.

Ismiati and Fitria (2021) combined a diary and a guided strategy in their study. The research was done in a qualitative study. First, the writers analyzed the students' writing difficulties. Second, the authors applied the combination of the diary and the guided strategy as a solution to the problems. The finding implied that combining diary and the guided strategy could reduce the writing difficulties of the students. According to this study, most students enjoyed and were motivated to practice diary writing and made good progress in their writing ability because of the regular and constant writing activities. Most students were able to reduce their writing difficulties through continuously writing guided activities.

Another study combining the use of guided writing with others was done by Virgiawan, Suryani, and Sutimin (2020). The research combined guided writing and virtual reality video as teaching media to improve students' writing achievement. The findings showed that students' writing achievement improved and the classroom situation became more active and interactive. Thus, this study confirmed another positive result of combining guided writing with other media.

Lan, Hung, and Hsu (2011) researched to develop the guided writing technique based on media richness theory. The study observed the effects of these writing strategies on younger students' writing attitudes in terms of motivation, enjoyment, and anxiety. The result showed that providing a web-based learning environment with high-richness media could guide students to write and achieve more positive writing attitudes in terms of motivation, enjoyment, and anxiety.

Although previous studies related to the use of the guided writing technique (GWT) have been conducted in link with writing achievement and motivation, Indahriyani, Sada, and Sutapa (2015) found that one of the weaknesses of guided writing is that it is too limited by the model given by the teacher. This can cause the students to follow the text model too closely or even too far due to many mistakes that the students produce. In addition, Gibson (2008) states that using only modeling may not be the most appropriate strategic behavior for some students. Instead, teachers should teach students directly and intentionally how to put models into practice. When the teacher guides the individuals during writing, the focus should be on what they construct rather than correction or praise.

To overcome this problem, applying GWT based on project-based learning could make the technique focus more on meaning. Simpson (2011) states that PjBL is the means that enables students to develop language and communicative skills by

integrating their knowledge in real-life situations while creating a project, contrary to traditional methods where the teachers convey knowledge from textbooks to the students. Furthermore, Jalinus et.al (2017) believe that project-based learning (PjBL) is a constructivist approach focusing on gaining deep learning in a process of the inquiry-based approach used by the students through relevant topics and questions. This approach pays attention to the inquiry process and the student's ability to create solutions based on their perspective and ways of thinking. Research done by Alotaibi (2020) shows that PjBL was able to improve the persuasive writing skills of Saudi EFL secondary school students since the students were motivated, collaborative, and engaged in the learning process.

From the explanation above, it could be seen that implementing the guided writing technique based on project-based learning would help the students to write based on certain rules and real-life situations. The influence of project-based learning in the guided writing technique done in the form of a project would produce a product of writing that relates to real-life situations and the meaning of the writing is gained through the independent inquiry. For this purpose, this study aims to improve students' descriptive text writing using the guided writing technique based on project-based learning.

1.2 Research Questions

Based on the explanation given in the background above, the research questions of this study were formulated as follows:

- 1) Could the guided writing technique based on project-based learning improve students' descriptive text writing?
- 2) Which aspect of writing improves the most after the students are taught using the guided writing technique based on project-based learning?

1.3 Objectives

To answer the research questions, the objectives of this study were as follows:

- 1) to determine whether the guided writing technique based on project-based learning could improve students' descriptive text writing.
- 2) to find out which aspect of writing that improves the most after the students are taught using the guided writing technique based on project-based learning.

1.4 Uses

The uses of this research are:

- 1) Theoretically, this research is expected to verify and expand the theories related to the guided writing technique and project-based learning approach in English learning especially in the teaching writing process.
- 2) Practically, the finding of this study is expected to help the teachers to find more variety in teaching techniques inside the class to improve the student's writing skill, especially in descriptive text. As for students, the study is expected to help them increase their writing skill.

1.5 Scope

Based on the background mentioned previously, the focus of this study is to improve the students' descriptive text writing using the guided writing technique based on the project-based learning approach. The guided writing technique in this research focused on the use of exercises, models, questions, and pictures. Meanwhile, the project-based learning approach resulted in product and presentation. The depth of this study was limited to students' writing format and content, organization and coherence, and sentence construction and vocabulary. The material of this research was taken from the sourcebook used in SMPN 1

Dente Teladas and limited only to Descriptive Text material, specifically describing a person.

1.6 Definition of Terms

Here are some definitions of terms that were used in this study:

Writing

It is defined as an activity of expressing ideas and feelings into a meaningful text. In this process of composition, it is found to be important to generate, formulate, and refine someone's ideas so that the readers can understand them.

Descriptive Text

It is a text whose purpose is to describe a person, place, or thing from a certain point of view to the readers. It explains what the person, place, or thing is like through sensory experience such as how something looks, sounds, and tastes. However, it can be also in the form of other perceptions.

Project-Based Learning

It is a student-centered approach that focuses on a process of inquiry learning in real-life situations by creating products using relevant topics or questions. The roots of this approach pay attention to the inquiry process and students' ability to create solutions based on their perspectives and ways of thinking.

Guided Writing Technique

It is a technique that guides the students to write after the students are given a certain model, support (picture, questions, etc.), or practice. Through this technique, learners learn to imitate model texts as the demonstration of knowledge of these forms and of the rules used to create texts.

Based on the explanation given in this chapter, it could be concluded that the writer tried to find out whether there was an improvement in the students' descriptive text writing after they were taught using the guided writing technique based on project-based learning.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study, they are: writing, teaching writing, Guided Writing technique, Guided Writing technique based on Project-Based Learning, teaching writing using Guided Writing technique, teaching writing using Guided Writing technique based on Project-Based Learning, procedures of writing using Guided Writing technique, procedures of writing using Guided Writing technique based on Project-Based Learning, advantages, and disadvantages of writing using Guided Writing technique based on Project-Based Learning, theoretical assumption, and hypothesis.

2.1 Writing

There are a lot of definitions of writing stated by some experts. Raymond (1980) defines writing as not just a way to communicate with each other but also as a means of ideas and emotional expression. Writing makes words permanent and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite of a modern library. In addition, Raymond (1980) also states that writing is a way of finding out what people know and what people need to learn. He also states that spoken words disappear as soon as they are spoken, but writing freezes their thoughts and makes them visible and permanent so people can examine and test their quality. It can be seen that writing is a way of remembering because it makes words permanent and writing is also a good way to communicate because when writing, the writer thinks about what he or she wants to be communicated by writing it. That is the way of keeping themselves honest because writing is the way of arguing with them.

