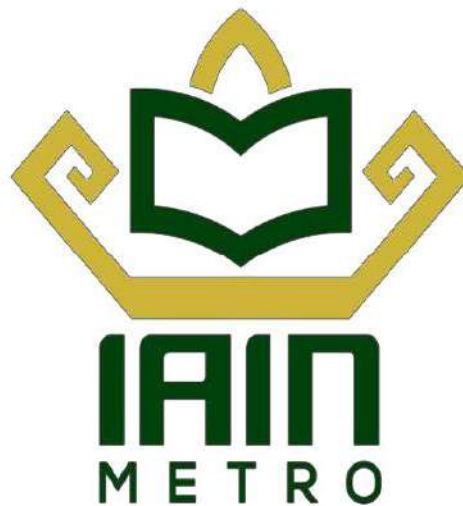


AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING GUIDED WRITING TECHNIQUE
ON THE STUDENTS' WRITING SKILL OF EIGHTH GRADE
AT SMP IT BINA INSANI METRO



By :
Fitri Annisa
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1447 H/ 2025 M

**THE INFLUENCE OF USING GUIDED WRITING TECHNIQUE
ON THE STUDENTS' WRITING SKILL OF EIGHTH GRADE
AT SMP IT BINA INSANI METRO**

Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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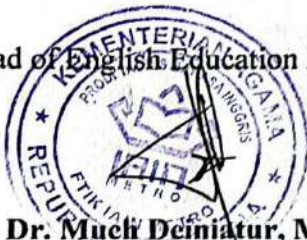
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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**THE INFLUENCE OF USING GUIDED WRITING TECHNIQUE
ON THE STUDENTS' WRITING SKILL
OF THE EIGHTH GRADE AT SMP IT BINA INSANI METRO**

ABSTRACT

BY :

FITRI ANNISA

This research aimed to investigate the influence of using the guided writing technique on the writing skills of eighth-grade students at SMP IT Bina Insani Metro. The background of this study was based on the fact that many students still struggle with writing, especially in organizing ideas and applying correct grammar.

This study used a quantitative method with a quasi-experimental design. The population of the research was eighth-grade students, and the samples were selected using purposive sampling, consisting of one experimental class and one control class, with 20 students in each. The data was collected through writing tests, which were administered as pre-tests and post-tests. The experimental class was taught using the guided writing technique, while the control class was taught using conventional methods.

The result showed that the average score of the experimental class increased from 61.12 to 77.00, while the control class increased from 51.75 to 68.93. The significance value from the t-test was 0.004, which is lower than 0.05. It means that guided writing had a significant and positive effect on students' writing skills. This technique helped students write more confidently, clearly, and with better structure.

Keywords : Guided Writing, Writing Skill, Descriptive Text, Junior High School, Experimental Research, Quantitative Research .

**THE INFLUENCE OF USING GUIDED WRITING TECHNIQUE
ON THE STUDENTS' WRITING SKILL
OF EIGHT GRADE AT SMP IT BINA INSANI METRO**

ABSTRACT

BY :

FITRI ANNISA

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan teknik guided writing terhadap keterampilan menulis siswa kelas VIII di SMP IT Bina Insani Metro. Latar belakang penelitian ini didasarkan pada kenyataan bahwa banyak siswa masih mengalami kesulitan dalam menulis, terutama dalam menyusun ide dan menggunakan tata bahasa yang tepat.

Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimen. Populasi dalam penelitian ini adalah siswa kelas VIII, dan sampel dipilih menggunakan teknik purposive sampling, yang terdiri dari satu kelas eksperimen dan satu kelas kontrol, masing-masing berjumlah 20 siswa. Data dikumpulkan melalui tes menulis yang diberikan sebagai pre-test dan post-test. Kelas eksperimen diajar menggunakan teknik guided writing, sedangkan kelas kontrol diajar menggunakan metode pembelajaran konvensional.

Hasil penelitian menunjukkan bahwa rata-rata skor kelas eksperimen meningkat dari 61,12 menjadi 77,00, sementara kelas kontrol meningkat dari 51,75 menjadi 68,93. Nilai signifikansi dari uji t sebesar 0,004, yang lebih kecil dari 0,05. Hal ini menunjukkan bahwa teknik guided writing memberikan pengaruh yang signifikan dan positif terhadap keterampilan menulis siswa. Teknik ini membantu siswa menulis dengan lebih percaya diri, jelas, dan terstruktur.

Keywords : Guided Writing, Kemampuan Menulis, Teks Deskriptif, SMP, Penelitian Eksperimen, penelitian kuantitatif

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Faculty : Tarbiyah and Teachers Training
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It states that this undergraduate thesis is originally the result of this research, in exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, June 12, 2025

The Researcher



FITRI ANNISA

Std.Number: 2101050010

ORISINALITAS PENELITIAN

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Nama : Fitri Annisa
NPM : 2101050010
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 Juni 2025

The Researcher



FITRI ANNISA
NPM: 2101050010

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah does not burden a soul beyond that it can bear."

(QS.Al – Baqarah: 286):

“Success is never certain when you try,
but failure is inevitable if you don't”

(Personal Motto)

DEDICATION PAGE

This Undergraduate Thesis is dedicated to:

1. My beloved parents, Mr. Sakri as my father and Mrs. Binti Atiqotur rofiqoh as my mother. Thank you for all your hard work in fulfilling my needs, for being by my side from childhood to adulthood, for always praying for the best for me, and for giving me unconditional love that I can never repay.
2. My younger brother, M. Fuad Al – Asrokhi. Thank you for your unwavering support and assistance during my academic journey
3. My advisor, Dr. Much Deiniatur, M.Pd.B.I., who has provided invaluable guidance, direction, and constructive feedback in the writing of this thesis.
4. My partner Asrori Erdi Dian Thama, thank you for always supporting and encouraging me in every way throughout the process of completing this thesis.
5. My dearest friends (Manggra, Faizah, Marchel), thank you for always supporting me and being by my side throughout my university years.
6. My classmates at IAIN Metro, thank you for the wonderful companionship and shared experiences during our studies.
7. To myself, Thank you for continuing to walk, even when the world wasn't kind. Thank you for not giving up, even when exhaustion became a constant companion. Your tears and sweat were not in vain they're slowly becoming proof that you made it. To the first daughter who keeps learning to be strong, quietly and bravely, I'm proud of you and I always will be.

ACKNOWLEDGMENT

Alhamdulillah Robbil'alamin All praise and gratitude be to Allah, the Lord of all worlds. The researcher wishes to express her deepest appreciation and thanks to Allah SWT, who has bestowed upon her the blessings and mercy needed to complete this proposal. May peace and blessings be upon the final and most beloved messenger, the Prophet Muhammad SAW, who continues to guide us with his teachings.