Coulmas (2003) stated that three meanings of writing can be distinguished. First, writing is a system of recording language using visible or tactile marks. Visible or tactile marks mean the writer can see the product of their writing by using their eyes. Second, writing is an activity of putting the ideas. The ideas are very needed in writing. Good ideas can add knowledge or information for the reader. Third, the result of the writing activity is text.

According to Zamel (1982), writing is a process through which meaning is made. The writers do not have any idea beforehand what they will say. Through the process of composition, it is found to be important to generate, formulate, and refine someone's ideas. This means that revision is the main component of this instruction. In writing, teachers should intervene throughout the whole process. Meanwhile, the students should view their writing as if someone else is reading it.

Nordquist (2019) defines writing as symbols used to convey meaning. It could be in the form of alphabets, graphemics, ideograms, etc. Harmer (2004) believes that those symbols have changed over the centuries. In this era, written forms can even be found on mobile phones and notes. However, writing has been an obstacle for both teachers and students. Harmer (2004) also states that most writings remained similar compared to history because all humans started by speaking first. Only for around the last two hundred years, reading and writing have gotten attention from people. As most education fields require a written test to see the capability of human resources, it is important to create a learning situation that helps the students to write and focus on the meaning.

In addition, Hyland (2003) believes that writing is a purposeful and interactive activity that engages other people and other texts. It involves both personal expression and social engagement. So, it is crucial for writing tasks to focus not

only on formal accuracy and separate aspects of language but also on writing should be situated in a meaningful context with authentic purposes.

Based on those definitions of writing, writing is defined as an activity of expressing ideas and feelings in a meaningful text.

2.2 Teaching Writing

Cheung (2016) explained that in teaching writing, teachers need to explicitly teach the writing processes and the specific strategies to enhance students' writing competence. It is useful for writing teachers to learn the various approaches to teaching writing. Additionally, Harmer (2007) states that one of the most crucial roles of a teacher is to organize the students to have many activities. It involves providing information for the students, telling the students the way to do the activities, grouping or pairing the students, and closing things when it is time to stop.

Harmer (2004) shared that there are four elements of writing, which are:

a. Planning

In this session, the writers plan what they are going to say based on three categories. The first one is what the purpose of the writing is because it is going to influence the type of text chosen, the language used, and the information included. Then, the writers consider the audience of their writing because it is going to influence the shape and the choice of language in their writings. Thirdly, the writers will plan about the content structure of the writings to put the sequence of information included.

b. Drafting

The first product of writing is called a draft. The drafting process might continue as much as the writing process to the final version of the writing product.

c. Editing (Reflecting and Revising)

When the writers have produced a draft, then they analyze the writing to see what it works and what it does not. When there is some ambiguity, wrong grammar, confusion, unclear information, and other errors made by the writers found in the writing, the writers then edit it to a newer draft until the final product.

The reflecting and revising process are sometimes helped by other people who make comments and suggestions on the writing. Another reader's reaction will help the writers to make appropriate revisions.

d. Finalizing

After the writers have edited the drafts and made their fixed decision on the writing, the final version is produced. It may be different from the original ideas in the first draft since it has passed some processes of editing. However, the author now is ready to send the writing to the audiences.

In relation to teaching writing, Abdurashidovna (2022) states that it is important to teach students different types of writing, namely expository, descriptive, narrative, persuasive, and creative writing. These will help the students to enhance their vocabulary and spelling. However, according to Barokah (2018), students still find it difficult to compose writing, especially descriptive text. It is because the students do not only have to write the words or sentences freely, but there is a process of thinking that involves the students' thoughts, experience, and linguistic knowledge to explore and discover ideas as they write.

Furthermore, Muamaroh, Mukti, and Haryanti (2020) analyzed the problem faced by EFL learners in writing. It was found that the students had difficulties in five aspects of writing namely, content, organization, vocabulary, language use, and mechanics. The reasons for the lack in those aspects of writing English are not being confident in writing English, not mastering grammar and vocabulary, and a little practice in writing. In addition, Salieva (2023) states that little consideration has been paid to the process of writing, including choices made by writers to effectively communicate with varied audiences and objectives. Thus, it is a must for the teacher to recognize that a learner may understand the correct usage and structure of a language perfectly, yet true mastery can only be demonstrated when the language is applied effectively in real-world situations.

Meanwhile, Hyland (2003) believes that good writing skill is increasingly seen as important for learners to succeed in the twenty-first century. The capability to convey ideas and information through the worldwide digital network essentially relies on good writing skills. According to the study done by Roxas (2020), the teacher should offer various activities to engage students' prior knowledge about a specific topic relevant to the writing prompt to overcome difficulties in writing. By activating the students' prior knowledge, the teacher will understand the students' familiarity with the topic or task given.

In conclusion, it is vital to use a specific strategy that helps the teacher organize activities based on real-life situations for the students to write and focus on how to put the ideas into their writing.

2.3 Aspects of Writing

In writing, there are some elements or features that become the standard of a good writing. According to Folse K.S., Solomon E.V., and Clabeaux D. (2015), there are five elements of good writing. They are:

1) Purpose

It refers to the goal that the author wants to achieve from writing.

2) Audience

It is important to know the audience or the readers and keep them in mind as the author writes.

3) Clarity

It means how clear the readers understand the author's points. It is important to write clear sentences which are not vague or indirect.

4) Unity

The writer has to stay on the topic by making sure that each supporting sentence relates to the main idea.

5) Coherence

A text is categorized to have coherence when all its ideas are organized and could flow smoothly and logically from the beginning to the end.

Additionally, Hyland (2003) provides three features of writing in an analytic scoring to assess writing. The features consist of:

1) Format and content

A text is considered to have an excellent to very good format and content when it fulfills task fully, corrects convention for the assignment task, has features of chosen genre mostly adhered to, has good ideas/good use of relevant information, has substantial concept use, has properly developed ideas, and has good sense of audience.

2) Organization and coherence

For the organization and coherence, the category of excellence consists of message followed with ease, well organized and thorough development through introduction, body, and conclusion, relevant and convincing supporting details, logical progression of content contributes to fluency, unified paragraphs, and effective use of transitions and reference

3) Sentence construction and vocabulary

An excellent sentence construction and vocabulary in writing is when a text has effective use of a wide variety of correct sentences, variety of sentence length, effective use of transitions; no significant errors in agreement, tense, number, person, articles, pronouns and prepositions, effective use of a wide variety of lexical items, word form mastery, effective choice of idiom, and correct register.

From the explanation of aspects of writing above, it could be concluded that there are some similarities in the aspects of writing proposed by Folse K.S., Solomon E.V., and Clabeaux D. (2015) and Hyland (2003). Writing should have the aspect of content, format, coherence, etc. However, this study used the aspects of writing proposed by Hyland (2003) which consist of format and content, organization and coherence, and sentence construction and vocabulary.

2.4 Guided Writing Technique

Hyland (2003) defines guided writing as a technique where learners imitate model texts. In this technique, the learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that lead the students to achieve accuracy and avoid errors. The structural orientation thus emphasizes writing as combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these

forms and of the rules used to create texts. Hyland (2003) also states that these guided tasks are mainly intended for beginning and intermediate-level students since they emphasize rhetorical structure, context, and grammatical realization which provides L2 students with the supportive writing environment that they may need.

Another definition is given by the Department for Children, Schools, and Families, corp. Creator of Great Britain (2007). Guided writing is seen as an important component of a balanced writing curriculum since it provides an additional supported step towards independent writing. Guided writing contributes to the teaching sequence. Through this technique, children are supported during the different stages of the writing process. This technique aims to provide support that is going to help children improve their writing and work with increasing independence.

According to Parsons (2007), as cited in Ismiati and Fitria (2021), guided writing is the process where teachers develop and guide students' writing through discussion, joint text construction, and evaluation of their independent writing. Through this strategy, the students are given supervision, encouragement, and control over their writing practice. This guide and control provide the students with an opportunity to discuss, exercise, and revise their writing.

Thus, the guided writing technique could be defined as a technique that guides the students to write after the students are given a certain model, support (picture, questions, etc.), or practice.

There are previous studies related to the Guided Writing technique (GWT) and its application to improve writing. A study conducted by Hasibuan, Lubis, and

Siregar (2021) showed that the guided writing technique has been able to increase students' recount text writing. The experimental class that was taught using guided writing had better scores when it was compared to the control class. It was because the guided writing technique helps the students to be independent, able to share ideas, and able to develop the idea to be a good writer.

Additionally, Khatri (2014) investigated the effectiveness of guided writing in teaching composition. The study compared two groups in which the experimental group was taught using guided writing while the control group was not taught using guided writing. The result showed that the experimental group taught using guided writing, showed better scores compared to the control group. So, guided writing can improve writing skills, especially in composition.

Ernawati, Budiman, and Latifa (2020) studied the guided writing technique to improve students' writing. The focus of the writing was the announcement. The study was done in classroom action research that consisted of two cycles. The result of the second cycle showed that the guided writing technique could improve the students' announcement text writing. It could be seen from the level of the students which were in good and very good level.

Another study was done by Milaningrum, Damayanti, and Gafur (2018). This research aimed to find out the progress of the students' ESP writing skills through the implementation of guided writing technique and the ESP students' attitude towards guided writing technique. It was a quantitative and qualitative research. The findings were that there was a visible improvement in the students' writing scores and the ESP students' attitudes also were enthusiastic and more active in ESP writing class.

Zakiyatunnisa, Ikhsanudin, and Susilawati (2019) also researched the guided writing technique effect on students' engagement in writing descriptive text. The result indicates that after the second cycle of teaching descriptive text using the guided writing technique, there is a significant increase in students' engagement in descriptive text writing. It means that guided writing has encouraged the students to take more initiative in asking and answering questions, working collaboratively in groups, and focusing on the writing process throughout the class.

Although previous studies related to the use of guided writing technique (GWT) have been conducted in link with writing achievement, Indahtriyani, Sada, and Sutapa (2015) found that one of the weaknesses of the guided writing is that it is too limited by the model given by the teacher. This can cause the students to follow the text model too closely or even too far due to many mistakes that the students produce. A study done by Yamin (2019) also found that the students found it difficult to formulate the topic, topic sentence, and relevant supporting sentences in a guided writing class. It is due to their inability to apply their knowledge to unite them.

In addition, Raimes (1983) states that the use of models might cause a problem. Since the task is guided, the students think that this shape of writing comes first. Then, the students view the model as an organization plan that does not allow them to discover the best form of writing to express their ideas.

Gibson (2008) states that using only modeling may not be the most appropriate strategic behavior for some students. Instead, teachers should teach students directly and intentionally how to put models into practice. When the teacher

guides the individuals during writing, the focus should be on what they construct rather than correction or praise.

Thus, it could be seen that there is a need for the guided writing technique to be modified so that the students do not only copy the model text but also create a meaningful text. For this purpose, the researcher modified the Guided Writing technique to be applied based on project-based learning.

2.5 Project-based Learning (PjBL)

Based on Praba, Artini, and Ramendra (2018), project-based learning (PjBL) is a learning model that focuses on activities that attempt to produce learning products through project work. It is considered to be an approach and means to achieve 21st-century skills. In addition, Simpson (2011) states that PjBL is the means that enables students to develop language and communicative skills by integrating their knowledge in real-life situations while creating a project, which is contrary to traditional methods where teachers convey knowledge from textbooks to students.

In addition, Grant (2002) said that project-based learning is a student-centered approach that provides learners with the opportunity for in-depth investigations of worthy topics. As the activities focus on the learners, they become more autonomous in constructing personally meaningful artifacts that are representations of their learning. Project-based learning and the process of creating products enable the expression of diversity in learners, such as interests, abilities, and learning styles. The roots of PjBL, according to Grant (2002), are constructivism, constructionism, and cooperative/collaborative learning which make project-based learning have a strong theoretical support for achievement.

The examples of PjBL from the literature are project-based science disciplined inquiry and WebQuests.

Furthermore, Jalinus et.al (2017) believe that project-based learning (PjBL) is a constructivist approach focusing on gaining deep learning in a process of the inquiry-based approach used by the students through relevant topics and questions. They also state that the roots of project-based learning itself are constructivism and discovery-based methods. Both of the roots pay attention to the inquiry process and students' ability to create solutions based on their perspectives and ways of thinking.

Based on the definitions stated by the experts above, it could be concluded that project-based learning is a student-centered approach that focuses on a process of inquiry learning in real-life situations by creating products using relevant topics or questions.

2.6 Guided Writing Technique based on Project-Based Learning

According to Hamidah et al. (2020), project-based learning is an approach that emphasizes assigning tasks, particularly in the form of projects that can lead students to an experience of an inquiry process. The characteristics of PjBL are:

- a) Students have choices in the process of planning and doing projects
- b) Teacher's supervision and group members' collaboration are required during the process of doing the project
- c) Projects are based on the essential questions by the teacher
- d) Project is done through an independent inquiry process
- e) The project results are the answers to the essential questions.