The researcher acknowledges that the completion of this undergraduate thesis, entitled "The use of realia media to improve the students' writing skill in descriptive text of the seventh grade of SMP IT Bina Insani Metro," would not have been possible without the help and valuable suggestions from many individuals. Their support has been crucial to the realization of this proposal. Therefore, the researcher would like to extend her heartfelt appreciation and sincere thanks to:

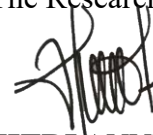
1. Prof. Dr. Ida Umami, M.Pd., Kons. Rector of Institut Agama Islam Negeri Metro Lampung.
2. Dr. Siti Annisah, M.Pd., Dean of the Tarbiyah and Teacher Training Faculty of Institut Agama Islam Negeri Metro Lampung.
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5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experiences with the researcher.
6. The Headmaster, Teachers, and Staff of SMP IT Bina Insani Metro, who have permitted the researcher to conduct the research in this school.

The researcher hopes that this paper will be useful for the researcher in particular and for readers in general. May the efforts and good services of Mr., Mrs., and all of you be a deed of worship and be blessed by Allah SWT, and hopefully Allah SWT will reward you, Aamiin Yaa Robbal 'Aalamiin...

Metro, June 12, 2025

The Researcher



FITRI ANNISA

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the four fundamental skills of language, alongside listening, speaking, reading, and writing. Writing skill assume the highest order on a scale of hierarchy and develop only after the former three have been learned or acquired.¹ This is the most pertinent reason why it is globally referred to as a secondary skill. As a secondary skill, it is not perceived so prominently by laymen; nevertheless, educated elites and the scholastic mass regard it as an emblem of knowledge, intelligence, and an educationally upright personality. Most educational systems across the world attribute advanced writing skill as a vital means and end of formal education, regardless of level, discipline, and mode of learning. On the basis of this view, it can be claimed that writing skill play a pivotal role beyond people's usual comprehension.²

A foreign language is one that is not commonly used in the learners' immediate social context but that may be studied as a curriculum requirement or elective in school, or that may be used for future travel or other cross-cultural communication situations.³

¹ Gautam Pitamber, 'NELTA Gandaki', *Journal of NELTA Gandaki (JoNG)*, volume II (2019), 74–90.

² Ibid.

³ Muriel Saville, *Introduction Second Language Acquisition*, New York: Cambridge University. 2006, p.4.

As evidence, it is known about Indonesian education that English is taught to pupils as a topic from elementary school through university. Additionally, English is now a required subject in every school. Writing is also a skill that is necessary for written communication. Writing skill are especially useful in the teaching and learning process since they may be used as tools to protect knowledge, beliefs, ideas, and reasons for sacrifice. Writing will reveal a thoughtful and kind individual. It will generate fresh concepts.

Writing is a difficult skill for English language learners to acquire, though. The researcher encountered a great deal of difficulties when writing in English. Both linguistic and non linguistic factors influence writing issues. Lack of English vocabulary and inadequate grammatical command are two linguistic restrictions that hinder writing skills.

Guided writing technique focuses on creating paragraphs through the writing process. By using it, students will not be left alone in creating their writing, but instead they will be guided and monitored from the first until the last step. It fulfills students' needs in achieving their writing goals, and through the teaching sequence, it will enhance their writing and independence.

Guided writing is one of the approaches where the lecturer guides the students by specific topics and led them to understand them and do them

individually or in groups.⁴ Guided writing is an individual or group activities where the students or learners organize their own idea and write a text. In this technique, the teacher demonstrates several types of text to the students by guiding them during the lesson.⁵ All the activity of guided writing strategy can be done by a group or personal activity to produce their' own text.

When the researcher conducted an interview with the English subject teacher at SMP IT Bina Insani Metro on June 30, 2024 , the researcher found that almost all students in class VIII A and VIII B had difficulties in writing, especially in organizing their ideas and using correct grammar. The pre-survey findings are displayed in the table below.

Table 1.1

The Data of Pra-survey Result among the students of grade VIII
at SMP IT Bina Insani Metro

No	Score	Frequency	Percentage	Explanation
1	≤ 70	8	20%	Complete
2	< 70	32	80%	Incomplete
total		40	100%	

Source : the English teacher's archive, taken on June 30, 2024

⁴ Ni Made Lisma Martarini and Ni Nyoman Ayu J. Sastaparamitha, 'The Effect of Guided Writing Strategy in Writing Skill', *Yavana Bhasha : Journal of English Language Education*, 3.2 (2020), 44

⁵ Ibid.

The table shows that students who scored 70 or more were categorized as "Complete", meaning they met the basic writing criteria such as grammar, organization, and vocabulary. Meanwhile, scores below 70 were considered "Incomplete". To provide more detailed analysis, scores were also interpreted into four levels: Excellent (85–100), Good (70–84), Average (60–69), and Poor (below 60).

Based on the data above, it was found that students were still unable to write properly and showed low performance in English, especially in writing skills. This was also supported by their daily English scores, which were obtained from the English teacher. From those scores, it was clear that students had low writing skill. In addition, they had difficulty expressing their ideas and choosing the appropriate vocabulary in writing, due to limited vocabulary and weak grammar mastery. Therefore, a guided writing technique is considered necessary. Guided writing can be the right method to help students improve their writing skill. The researcher, therefore, intends to conduct a study with the title “The Influence of Using the Guided Writing Technique on the Students’ Writing Skill of the Eighth Grade at SMP IT Bina Insani Metro.”

B. Problem Identification

Referring to the background above, the researcher would like to assume that there are several problems, as follows:.

- a. Students have low skill in writing.
- b. Most students lack in vocabulary and grammar in writing.

- c. The students have difficulty in expressing their ideas in writing

C. Problem Limitation

Based on the identification problems, the writer limits the research problems by focusing on the students' low writing skill. In this case, the writer addresses this problem by planning to conduct quantitative experimental research using a Guided Writing technique.

D. Problem Formulation

The problem formulation of this research is constructed: Is there any positive and significant influence of guided writing technique on the students' writing skill of the eighth grade at SMP IT Bina Insani Metro?

E. Objective and Benefit of Study

1. The Objective of Study

In relation to the problem formulated above this research is intended to examine whether there is a positive and significant effect of guided writing on the students' writing skill.

2. The Benefit of Study

a. For the Students

The results of the research are expected to be a positive contribution for students to improve their skill to write by using the guided writing technique in learning English in class

b. For the Teachers

The results of the research is suggested that teachers be more creative in motivating students in learning English and incorporate

the guided writing technique as a strategic reference in the teaching process.

c. For other Researchers

This research can be used as a consideration source for the next researcher who wants to investigate The influence of using guided writing technique on the development of writing skill of students' eighth grade at SMP IT Bina Insani Metro.