However, Condliffe (2017) states that PjBL design principles do not communicate specific disciplinary concepts and practices since the PjBL approach can theoretically be implemented in any subject area.

Yet, applying a project-based approach in English teaching class, especially teaching writing is likely to be successful. Research conducted by Martiana, et.al. (2021) aimed to find out the role of project-based learning in developing writing skills in EFL learners. The result reveals that project-based learning has a positive effect on improving participants' writing since their average scores were above 70%. The capability of the project-based learning in developing participants' writing skills was because it facilitated the problems faced by the students in writing. Besides, Ilham (2022) examined the effectiveness of project-based learning to maximize the student's academic writing. The finding indicates that project-based learning was able to increase the students' writing achievement and the students have positive perceptions towards project-based learning. The reason was that project-based learning enables the students to work together and think based on the context of the given problem.

Additionally, Atikah, et.al. (2020) found that the students generally have positive perceptions towards project-based learning when it was used as a method in syntax class. The students thought that project-based learning facilitated them in the learning process. Yet, the use of project-based learning in English teaching should be improved in many aspects to support the students maximally.

Thus, in applying the guided writing technique based on project-based learning, the teacher must understand the principles of both. According to the Department for Children, Schools and Families, corp. Creator of Great Britain (2007), the key principle of guided writing is to provide support for the student's writing needs.

The learning process in guided writing is done through guided sessions by the teacher as the guide. Meanwhile, Larmer et al. (2015) in Dias and Dias (2017) state that there are seven principles of project-based learning, consisting of challenging question/problem, sustained inquiry, authenticity, students' voice and choice, reflection, critique and revision, and public product. The process of inquiry in PjBL is gained independently. In conclusion, using guided writing based on PjBL means applying the principles of PjBL to the principles of guided writing.

2.7 Teaching Writing Using Guided Writing Technique

According to Raimes (1983), guided composition is less controlled when it is compared to controlled composition. The result of the student's writings is similar but not totally the same. In this technique, the students have a beginning sentence, a last sentence, an outline, a series of questions to be answered, or information to include in their writing.

In addition, Robinson (1969) explains that guided writing works as a limitation of errors for the students in their writing. It provides repeated exercises for the students to learn sentence patterns accurately. There are four types of exercises that the students could adapt in the guided writing, namely transformation (conversion) exercise, insertion exercise, completion exercise, and a change of point of view.

In teaching the guided writing technique, the Department for Children, Schools, and Families, corp. Creator of Great Britain (2007) states that the guided writing technique could be used in any stage of writing. Before writing, the students are supported in the planning and drafting of their work. It could be in the form of modeling the process of planning or drafting or developing sentence construction

or punctuation. At the point of writing, the students are supported to write in groups or when they have already started to write independently (the revising process). After writing, there is a feedback session after the students work independently on their writing to assess their writing.

In the implementation of the guided writing technique, Hyland (2003) states that there are some writing tasks which the students could have. They are:

- a) Information gap: exchanging information between two students to complete their writing
- b) Information transfer: translating information from a graph, table, or notes into text
- c) Key word writing: using a given set of keywords to write
- d) Picture writing: producing a text from pictures

Some studies showed the effectiveness of the guided writing technique in developing students' writing and its ability to reduce writing difficulties and motivate students to write. The study conducted by Ismiati and Fitria (2021) implied that combining diary and guided strategy could reduce the writing difficulties of the students. According to this study, most students enjoyed and were motivated to practice diary writing and made good progress in their writing ability because of the regular and constant writing activities.

Then, Lan, Hung, and Hsu (2011) conducted research in developing guided writing based on media richness theory showing that providing a web-based learning environment with high richness media could guide the students to write and achieve more positive writing attitudes in terms of motivation, enjoyment, and anxiety.

Another study combining the use of guided writing with others was done by Virgiawan, Suryani, and Sutimin (2020). The research combined guided writing and virtual reality video as teaching media to improve students' writing achievement. The findings showed that students' writing achievement improved and the classroom situation became more active and interactive. Thus, this study confirmed another positive result of combining Guided Writing with other media.

Lastly, Ria and Pane (2022) investigated the strategies used by teachers in teaching recount text. It was found that there are two strategies used, which are shared writing and guided writing strategy. The teachers used guided writing since it has an impact on solving the students' difficulties in writing. The students are assisted in writing a recount text through this strategy.

From those explanations, it could be seen that guided writing has been effectively used to teach the students writing.

2.8 Teaching Writing Using Guided Writing Technique based on Project-Based Learning

In this research, the researcher inserted activities of guided writing technique into the activities of project-based learning to create a meaningful learning process. The activities of the guided writing technique help the students to compose writing better as the students are guided to follow a certain model supported by questions and a picture. In addition, the activities in overall Project-based learning focus on making meaningful writing by relating it to the student's real life.

Project-based learning (PjBL) was able to improve the persuasive writing skills of Saudi EFL secondary school students since students were motivated, collaborative, and engaged in the learning process. It was shown in a study

conducted by Alotaibi (2020). According to the study, the PjBL model helped students to choose the projects according to their interests and needs. This was why the students were motivated and engaged in the process of learning. Also in this study, the teacher provided modeling of how to write a persuasive essay using the PjBL model.

In some previous studies about GWT and PjBL, some similarities in the results could be found. Lestari and Margaretha (2019) researched to find out the effectiveness of the guided writing technique in improving students' recount text writing. The outcome of the study showed that the students' scores after being taught using guided writing improved. In line with this study, Nursalimah and Muljanto (2020) conducted research on improving students' writing recount text through project-based learning. It was found that there was a significant improvement in students' writing because of PjBL. It shows that both GWT and PjBL have been able to improve students' writing, especially in recount text.

Additionally, a study that incorporates a technique and approach was done by Handayani, Rasyid, and Lustyantje (2021). This study tried to find out the effectiveness of feedback and process approaches to improve students' writing achievement. This study used a process approach and feedback focusing on the content and organization of students' writing. The finding was that the combination of feedback and process approach has a significant impact on students' writing achievement. It was shown from the result that the student's average pre-cycle test score of 56.80 increased to 68.84 in cycle one, 77.37 in cycle two, and 85.65 in cycle three.

As project-based learning is not specific to certain subjects, the addition of guided writing techniques in the process will make the activities specific to language

learning, especially writing. As some studies of both of them have been known to successfully improve students' writing, implementing the activities of the guided writing technique based on project-based learning will fill the weakness of the original guided writing technique activities that focus only on accuracy of exposition, not meaning.

2.9 Procedures of Teaching Writing Using Guided Writing Technique based on Project-Based Learning

Parsons (2001) states three stages of Guided Writing, they are:

- 1) **Procedural skill:** This stage focuses on establishing writing routines and the appropriate materials that will help the students to write. This stage is necessary in helping the students manage their time and writing resources. The activity in this stage is analyzing the models, pictures, or any other writing resources.
- 2) **Strategy skill:** In this stage, the focus is on a strong emphasis on learning how to make word and sentence level work from the given model.
- 3) **Craft skill:** This stage includes how to identify the features of text types, genre, writing models and how to present non-fiction information in a variety of forms. The focus of this stage is on how writers communicate ideas and stories to readers.

In project-based learning (PjBL), there are three stages that consist of eight learning activities as stated by Hamidah et al. (2020) as follows:

a. Planning

In the planning stage, there are five activities, which are choosing a project topic, pre-communicative activities, asking essential questions, designing a project plan and creating a project timeline.

b. Implementation

The implementation comprises one activity, namely finishing the project.

c. Reporting

There are two activities in this stage, namely assessing the project results and evaluating the project as well as evaluating project result and learning activity.

In implementing the guided writing technique based on project-based learning, the procedures of the guided writing technique proposed by Parsons (2001) are expanded with the stages by Hamidah et al (2020). Thus, the activities that consist of the guided writing technique based on project-based learning become as follows:

Table 2.1 Activities of the Guided Writing Technique and Guided Writing Technique based on Project-based Learning

Learning Activities			
No	Guided Writing Technique	Guided Writing Technique based on Project based Learning	Explanation
1	The students analyze the models, pictures, or any other writing resources.	The students choose a project topic	It is taken from the first stage of project-based learning.
2	The students practice to make words and sentences by following the given model.	The teacher asks essential questions in relation to the topic	It is taken from the second stage of project-based learning.
3	The students identify the features of text types, genre, writing models.	The teacher prepares the students of the content in the writing by providing students with models, picture, and worksheet	It is taken from the first stage of guided writing technique.

4	The students learn how to present non-fiction information in a form, focusing on how to communicate the idea of the writers to the readers	The students practice to make words and sentences by following the given model	It is taken from the second stage of guided writing technique.
5		The students design a project plan and create a project timeline	It is taken from the fourth stage of the project-based learning.
6		The students create the product of the project, specifically focusing on how to communicate the idea of the writers to the readers	It is taken from the fourth stage of the guided writing technique.
7		The teacher assesses the project result from presentation or product displaying	It is taken from the stage of the project-based learning.
8		Both teacher and students evaluate the project	It is adapted from the last stage of project-based learning.

2.10 Advantages and Disadvantages of Using Guided Writing Technique based on Project-Based Learning

There are some advantages of using the guided writing technique based on project-based learning, which are:

- a. The use of guided writing technique enables the teacher to tailor the teaching to the needs of the group,
- b. It encourages the children to be active participants in discussions about writing (Department for Children, Schools and Families, corp. creator of Great Britain, 2007)
- c. Using the guided writing techniques, the teacher will stimulate students to develop their ideas in their mind that will be guided by models, support or

practice (Wulandari, 2020) that is based on students' real life (Hamidah et al., 2020)

- d. Project-based learning develops critical thinking skills, data and information processing, problem-solving, teamwork, communication and self-management (Hamidah et al., 2020)

So, the use of guided writing technique based on project-based learning could stimulate the students to be active in writing by developing their idea through models, support, and practice.

Using the guided writing technique based on project-based learning also has disadvantages, such as:

- a. The model as the organization plan that does not allow the students to discover the best form of writing to express their ideas (Raimes, 1983)
- b. Applying project-based learning takes a lot of time (Hamidah et al., 2020)

Thus, it could be seen that guided writing technique based on Project-based learning will take a lot of time because of the diversity of the group.

2.11 Theoretical Assumption

Writing is defined as a process of expressing meaningful ideas and feelings by composing written forms. Yet, it has been a challenge for both the students and the teacher.

A guided writing technique (GWT) is a technique that guides the students to write after the students are given a certain model, support (picture, questions, etc.), or practice. The use of a model in the guided writing technique helps the students who find constructing sentences hard and guides them to create a text. The students are supported through the model, practices, pictures, questions, etc. Thus, guided writing is helpful for the students to improve their writing. However, the

use of models in guided writing limits the students' writing. This becomes the weakness of GWT.

Meanwhile, project-based learning is a student-centered approach that focuses on a process of inquiry learning in real-life situations by creating products using relevant topics or questions. By learning by doing, project-based learning helps the students to learn the language by independent inquiry. This independent inquiry is related to a real-life situation to make the students understand the meaning of the product that they make. Then, applying the guided writing technique based on project-based learning makes the learning both guided and independent through the inquiry process. Thus, the guided writing technique when it is applied based on project-based learning could decrease its dependency and focus on the meaning too.

In terms of aspects of writing, three main aspects are taken into consideration in this study. They are format and content, organization and coherence, and sentence construction and vocabulary. The guided writing technique has been able to improve sentence construction and organization since it provides rules for good writing. However, the addition of project-based learning that gives the learners a chance to discuss and connect the topic to real-life situations is expected to improve the format and content aspect.

2.12 Hypothesis

Based on the theories and theoretical assumptions, the writer formulated the hypotheses as follows:

- 1) Guided writing technique based on project-based learning could improve students' descriptive text writing.

- 2) Format and content is the most improved feature of writing after the students are taught using the guided writing technique based on project-based learning.

Those are the subchapters discussed in the literature review chapter. The next chapter discusses the methods of the study.

III. METHODS

In this chapter, the researcher would like to discuss subchapters related to the methods of the study. They are design, data, data sources, instrument, data collection, data analysis, and hypothesis testing.

3.1 Design

This research used quantitative research in order to find out whether the guided writing technique based on project-based learning was able to improve students' descriptive text writing. The design was one-group pretest-posttest design. Based on Ary, Jacobs, and Sorensen (2010), the one-group pretest-posttest design usually consists of three steps, namely conducting a pretest to measure the dependent variable, applying the experimental treatment to the subject, and administering a posttest to measure the dependent variable again. This research only used one group as an experimental class without any control group. The researcher had a pretest, four meetings, and a posttest in this study. Here is the illustration of one group pretest-posttest design based on Setiyadi (2018):

T1 X T2

Where:

T1 : Pretest

X : Treatment

T2 : Posttest

3.2 Data

The data of this research dealt with the scores gained from the variables. Variable is defined as an attribute which is regarded as reflecting or expressing some concept or construct (Ary, Jacobs, & Razavieh, 1979). In research, the variable that is a consequence of or depending upon is called a dependent variable. On the other hand, an independent variable is a variable that has a direct effect on the dependent one. Thus, in this study, the dependent variable was the writing skill, especially descriptive text, and the independent variable was Guided Writing technique based on Project-based learning.