F. Prior Research

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before. The formulation in the study of literature fully excavated from material written by experts in the field related to the research.

The article by Yeny Aryningtyas, Gunarso Susilohadi, Teguh Sarosa entitled "Improving students' writing skill by using guided writing" at the second grade of SMP Negeri 1 Karanganyar from August – October 2012. This study uses guided writing techniques for Junior High School students and used a classroom action research method consisting of 2 cycles. The research findings showed that the use of guided writing could improve students' writing skills and student learning motivation.⁶

The thesis by Maria Ulfa entitled " The Influence Of Guided Writing Technique Towards Students Descriptive Text Writing Skill At The Second

⁶ Yeny Aryningtyas, 'Improving Students' Writing Skill By Using Guided Writing', 19.5 (2016), 1–23.

Semester Of The Eighth Grade Of Smp N 3 Metro In Academic Year Of 2020/2021” A Thesis Submitted as a Partial Fulfillment of the Requirement for S-1 Degree. This research uses guided writing techniques and methods using quantitative research. This technique is used to test students' writing skills in learning descriptive text at the eighth grade level.⁷

The thesis by Yosep Dwi Anggara entitled “The Effectiveness Of Guided Writing In Improving The Students’ Writing Skill Of The Eighth Grade Students At Smp Negeri 2 Temon In The Academic Year Of 2012/2013” This research uses quantitative research methods and uses guided writing strategies. This research uses 61 students from 2 classes. The experimental group was taught by using guided writing technique, whereas the control group was taught by using a conventional technique. The data were obtained by using two writing tests: pre-test and post-test. the result is that guided writing technique is more influential for writing ability of junior high school students.⁸

The journal by Amara Halawatunnisa Hsb, Fitriadi Lubis, Fitri Rayani Siregar entitled “Guided Writing Technique On Writing Recount Text At Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru”. The type of this research is quantitative research in experimental research. This research used two classes, as an experimental class and a

⁷ Maria Ulfa, ‘The Influence of Guided Writing Technique towards Students Deskriptive Text Writing Ability at the Second Semester of the Eight Grade of SMP N 3 Metro in Academic Year of 2020/2021’, (2021), 1–9.

⁸ Yosep Dwi Anggara, ‘The Effectiveness of Guided Writing In Improving the Students’ Writing Ability of the Eight Grade Students at Smp Negeri 2 Temon in the Academic Year of 2012/2013’, 2013.

control class. This research focuses on recount texts for grade 8 junior high school students. the result is that the guided writing technique has an effect on increasing the value of recount text material.⁹

The previous research about different and the research I conducted is that some of the above studies examined using the Classroom Action Research (CAR) method in an effort to apply guided writing techniques. Whereas in my research, I used the same guided writing technique but used a different method, namely quantitative research. Because of the success of previous researchers who used the CAR method, I tried to research with quantitative research methods and was more general in the application of these techniques.

⁹ Amara Halawatunnisa, Fitriadi Lubis, and Fitri Rayani Siregar, 'Guided Writing Technique On Writing Recount Text At Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru', *International Online Conference on English and Education*, 2021, 17–28 <<http://194.31.53.129/index.php/ioctbi/article/view/5243>>.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

1. Definition of Writing

Writing is the written productive language skill. It is a skill to convey information to a reader or group of readers.¹ It is realized by researcher skill to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind.²

Writing as a skill, a sure way to wreck your chances of learning how to write competently is to believe that writing is a “natural gift” rather than a learned skill.³ A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking: and, like any skill, it can be learned. However, writing is not an automatic process: writers will not get something for nothing-and they should not expect to. For almost everyone, competent writing comes from plain hard work-from determination, sweat, and head-on battle.

Writing can be defined by a series of contrasts, namely physical and mental actions, the purpose is to express and impress, and is a

¹ Sanggam Siahaan, *Issues in Linguistics*, Yogyakarta: Graha Ilmu, 2008, .2

² Ibid.

³ David Nunan, ‘Language Teaching Methodology A Textbook for Teachers’ (Sydney: Prentice Hall International English Language Teaching, 1991), p. 39.

process and a product. It is clear that writing is physical action to make some word or idea and our mental to think how to express into some word and arranging statements and paragraphs to be understood by the readers. Express and impress mean our self and desires to express an ideas or feeling and readers. Process and product mean that a researcher needs some steps of working to get a product of writing form.⁴

The mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning. Concludes that the writing is a skill which must be taught and students and writing is essential features of learning a language because it provides a very good means foxing the vocabulary, spelling and sentence pattern.⁵

2. Components of Writing

There are five components of writing, they are organization, content, grammar, mechanics, and vocabulary. The five components above are:⁶

a. Organization

It consists of introduction, body, and conclusion. It's about how the writer makes a good relationship between the titles, introductory paragraph, and the topic, the bodyof paragraph,

⁴ Ibid. 10.

⁵ M.F. Patel Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques), Year's Work in English Studies* (SUNRISE PUBLISHERS & DISTRIBUTORS E-566, 2008), xxxvi

⁶ Brown Doughlas. H, *Languange Assesment: Prinsiples and Classroom Practices*, ed. by Jane Townsend (United States of America: Longman.com, 2004).

generalisation, and conclusion. It is about whether all of the components above are support each other and composed orderly by the writer or not.

b. Content

Content here is about logical development of ideas. The ideas concrete and thoroughly developed or not, whether the essay addressed the issue or not, is there any extraneous material present or not in the text.

c. Grammar

It is about all the rules language application used by the writer. For example, nativelike fluency English grammar, correctness of using relative clause, prepositions, modals, articles, verb forms and tense sequencing, etc.

d. Vocabulary

Vocabulary involves the selection of appropriate words and phrases that convey the intended meaning accurately and effectively. Strong vocabulary use includes choosing precise, varied, and contextually appropriate words to enhance the quality of the writing.

e. Mechanics

This component focuses on the technical correctness of writing, including spelling, punctuation, capitalization, and

grammar. Proper mechanics ensure that the text is professional and free from distracting errors.