3.3 Data Sources

The subjects of this research were the students of SMPN 1 Dente Teladas grade VII. One class was chosen as the experimental class. The number of students in the class was 32 students. There was a total of six meetings conducted in this study.

3.4 Instrument

Sathiyaseelan (2015) stated that the research instruments are the tools that the researcher uses to collect data. There are different types of instruments based on the structure or format, purpose, nature, and availability. The instrument correlates with the evaluation in this quantitative research. This study had an instrument as follow:

Writing Test

The instrument used in collecting the data was in the form of a writing test. The test was conducted in the first and last meeting. The pretest was conducted to measure students' initial skill, while the posttest was used to measure the writing skill after the students learnt using guided writing technique and guided writing

technique based on project-based learning. The test consisted of some directions to make a descriptive text. For the scoring, the writing test was then analyzed using an analytic scoring rubric. Hyland (2003) stated that scripts are rated based on three aspects, consisting of format and content, organization and coherence, and sentence construction and vocabulary.

3.5 Validity and Reliability of the Instrument

Validity and reliability are used to check whether the research has used a good instrument. Sürücü and Maslakçı (2020) state that the validity and reliability in research are important factors that enable the study to gain beneficial results.

3.5.1 Validity

Based on Sürücü and Maslakçı (2020), validity test is a determination whether the expressions in the scale result from measurement that is based on the objective of the research. In this study, there were two types of validity used, which were:

Content Validity

Content validity, according to Heale and Twycross (2015), assesses whether the instrument comprehensively covers all relevant aspects of the variable. In other words, the content of the instrument used in this research is related to the variable, namely descriptive text writing. In this research, the content was valid, because it was chosen from a topic based on 2013 Curriculum of English subject in Senior High School level, specifically core competences Numbers 3.7, 4.7, 4.7.1, and 4.7.2. The topic was a Descriptive text about a person.

Construct Validity

According to Sürücü and Maslakçı (2020), construct validity means the degree to which the instrument measures the concept, behaviour, idea or quality. In this

study, construct validity deals with ways the writer expresses the idea through written form such as format and content, organization and coherence, and sentence construction and vocabulary. Thus, the test was considered constructively valid since it measured every aspect of the written form.

3.5.2 *Reliability*

Heale and Twycross (2015) believe that reliability relates to the consistency of an instrument. A participant doing the instrument should result in the same response every time the test is completed.

Inter-Rater Reliability

In this research, inter-rater reliability was used in order to assess the reliability of the test. The level of consistency across all judges in the scores given to skating participants is the measure of inter-rater reliability. It means that this study used two raters.

The first rater of this study was the researcher and the second writer was Mujiasih as the teacher of the school. In order to reduce raters' variability, rater-training sessions were implemented in which the raters were introduced to the scoring rubric and practiced to rate selected performances. During these sessions, ratings were carried out independently, so the raters became aware of the similarities and differences with the other rater in order to achieve common interpretation of the rating criteria.

The inter-rater reliability test based on Hatch and Farhady (1982) are formulated as follow:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

- P : Coefficient of rank order
 d : Difference of rank correlation
 N : Number of students
 1-6 : Constant number

Then, the coefficient of rank order is analyzed using the standard of reliability as follows:

1. 0.80000 – 1.0000 : very high reliability
2. 0.60000 – 0.7900 : high reliability
3. 0.40000 – 0.5900 : medium reliability
4. 0.20000 – 0.3900 : low reliability
5. 0.00000 – 0.1900 : very low reliability

The test could be considered reliable if the test reaches the range of 0.60 – 0.79 (high reliability). From the analysis of the scores from the two raters, the coefficient rank orders gained are as follows:

Table 3.1 Result of the Coefficient Rank Order

Test Result	Coefficient Rank Order	Reliability Standard
Pretest of Experimental Class	0.990285924	High Reliability
Posttest of Experimental Class	0.992302053	High Reliability

It could be seen from the table that all the coefficient rank order resulted from the scores are all above 0.80000 which belongs to high reliability standard. It means that the instrument that was used in this research was highly reliable.

3.6 Data Collection

The researcher used the writing test in collecting the data to find out the improvement in students' writing descriptive text after they were taught using the guided writing technique based on project-based learning. The tests were as follows:

Pretest

The test was given in the first meeting. It was in form of a written test. It was used to analyze the initial students' writing skill.

Posttest

The posttest was conducted in the last meeting or the sixth week. It was also in form of written test to find out the improvements that the students made after the treatment.

3.7 Data Analysis

The data gathered from the research was analyzed by comparing the average score (mean) of the pretest and posttest. The average score was used to find out the improvement in students' descriptive text writing. The statistical formula for analyzing the data is presented as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : mean

$\sum x$: total score

N : number of students

The steps taken in order to find the improvement were:

- 1) Scoring the pretest and posttest.
- 2) Calculating the score using SPSS 25.

3.8 Data Treatment

The researcher treated the data as follows:

a. Normality Test

Normality test was conducted in order to find out whether the distribution of the data was normal or not. The researcher used statistical calculation of normality test by One-Sample Kolmogorov-Sminov test in SPSS v.25. The result of the test is shown below.

Table 3.2 Tests of Normality

Tests of Normality

Pretest Posttest	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Result Pretest	.078	32	.200*	.962	32	.320
Posttest	.106	32	.200*	.938	32	.066

a. Lilliefors Significance Correction

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

It could be seen from the table that the sig. Values of the pre-test and post-test of the experimental class are 0.200*. Since the significant level (Sig.) is > 0.05 (α), it means that H_0 was accepted. In conclusion, the data on this research has a normal distribution.

b. Homogeneity Test

In order to check the homogeneity of the test, the researcher took the data from the analysis using the Homogeneity Test in SPSS v.25. The result of the test was:

Table 3.3 Test of Homogeneity

Levene Statistic	df1	df2	Sig.
2.099	1	62	.152

In assessing the equality of variances in the test of homogeneity of variances in the column Levene Statistics, it can be seen that the significant level (Sig.) is 0.152 which is higher than $\alpha = 0.05$. Therefore, it can be stated that the pre-test and post-test data have homogeneity of variances.