3. The Process of Writing

The process of writing is learning how to write by writing. He suggest that the process of writing has four main element⁷:

a. Planning

The first Idea Generation: Students brainstorm ideas on the topic with guidance from the teacher, who may provide prompts or questions to help them think deeply. The Second Organizing Thoughts: Students organize these ideas into a rough outline. The teacher assists by suggesting ways to structure their writing logically, which is particularly useful for beginner writers

b. Drafting

Writing the First Draft: Using the outline, students begin writing their first draft. Teachers offer guidance on how to frame sentences and paragraphs cohesively. This phase focuses on getting ideas down without focusing too heavily on correctness, to allow creative flow.

c. Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (editors) who comment and make suggestion, a series of strategies

⁷ Homas S.Kane, The Oxford Essential Guide To Writing, (New York: Oxford University Press,1988), p. 6

designed to re-examine and re-evaluate the choice that have created a piece of writings.

d. Final Version

Finalizing the Work: Students make the final adjustments based on the feedback and complete their polished draft. Sharing the finished work, either with the class or an external audience, is encouraged to give students a sense of accomplishment and purpose.

4. Kinds of Writing

Thomas S. Kane argues that there are three kinds of writing as follows:

a. Exposition

Exposition reveals what a particular mind thinks or knows or believers. Exposition is constructed logically, it organized around cause or effect, true or false, less or more, positive or negative, general or particular, and assertion.⁸

b. Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see in to significant pattern. Description helps the reader, through his or her

⁸ Justin Caron and James R Markusen, 'Strategies for Developing English Academic Writing Skills', 8.2 (2016), p.1–23.

imagination, to visualize a scene or person or understand a sensation or an emotion.⁹

c. Narration

Narration is a series of related events a story. Its problem is twofold to arrange the events in a sequence of time to reveal their significance. Based on kinds of writing above the researcher in this research focus in writing descriptive text, to know what the effect that make by students, especially in using the direct method in descriptive writing performance.

Among the three types of writing — narration, description, and explanation — this study focuses on descriptive writing. Descriptive writing is chosen because it is suitable for junior high school students who are still developing their skill to express ideas in written form. This type of writing allows students to describe objects, people, or places using clear details, vocabulary, and proper sentence structure. By focusing on descriptive writing, students can improve their skill to organize ideas, use adjectives, and apply basic grammar correctly in context.

⁹ Ibid.

5. The Stage of Writing

According to Stephen Bailey any four stage in writing, there are¹⁰ :

a. Planning a text

Planning gives essays coherent structure and most importantly. Planning a text help student to write the basic of topic. So the student can began to write because the researcher known what will to write.

b. Organizing paragraph

Paragraphs are the basic building blocks of the text. The paragraph content a topic sentence except to reason and information with the result help the researcher to organize the idea and helps the reader to know the argument.

c. Organizing the main body

The structure of the main body depends on the length of the subject. In the other word when the researcher writes some assignment or paragraphs it is often better to write the main body before introduction. So the researcher can arrange the idea.

d. Introduction

An introduction is crucial, not just for what it says about the topic, but for what it tells the reader about the researcher's style and approach. Unless you can introduce the subject clearly the reader

¹⁰ Stephen Bailey, *Academic Writing: A Practical Guide*, Cambridge University Press (New York: RoutledgeFalmer, 2018).

may wish to continue. In addition introduction consists of some background information of the idea.

e. Conclusion

There is usually a link between the starting points. The reader may look at the conclusion first to get a summary of the main argument or points.

f. Re-reading and Proof- Reading

When you have finished the conclusion it may be tempting to hand in your work immediately. However, it is almost certain that it can be improved by being revised. With longer assignments, it may be worth asking a classmate to read your work and make criticisms. Re-Writing is a step after finished the conclusion in this steep you must check what you write. And Proof-reading is a vital final step, which can prevent confusion or misunderstanding due to simple errors.

6. Teaching Writing

Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluate directly by the listener, but in writing the researcher might have enough time to express the idea in

written form.¹¹ In English there are four reasons for teaching writing, include: reinforcement, language development, learning style and writing as a skill¹²:

a. Reinforcement

Many students crucially welfare when see the language written down, but any students get language in oral way. Learners often find it useful writing sentences employing new language shortly after they have learned it.

b. Language Development

Seemingly, the authentic process of writing helps the students learning within long time, but it is not persuade. The psychological persuit we have to go among instruction to arguments suitable written texts is all stages of the continuously studying knowledge.

c. Learning Style

Students and Language Selection: Young learners often grasp language quickly by observing and listening, while adults may take longer. Writing provides a relaxing, quiet alternative for practicing language, especially for those who prefer less direct interaction.

¹¹ Jeremy Harmer, *How To Teach English*, addison We (addison Wesley Longman Limited 1998, 1998).

¹² Lestari, Tian. Sudarsono. Arifin, 'Teaching Writing a Descriptive Text by Using Guided Writing', 112, 2014.

d. Writing as a skill

Writing as a Core Skill: Writing is as essential as speaking, listening, and reading. Students need to learn key aspects of writing, like punctuation and structuring arguments, and how to connect written and spoken English naturally.

Based on the theories above, the scoring rubric applied as follow.

Table 2.1

Assessment of writing Skill

Aspect	Score	Performance Description
Content (C) 30% - Clarity and Relevance - Depth of Information - Originality and Insight.	4	The topic is complete and clear and the details are relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
	4	Identification complete is and descriptions are arranged with proper connectives

Organization (O) 20% <ul style="list-style-type: none"> - Logical Structure. - Coherence and Cohesion. - Paragraphing 	3	Identification is almost complete and descriptions are arranged with almost proper connective
	2	Identification is not complete and descriptions are arranged with few misuses of connectives
	1	Identification is not complete and descriptions are arranged with misuse connectives
Grammar (G) 20% <ul style="list-style-type: none"> - Sentence Structure. - Accuracy - Complexity 	4	Very few grammatical or agreement inaccuracies
	3	few grammatical or agreement inaccuracies but not affect on meaning
	2	Numerous grammatical or Agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15% <ul style="list-style-type: none"> - Appropriateness 	4	Effective choice of words and words form
	3	Few misuses of vocabularies, word forms, but not change the meaning

<ul style="list-style-type: none"> - Variety - Precision 	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation and capitalization

B. The Concept Of Guided Writing Technique

1. Definition of Guided Writing

There were some theories about guided writing, according to Tyner, “guided writing is an instructional writing context chiefly

teaching the writing process through modeling, support, and practice.”¹³

It means that guided writing is an instruction to write in learning writing process. In learning process, guided writing has learning steps they are modelling, support, and practice.¹⁴

Guided writing is packed with specific help for the teacher and a rich supply of student activities in vocabulary and sentence building and paragraph and story writing.¹⁵ Following this program will result in your students becoming strong, confident writers. Guided writing provides the support for success while students learn to write.¹⁶ ”It means that guided writing is giving support and a rich supply activity for students in writing learning process.

In guided writing, teacher gives series of stimulator but loosens the control. For example, the teacher gives series of questions to the students in order to attract the students to tell a story. The questions can be about the participants of the story or when and where the story happen.¹⁷

¹³ R. Rodiana, ‘Guided Writing Technique And Students ’ Writing’, 2016, 9–20.