3.9 Hypothesis Testing

In testing the hypothesis, the data was analyzed using Independent Sample Test of Statistical Package for Social Science (SPSS) v 25. If the p value of the data is equal or less than 0.05, the null hypothesis is rejected. The hypotheses testing consists of:

- 1) H_0 : Guided writing technique based on project-based learning could not improve students' descriptive text writing.
 H_1 : Guided writing technique based on project-based learning could improve students' descriptive text writing.
- 2) H_0 : Format and content is not the most improved aspect of writing after the students are taught using the guided writing technique based on project-based learning.

H₁ : Format and content is the most improved aspect of writing after the students are taught using the guided writing technique based on project-based learning.

Those are the subchapters in about the method used in this study that was done by the researcher ranging from the design of the research to hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter focuses on drawing conclusions and providing suggestions according to the result and discussion of the research. The suggestion would be for teachers, students, and other researchers.

5.1 Conclusion

Based on the finding and discussion in this study, there are several conclusions that could be taken. They are:

1. The use of the guided writing technique is maximized when it is used with project-based learning. As the finding of this study shows positive results in the students' descriptive text writing, the guided writing technique based on project-based learning proves that the use of techniques based on certain approaches could be effective. It is also supported by the findings of some previous studies that show improvement in the students' writing when a technique is used based on the approach.
2. Applying the guided writing technique based on project-based learning can cover the weaknesses that the guided writing technique has. The improvement in each feature of writing in the students' descriptive text writing, especially the format and content feature, shows that the guided writing technique based on project-based learning has solved the weakness of the guided writing technique that uses the model. By implementing the guided writing technique based on project-based learning, the students not

only follow the model text but also relate it to real-life situations to create meaningful text.

5.2 Suggestions

There are some suggestions that the researcher of this study provide. The suggestions are aimed for teachers and future researchers.

5.2.1 For Teachers

For the teachers, it is suggested to plan the time thoroughly since applying the guided writing technique based on project-based learning takes a longer time, especially in the process of creating a product.

5.2.2 For Other Researchers

For other researchers, it is suggested to:

1. Studying the guided writing technique based on project-based learning in focusing on the levels at the same time is suggested as it could broaden the information on the effectiveness of the technique.
2. Having research on project-based learning that focuses on aspects of language to find out whether it could improve the content aspect.
3. It is also suggested to explore other theories or approaches that are suitable to be used as a base for the guided writing technique, such as a problem-based learning approach.

Those are the conclusions and suggestions that the researcher took based on the result and discussion of this study.

REFERENCES

- Abdurashidovna, A. X. (2022). Teaching Different Types of Writing of English as a Foreign Language. *Central Asian Journal of Literature, Philosophy and Culture*, 3(5), 99-104. DOI: <https://doi.org/10.36456/jet.v5.n01.202>
- Alotaibi, M.G. (2020). The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students. *English Language Teaching*, 13(7), 19-26. DOI:10.5539/elt.v13n7p19
- Ary, D., Jacobs, L., and Sorensen, C. (2010). *Introduction to Research in Education (8th Edition)*. USA: Nelson Education, Ltd.
- Atikah, D., Syukri, S., Marhalisa, M., Halim, A., and Abidin, A. (2020). Perceptions of the Use of Project-based Learning in the EFL Context. *International Conference Transdisciplinary Paradigm on Islamic Knowledge (ICONIK 2020)*. DOI: <https://doi.org/10.18502/kss.v7i8.10736>
- Barokah, N. (2018). *The Effect of Task based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay*. [Unpublished Master Thesis, Syarif Hidayatullah State Islamic University Jakarta]
- Cheung, Y. L. (2016). Teaching Writing. In W. A. Renandya, & H. P. Widodo (Eds.), *English Language Teaching Today: Building a Closer Link Between Theory and Practice*. New York, NY: Springer International.
- Coulmas, F. (2003). *Writing Systems: An Introduction to Their Linguistic Analysis*. Cambridge: Cambridge University Press. DOI:10.1017/CBO9781139164597
- Dias, M., and Dias, L.B. (2017). Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction. *Interdisciplinary Journal of Problem-Based Learning*, 11(2), 240-244. DOI:10.7771/1541-5015.1721
- Ernawati, Budiman N., and Latifa A. (2020). Increasing the Students' Ability in Writing Announcements through Guided Writing Technique. *The Asian EFL Journal*, 27(3.2), 61-82. Retrieved from <https://www.asian-efl-journal.com/index.htm>

- Folse K.S., Solomon E.V., and Clabeaux D. (2015). *Great Writing 3, From Great Paragraphs to Great Essays*. Boston, MA: National Geographic Learning/Cengage Learning.
- Gibson, S.A. (2008). Guided Writing Lessons: Second-Grade Students' Development of Strategic Behavior. *Reading Horizon*, 48(2), 111-132. DOI:[10.1598/RT.62.4.5](https://doi.org/10.1598/RT.62.4.5)
- Grant, M. (2002). Getting a Grip on Project-Based Learning: Theory, Cases and Recommendations. *Meridian: A Middle School Computer Technologies Journal*, 5(1), 1-17. Retrieved from <https://www.ncsu.edu/meridian/index.html>
- Great Britain. Department for Children, Schools and Families, corp creator. (2007). *Improving writing with a focus on guided writing: leading improvement using the Primary Framework*. [Guidance. Curriculum and standards]
- Hamidah, H., Rabbani, T., Fauziah, S., Puspita, R., Gasalba, R., and Nirwansyah. (2020). *HOTS-Oriented Module: Project-Based Learning*. Jakarta: SEAMEO QITEP in Language.
- Handayani, R., Rasyid, Y., and Lustyantje, N. (2021). Incorporating Feedback and Process Approach to Promote Students' Writing Skills in EFL Context. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 12(10), 1403-1412. Retrieved from <https://www.tojqi.net/index.php/journal/index>.
- Harmer, J. (2004). *How to Teach Writing*. England: Pearson Education.
- Harmer, J. (2007). *The Practice of English Language Teaching The Practice Of English Language Teaching* (4th Ed.). USA: PEARSON EDUCATION LIMITED.
- Hasibuan, A. H., Lubis, F., and Siregar, F.R. (2021). Guided Writing Technique On Writing Recount Text At Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru. *International Online Conference on English and Education*, 2(1), 17-28. Retrieved from <https://jurnal.uinsyahada.ac.id/>
- Heale, R. and Twicross, A. (2015). Validity and Reliability in Quantitative Study. *Evid Based Nurs*, 18(3), 66-67. DOI: <http://dx.doi.org/10.1136/eb-2015102129>
- Hyland, K. (2003). *Second Language Writing*. New York: Cambridge University Press.
- Ilham. (2022). Implementing Project-based Learning for EFL Students' Writing Achievement at the Tertiary Level. *English Review: Journal of English Education*, 10(3), 1003-1012. DOI: <https://doi.org/10.25134/erjee.v10i3>