¹⁴ Ibid.

¹⁵ Sara Efrat Efron and Ruth Ravid, *Action Research in Education: A Practical Guide—a Pratical Guide, I.E.: Inquiry in Education*, 2013, IV.

¹⁶ Ibid.

¹⁷ Dian Ayu Titisari, ‘The Effectiveness of Guided Writing for Teaching Writing Recount Text’, 2015, 160.

Guided writing lets a teacher to work closely with a small group of students based on their need.¹⁸ It can give guidance to the students from how to begin writing and help them during writing.

Guided writing is a step beyond controlled writing, where, as Raimes notes, it builds on controlled composition. It yields similar but not identical outcomes. The teacher provides a starting sentence and a concluding sentence, and may also offer an outline, guiding questions, or extra information. Students then discuss, make notes, share ideas, and create a draft together before beginning to write independently.

Technique is a variety in giving any exercises, activities, or tasks that is used in language classroom for getting lesson objectives.¹⁹ Therefore, it can be concluded that guided writing technique is an activity given by the teacher in order to guide the students in composing a text. It can be in the form of a model text, an outline, or questions.

Guided writing reduces teacher control but still offers prompts. For example, the teacher might guide students to retell a story they watched on video by asking specific questions. This method uses questions and prompts to help students build and expand their ideas for writing

¹⁸ Eka Handayani, 'Writing Descriptive Text By Using Community Language Learning(CLL) Method (Classroom Action Research V', 112, 2013.

¹⁹ Ibid.,11.

In summary, Guided writing is an activity in which the students are guided to express their ideas into written form by giving them a topic or theme which is given by the teacher. Then, the teacher decided how much the students must produce the sentence. guided writing is a strategy to give the students chance to develop their own idea in the class activity. The activity can be done by the students' group or personally to construct a good text in their own way or independently.

2. Proses of Guided Writing

There are some steps in guided writing that is:²⁰

a. Model paragraph at the beginning

The teacher provides a model of the text. This can be written on the board or copied onto the worksheet. Students concentrate on reading comprehension first, then study the features of the text given.

b. Comprehension questions

The teacher asks series of questions about the basic information of the text.

c. Language-based exercises

The teacher gives exercises which focus on vocabulary building and sentence structure. It can be in the form of transformation, substitution, or complete pattern drills.

²⁰ Ibid.7.

d. Oral Composition

Teacher can build up an outline which is written on the board as a basic for students writing.

e. Written Composition

After giving model paragraph until oral composition, students can write their paragraph based on the topic of model paragraph given by teacher.

3. Advantages of Guided Writing

Based on the explanation, it can be concluded that guided writing gives the advantages for both the teacher and the students.²¹

a. For the Teacher

Guided writing allows the teacher to give feedback in the teaching-learning process. It also allows the teacher to fit the teaching to the students' need. Besides, through guided writing, the teacher can monitor and control the students' writing activity.

b. for the Students

Guided writing encourages the students to be active in writing activity, encourages students to write independently, and builds students' confidence.

²¹ Bibitmartono. ellisa Indriyani Putri HAndayani Purnomowati, 'The Use Of Guided Writing Technique To Enhance The Students' Writing Skill', *Journal of Chemical Information and Modeling*, 53.9 (2013), 10.

4. Disadvantages of Guided Writing

The disadvantages of guided writing based on explanations above are as follows:²²

- a. It needs a lot of time in the classroom before asking the student to make a text.
- b. The teacher should make the guided writing and need a good preparation.
- c. students will learn the language and will therefore be able to transfer the repeated guided skills to original utterances.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

A research must have a theoretical framework as a concept for basic in research. theoretical framework in this research is a systematic thought to write some problems that to give the tentative proposition toward the problems. There are two variables in this research. They are independent variables (X) and dependent variable (Y). The independent variable (X) is guided writing technique and the dependent variable (Y) is writing skills.

Writing is a core skill that students must master, though many find it challenging. This is because writing requires attention to content, structure, grammar, vocabulary, and mechanics. In class, students often

²² Rodiana.22.

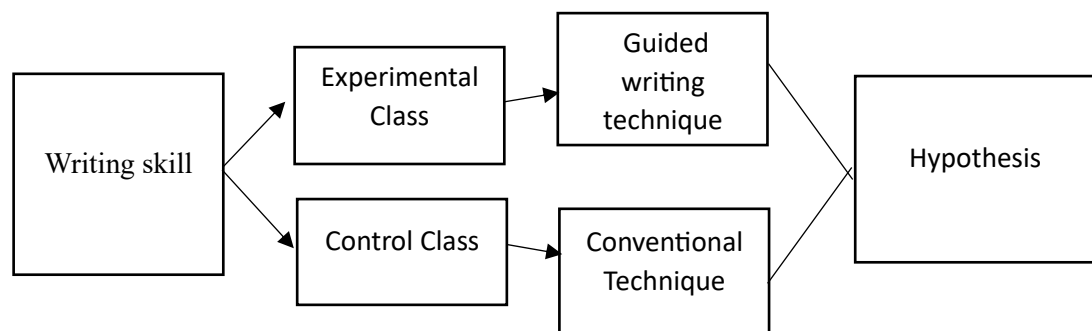
struggle with generating ideas, selecting the right words, and using correct grammar

One of the problems in writing learning is choosing the right strategy. There are so many strategies in teaching writing descriptive paragraphs. In this research, the researcher uses guided writing techniques that focus students' writing skill at the eighth grade of SMP IT Bina Insani, Metro.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:

Table 2.2 The Figure of Paradigm



D. Hypothesis

1. Hypothesis Formulations

Hypothesis is usually considered as the principal instrument in the research.²³ It can be understood that hypothesis as a statement about the

²³ C.R. Khotari, *Research Methodology Methods and Techniques (Secod Revised Edition)*, Second Rev (New Age International Publishers, 1990).

condition of the parameter of the research with a sample. A hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation.²⁴

Donal Ary explains that a hypothesis expresses the researcher's expectation of the relationship between variables in question. Similarly, in quantitative research, a hypothesis is a statement where the researcher predicts or suggests the outcome of relationships among specific characteristics. Hypotheses are commonly used in experiments to compare groups.

Based on the quotation above, it can be understood that hypotheses may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon.

The researcher formulates the hypotheses as follows:

a. Alternative Hypothesis (H_a)

There is positive and significant influence of using guided writing technique on the students' writing skill of the eighth grade at SMP IT Bina Insani, Metro.

b. Null Hypothesis (H_o)

²⁴ Daniel Muijis, *Doing Quantitative ReseaRch in EDucation with SPss*, second edi (London: SAGE Publications Ltd, 2011)

There is not any positive and significant influence of using guided writing technique on the students' writing skill of the eighth grade at SMP IT Bina Insani, Metro.

2. Statistics Hypothesis

In their conducted, statistical hypothesis were formulated as follows:

- a. If the significance value (2-tailed) $< 0,05$ H_0 is rejected and H_a is accepted.
- b. If the significance value (2-tailed) $> 0,05$ H_0 is accepted and H_a is rejected.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The researcher uses the quantitative approach for conducting this research. Quantitative research is the explanation of phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

One of the goals of qualitative research is for the researcher to become deeply immersed in the setting and among the participants. However, a major goal of quantitative research is for the researcher to remain as objective as possible. This focus on objectivity is what enables the quantitative researcher to generalize findings of a research study beyond the particular situation (e.g., setting, school, participants) involved in that study.

Quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest. One of the underlying tenets of quantitative research is a philosophical belief that our world is relatively stable and uniform, such that we can measure and understand it as well as make broad generalizations

about it. The research is conducted by using experimental design. The model of the experimental design of this study is quasi-experimental research.

Quasi- experimental research is the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups. This research use two groups, experimental and controlled group and these groups are chosen by using simple random sampling. The experimental group doing pre-test, receive the treatment, and doing the post-test, therefore the controlled group doing pre-test and post-test only with conventional method in the class.¹ The treatment is conducted after pre-test. The pre-test is intended to find out the students' writing skill before the treatment. Meanwhile, the post-test is intended to find out the students' writing skill after the treatment given.²

The process begins with the administration of a pre-test to measure the initial condition of the group before the treatment is applied. After the treatment is given, the group undergoes a post-test to measure the changes that occur as a result of the treatment. The results of the pre-test and post-test are then analyzed and compared to assess the effectiveness of the treatment that has been given, as well as to understand its effect on the variables under study. In this case, the researcher divided two classes and compared them as the researcher explains it through this table bellow.

¹ Neil Salkind, 'Quantitative Research Methods', *Encyclopedia of Educational Psychology*, 2013.

² Ibid.

Table 3.1 The Design of Experimental Class and Control Class

Class	Pre – Test		Treatment		Post – Test	
	yes	no	yes	no	yes	no
Experimental Class	√		√		√	
Control Class	√			√	√	

Those two classes are experimental class and control class. Both classes were given pre-test and post-test, but for the experimental class, it was given the treatment using guided writing techniques, while the control class was not given the treatment. While the post-test was conducted to find out whether this guided writing technique had an effect on students' writing skill at SMP IT Bina Insani Metro.

B. The Operational Definition of Variable

The operational definition is the definition which is based on characteristic of things that will be defined, observed, and measured. Furthermore, Creswell 2002 states that “The variable need to be specified an experimental so that it is clear to readers what groups are receiving the experimental treatment and what outcomes are being measured”.³ The variables used in this study are:

³ John w. creswell, *Qualitative, Quantitative, and Mixed-Methods Research*, *Microbe Magazine* (United States of America: SAGE Publications, Inc. All, 2009), IV

1. Independent variable

Independent variable is the element that the researcher believes may in some way relate to, or effects the dependent variable. It means the variable which selected, manipulated, and measured by the researcher.⁴ That the independent variable in this study is the use of the Guided Writing technique

2. Dependent Variable

Dependent variable is variable that depends on the independent variable. In this research, dependent variable is students writing skill. The dependent variable of this research is students' writing skill. The indicators of a well-constructed descriptive text are stated below.⁵

Table 3.2 Scoring Rubric of Writing Skill

Aspect	Score	Performance Description
Content (C) 30% - Clarity and Relevance	4	The topic is complete and clear and the details are relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.

⁴ Dale T Griffie, *An Introduction to Second Language Research Methods Design and Data*, *Вестник Росздрава*, second edi (Canada: TESL-EJ Publications: Berkeley and Kyoto, 2017), IV.

⁵ Alice Oshima and Ann Hogue, *Writing Academic English 4th Edition*, (New York: Person, 1999), p.315.

<ul style="list-style-type: none"> - Depth of Information - Originality and Insight. 	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20% <ul style="list-style-type: none"> - Logical Structure. - Coherence and Cohesion. - Paragraphing 	4	Identification complete is and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connective
	2	Identification is not complete and descriptions are arranged with few misuses of connectives
	1	Identification is not complete and descriptions are arranged with misuse connectives
Grammar (G) 20% <ul style="list-style-type: none"> - Sentence Structure. - Accuracy 	4	Very few grammatical or agreement inaccuracies
	3	few grammatical or agreement inaccuracies but not affect on meaning
	2	Numerous grammatical or

- Complexity		Agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15% - Appropriateness - Variety - Precision	4	Effective choice of words and words form
	3	Few misuses of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation and

		capitalization
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C. Population, Sample, and Sampling Technique

1. Population

Fraenkel define population as the larger group on which in formatting is obtained.⁶ The populations of this study were all students of class VIII SMP IT Bina Insani Metro in the academic year 2024/2025. The total population is 64 students divided into three classes.

Table 3.3 List of the Population

No	Class	Total Student
1	VIII A	20
2	VIII B	20
3	VIII C	24

2. Sample and Sampling Technique

The sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. The researcher concludes that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher chose the simple random

⁶ Jake R. Fraenkel, *How to Design and Evaluate Research in Education*, Eighth edit (San Francisco: McGraw-Hill, 2015).

sampling technique as a sampling technique; the sample are class VIII A and class VIII B students of SMP IT Bina Insani Metro, totaling 40 students.

The researcher used a simple random sampling technique to select samples from the population. They used a lottery system to ensure each subject had an equal chance of selection. Each eighth-grade class was assigned a number, written on paper, and placed in a box. The researcher then drew numbers randomly, choosing Class VIII B as the control group and Class VIII A as the experimental group.

D. Data Collecting Technique

1. Interview

The interview was conducted with the English subject teacher before the research was carried out. This interview served as part of the pre-survey to collect initial data related to students' writing skill. The purpose of this interview was to gain insight from the teacher regarding the students' difficulties in writing, such as organizing ideas, using correct grammar, and applying appropriate vocabulary. The information gathered helped the researcher to support the identification of the problem and the need for using the guided writing technique in the classroom.

2. Test

Based on Prof. Dr. Samy Tayie In educational research achievement tests are most commonly used.⁷ Therefore in this research, test will be used as data collecting method to measure dependent variables. The researcher will use written test to measure students' writing skill for the students through Guided Writing by pre-test as data collecting method.

a. Pre – Test

A pre-test is used to assess the level of a variable before the treatment. Both the experimental and control classes take the same pre-test to measure their writing skill. This pre-test is a composition test, where students are asked to write a story together based on their ideas.

b. Post – Test

A post-test is given to measure the effectiveness of the treatment. After the treatment, both the experimental and control classes take the post-test to see if guided writing techniques improve students' writing skills. Students are asked to write a story based on their own ideas, following a given structure, with guidance from the teacher to help develop their ideas

⁷ Ibid.39.