- Indahtriyani, O.E., Sada, C. and Sutapa, G. (2015). The Scientific Approach in Teaching Writing by Using Guided Writing based on Curriculum 2013. *Jurnal Pendidikan dan Pembelajaran Untan*, 4(12), 1-13. Retrieved from <https://www.neliti.com/journals/jurnal-pendidikan-dan-pembelajaran-untan>
- Ismiati and Fitria I.L. (2021). Combining Diary and Guided Strategies for Writing Difficulties. *JOLLT Journal of Languages and Language Teaching*, 9(1), 14-23. DOI: <https://doi.org/10.33394/jollt.v%vi%i.3096>
- Jalinus, N., Nabawi, R.A., and Mardin, A. (2017). The Seven Steps of Project Based Learning Model to Enhance Productive Competences of Vocational Students. *Conference: International Conference on Technology and Vocational Teachers (ICTVT)*. DOI:10.2991/ictvt-17.2017.43
- Khatri, D.K. (2014). Effectiveness of Guided Writing in Teaching Composition. *Journal of NELTA Surkhet*, 4(3), 18-25. DOI: <https://doi.org/10.3126/jns.v4i0.12856>
- Lan Y., Hung C., and Hsu, H. (2011). Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory. *TOJET: The Turkish Online Journal of Educational Technology*, 10(4), 148-164. Retrieved from <http://www.tojet.net/>.
- Lestari, R. and Margaretha, G. (2019). The Effectiveness of Guided Writing to Teach Recount Text. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 398-404. DOI: <https://doi.org/10.30743/bahastra.v4i1.5243>
- Martiana, T.D., Rahmawati, E., Akhriyah, S., Dari, R.W., and Chakim, N. (2021). Project-based Learning: Roles in Developing Writing Skill of EFL's Learners. *International Conference on English Language Teaching*, 2(1), 277-286. Retrieved on <https://conference.unisma.ac.id/>
- Milaningrum, E., Damayanti, L., and Gafur, A. (2018). The Impact of Guided Writing Technique to Develop Students' ESP Writing Skills in Balikpapan State Polytechnic. *PREMISE: Journal of English Education and Applied Linguistics*, 7(1), 98-110. DOI: [10.24127/pj.v7i1.1301](https://doi.org/10.24127/pj.v7i1.1301)
- Muamaroh, Mukti, V.C., and Haryanti, D. (2020). The Process and Problems of EFL Learners in English Writing: A Case Study in International Class. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 405-418. DOI: <https://doi.org/10.30605/25409190.215>
- Nordquist, R. (2019). *Definition, Examples, and Observations on Writing*. ThoughtCo. <https://www.thoughtco.com/writing-definition-1692616>
- Nursalimah, L.D. and Muljanto, T.S. (2020). Improving Students' Writing Recount Text through Project Based Learning. *English Education and Applied*

- Linguistics (EEAL) Journal*, 3(3), 216-225. DOI: <https://doi.org/10.31980/eeal%20journal.v3i3>
- Parsons, S. (2001). *Bookwise. 4, Teacher's guide*. Cheltenham: Nelson Thornes.
- Praba, L.T., Artini, L.P., and Ramendra, D.P. (2018). *Project-based learning and writing skill in EFL: are they related?* SHS Web of Conferences 42, 00059
- Raimes, A. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- Ria, S. R. G., and Pane, I. I. I. (2022). Teachers' Strategies in Teaching Writing Recount Text at SMP Gajah Mada Medan. *Genre: Journal of Applied Linguistics of FBS Unimed*, 11(4), 1-20. DOI: <https://doi.org/10.24114/genre.v11i4>
- Robinson, L. (1969). *Teaching Writing. Third Annual TESOL Workshop – US Department of Health, Education, & Welfare*. Retrieved from <https://files.eric.gov>
- Roxas, M.J.D. (2020). Exploring Senior High School Students' Academic Writing Difficulties: Towards an Academic Writing Model. *IOER International Multidisciplinary Research Journal*, 2(1), 10-9. DOI: [10.5281/zenodo.3731861](https://doi.org/10.5281/zenodo.3731861)
- Salieva, Z. (2023). Some Challenges Faced by EFL Students on Writing Skill. *Universal Journal of Academic and Multidisciplinary Research*, 1(7), 69-75. DOI: <https://dx.doi.org/10.5281/zenodo.10339411>
- Sathiyaseelan, M. (2015). Research instruments. *Indian Journal Cont Nsg Edn* 2015, 16, pp. 57-60. DOI: [10.4103/IJCN.IJCN_75_20](https://doi.org/10.4103/IJCN.IJCN_75_20)
- Setiyadi, Ag.B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif Edisi 2*. Penerbit Graha Ilmu.
- Simpson, J. (2011). *Integrating project-based learning in an English language tourism classroom in a Thai university*. [Unpublished Thesis, Australian Catholic University] <https://doi.org/10.4226/66/5a961e4ec686b>
- Sürücü, L. and Maslakçı, A. (2020). Validity And Reliability In Quantitative Research. *Business and Management Studies: An International Journal*, 8(3), 2694-2726. DOI: [http://dx.doi.org/10.15295/bmij.v8i3.1540](https://dx.doi.org/10.15295/bmij.v8i3.1540)
- Virgiawan, M., Suryani, N., and Sutimin, L.A. (2020). The Effectiveness of Guided Writing Combined with Virtual Reality Video as Teaching Media on Students' Writing Achievement. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(10), 41-47. DOI: [10.32996/ijllt.2020.3.10.5](https://doi.org/10.32996/ijllt.2020.3.10.5)

- Yamin, M. (2019). Learning from Students' Experiences in Writing Paragraph. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 188-202. DOI: <https://doi.org/10.31002/metathesis.v3i2>
- Zakiyatunnisa, A., Ikhsanudin, and Susilawati, E. (2019). Improving Students' Engagement in Writing Descriptive Text through Guided Writing. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 8(11), 1-9. DOI: <http://dx.doi.org/10.26418/jppk.v8i11>
- Zamel, V. (1982). Writing: The Process of Discovering Meaning. *TESOL Quarterly*, 6(2), 195-209. DOI: <https://doi.org/10.2307/3586792>