3. Documentation

According Jane Ritchie documentation will help the uses of the research to understand the boundaries of deviance in the term of any wider conclusion that can be drawn.⁸ The researcher uses this method to get the data about:

- a. The history of SMP IT Bina Insani Metro.
- b. The condition of teacher and officials employees in SMP IT Bina Insani Metro.
- c. The quantity of the students in SMP IT Bina Insani Metro.
- d. Organization structure of SMP IT Bina Insani Metro.
- e. Lesson plan
- f. syllabus

E. Research Intrument

John W. Creswell explains an instrument is a tool for measuring, observing, or documenting quantitative data. Identified before the researcher collect data, the instrument is a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument. The Researcher uses instruments to measure achievement, assess individual skill, observe behavior, develop a psychological profile of an individual, or interview a person. Furthermore, for this research, the instruments that will be involved are :

⁸ Jane Ritchie, *Qualitative Research Practice., Journal of Social Intervention: Theory and Practice* (London: SAGE Publications Ltd, 2003), XIV <<https://doi.org/10.18352/jsi.39>>.

1. Instrument Blueprint

An instrument blueprint for guided writing is a structured plan that helps in designing writing assessments by ensuring the alignment of tasks with learning objectives and skill levels. In guided writing, students are supported through the writing process, often with prompts or scaffolds, which help them develop their skills systematically. The blueprint plays a critical role in structuring these activities to ensure comprehensive skill development.⁹

Here are the steps to implement an instrument blueprint in the guided writing technique:

1. Define Writing Objectives - Specify the writing skills to be assessed.
2. Identify Competencies - Select relevant writing competencies based on the curriculum.
3. Develop the Blueprint - Create a grid of indicators, such as structure, vocabulary, and grammar.
4. Design Writing Guidelines - Provide steps or instructions for students to follow in their writing.
5. Create Assessment Instruments - Develop rubrics or assessment criteria based on the blueprint.

⁹ Yu Feng Lan, Chun Ling Hung, and Hung Ju Hsu, 'Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory', *Turkish Online Journal of Educational Technology*, 10.4 (2011), 148–64.

6. Validate the Instrument - Ensure the rubric aligns with the assessment objectives.
7. Conduct a Trial - Apply the guidelines and instrument with a small group of students.

Table 3.4 Indicators of Instrument Blueprint

Writing Stages	Pre-writing: Skill to brainstorm, organize ideas, and plan the structure of the text.
	Drafting: Skill to begin writing based on the plan, focusing on content development and organization.
	Revising: Skill to improve the clarity, coherence, and structure of the text through peer or teacher feedback.
	Editing: Skill to correct grammar, punctuation, spelling, and syntax errors.
	Publishing/Final Draft: Skill to present a polished final version of the text.
Content and Idea Development	Clarity and coherence in presenting ideas.
	Skill to support arguments or opinions with relevant details and examples.
	Relevance to the topic or writing prompt.
Language Use	Vocabulary richness and appropriateness.
	Sentence structure variation.
	Appropriate use of connectors, conjunctions, and transitions.
Grammar and Mechanics	Correct use of grammar rules (e.g., tense, subject-verb agreement).
	Accurate punctuation and spelling.
	Appropriate paragraphing and indentation.

Cognitive Levels	Remembering and Understanding: Skill to recall writing strategies and apply them in context.
	Applying: Use of learned writing techniques to produce texts.
	Evaluating and Creating: Skill to assess one's own writing and make necessary improvements.
Assessment Weighting	The blueprint typically assigns different weightings to stages of the writing process (e.g., more weight on revising and drafting than on the final product to emphasize the process-oriented nature of guided writing).

2. Instrument Calibration

Beside instrument blueprint, the researcher will be use instrument calibration. Instrument calibration is the scale of measurement that will be used to describe the instrument standard that will be use. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher.¹⁰

From the quotation above, it can be inferred that the instruments calibration is scale of measurement which will be used to screening or examination of items instruments that made by researcher, with the aim of ensuring that the instrument provides accurate and reliable measurements, reducing errors in data collection.

¹⁰ Michael T. Kalkbrenner, 'A Practical Guide to Instrument Development and Score Validation in the Social Sciences: The Measure Approach', *Practical Assessment, Research and Evaluation*, 26 (2021), 1–18.

3. Measurement of Research Instruments

Data processing techniques are carried out using the validity test process.

a. Validity test

Validity test data is information that, in light of reality, may be believed to be accurate. Sugiyono states that the term "valid" refers to the skill of the instrument to measure what needs to be measured. Validity can demonstrate how accurate the data that the researcher obtained is compared to the data that actually occurs on the object.

To simplify the process of data collection and data calculation, in this study the researcher used the IBM SPSS Statistics 25 application program. The steps to test the validity of the data are as follows:

1) Prepare the dataset

Ensure data is correctly formatted and coded numerically for analysis

2) Open the Dataset

- Open IBM SPSS25 and load the dataset.
- Click File → *Open* → *Data*, then select the *file* (e.g., *.sav*, *.xls*, *.csv*).

3) Factor Analysis (for construct Validity

- Click *Analyze* → *Dimension Reduction* → *Factor*.
- Variables: Select variables for validity testing.
- Descriptives: Select *KMO and Bartlett's Test*.
- Extraction: Choose *Principal Component Analysis* and check *Scree plot*.
- Rotation: Use *Varimax* rotation to improve interpretability.
- Click *OK* to run the analysis.

4) Interpret the Result

- $KMO > 0.6$: Adequate sampling for factor analysis.
- **Bartlett's Test $p < 0.05$** : Factor analysis is suitable
- **Communalities**: Values close to 1 indicate shared variance.
- **Scree Plot**: Identify the number of factors.
- **Rotated Factor Matrix**: Look for factor loadings > 0.4 .

5) Validity Conclusion

- If the results meet the thresholds (KMO, Bartlett's, factor loadings), the data demonstrates construct validity.

b. Reliability Test

Reliability test can be used as a data collection tool, indicating the level of accuracy, level of accuracy, skill or consistency, in expressing certain symptoms. The reliability test in this study was also

calculated using the IBM SPSS Statistics 25 application program.

The reliskill test steps are as follows:

- 1) Open the IBM SPSS application.
- 2) Enter data in Data View.
- 3) Select the Analyze menu, then select the Scale sub menu, then Reliskill Analysis.
- 4) Move the data to be tested, in the Model section select Split-half. Then click Statistics, in the Descriptives for box select Scale if item deleted. Then click Continue.
- 5) Finally click OK.

F. Data Analysis Technique

A data analysis approach is a way to group data based on the issue at hand in order to make it easier to interpret. Meanwhile, the goal of data analysis in quantitative research is to identify the focus of the study, provide meaning, standardize, and give categories.

1. Test Requirements Analysis

A prerequisite analytical test is one that is run before to the hypothesis test. The homogeneity and normalcy tests were two of the required analyses performed for this investigation.

a. Normality test

The normality test aims to determine whether the data from the residual values of the two variables are normally distributed or not. The method used to test the normality of the data in this study

is by using the Lilliefors test in the IBM SPSS Statistics 25 application program, with the criterion if the Asymp.Sig. (2-tailed) is greater than 0.05, namely $p > 0.05$, then the data is declared normally distributed. The Lilliefors normality test steps are as follows:

- 1) Enter data in Data View.
- 2) Click Analyze, then select Descriptive Statistics then select Explore.
- 3) Enter the variable to be tested for normality in the Explore window.
- 4) Then click Plots, then in the Boxplot box select Factor levels together, in the Descriptive box select Stem-and-leaf and Histogram, then select Normality plots with tests, in the Spread vs Level with Levene Test box select None, then click Continue.
- 5) Finally click OK.

b. Homogeneity Test

A homogeneity test checks if the variances of two or more groups are the same. In this study, the Levene Test in IBM SPSS Statistics 25 was used to determine if the variances between groups in variables X and Y were homogeneous, with significance set at $p > 0.05$.

- 1) Enter data in Data View.

- 2) Then click Analyze, select Compare Means then select One-Way ANOVA.
- 3) Enter the variable being tested (dependent variable) in the Dependent List box. Then enter the variables that will differentiate the groups (independent variables) in the Factor box.
- 4) Click Options, then in the Statistics box select Homogeneity of variance test. Then click Continue.
- 5) Finally click OK.

2. Data Analysis Test

To investigate whether The Influence of Using Guided Writing Technique on the Student Writing Skills of eight Grade at SMP IT Bina Insani Metro.

In this study, the researcher will use SPSS to analyze the relationship between variables X and Y. Using SPSS's t-test, the means of the same individuals can be compared in two different situations or times.¹¹

- a. Opening SPSS applications for windows
- b. Loading the excel file with all the data.
- c. Opening Show data view.

¹¹ Alan Bryman and Duncan Cramer, *Quantitative Data Analysis with SPSS 22 and 25*, *Quantitative Data Analysis with SPSS 22 and 25* (USA: Routledge 27 Church Road, 2005) <<https://doi.org/10.4324/9780203498187>>.

- d. Copying the grades of pre-test and post-test in the data view
- e. Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
- f. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
- g. Selecting analyze, compare means, independent sample T-Test.
- h. Moving pre-test and post-test to the right.
- i. Selecting OK.

Independent Sample t-test Guidelines;

- a. If the probskill or Sig. $< \alpha$ (0.05), then the null hypothesis (H_0) is Rejected
- b. If the probskill or Sig. $> \alpha$ (0.05), then the alternative hypothesis (H_a) is accepted.

CHAPTER IV

RESULT OF RESEARCH DISCUSSION

A. Description of Research Location

This research was conducted at SMP IT Bina Insani Metro, located at Jl. DR Soetomo 28, Purwoasri, North Metro, Metro City, Lampung Province, is a private school with a full day for 5 days. Under the auspices of Yayasan Para Juara Lampung, SMP IT Bina Insani was established based on the Establishment Decree No. 162/KPPT/IMB/2011 dated June 08, 2011 and Operational Decree No. 019/KPTS/D3/2013 dated March 08, 2013.

It adopts an integrated approach by combining general education and Islamic religious education into a unified curriculum. Through this approach, all subjects and school activities are framed within the teachings and values of Islam. The school still follows the national curriculum standards set by the government, currently implementing the “Merdeka Curriculum,” while integrating it with religious knowledge and Islamic teachings, including worship practices.

The school also has a vision and mission. The vision and mission are as follows:

Table 4.1

Vision and mission at SMP IT Bina Insani Metro

Vision
"Realizing a Generation that is Righteous, Visionary, Professional, and Devoted to the Qur'an"

Mission	
1. To develop students into righteous individuals with spiritual, emotional, intellectual, and physical integrity.	3. To shape students into professional individuals with global competitiveness.
2. To educate students to become visionary leaders who are capable of synergizing family, community, and teamwork, and who are prepared to be future successors.	4. To foster a generation that loves and is devoted to the Qur'an..

The school is led by Mr. Suwanda, S.E., Sy., and has a total of 31 teachers, consisting of subject teachers and homeroom teachers. In addition, there is 1 administrative staff member, 1 security guard, 1 school caretaker, 1 cleaning staff member, and 1 gardener. The majority of the teachers hold a Bachelor's degree in education (S1), although some have already obtained a Master's degree.

The total number of students at SMP IT Bina Insani Metro for the 2024/2025 academic year is 222 student. This includes 86 students in Grade VII, 73 students in Grade VIII, and 63 students in Grade IX.

Below is the layout map of the school environment of SMP IT Bina Insani Metro:

Pict 4.1

School area plan



Source : official website SMP IT Bina insani Metro

B. Description Of Research Data

1. The result of Pre – test score (experimental class)

To measure the students' writing skill, the researcher conducted a pre-test before giving the treatment. The pre-test was held in the first meeting of the research to find out the initial difference between the classes, which were at a similar level. The form of the pre-test used in this study was an oral test because it allowed the researcher to directly observe the students' skill to express ideas, use vocabulary, and construct sentences in real-time.

Table 4.2

The result of pre – test (experimental class) in writing skill

No	Name of Student	Score	Category
1	APH	57.50	Incomplete
2	AA	47.50	Incomplete
3	AK	70.00	complete
4	AAS	70.00	complete
5	AFW	67.50	Incomplete
6	AD	62.50	incomplate
7	ARR	50.00	Incomplete
8	AR	67.50	Incomplete
9	AFN	50.00	Incomplete
10	DS	70.00	complete
11	DP	57.50	Incomplete
12	FKS	65.00	Incomplete
13	FZ	50.00	Incomplete
14	HGW	67.50	Incomplete
15	HD	70.00	complete
16	ILP	62.50	Incomplete
17	JAA	60.00	Incomplete
18	KZA	47.50	Incomplete
19	MA	55.00	Incomplete
20	RFA	42.50	Incomplete
Total		1222.50	
Average		61.125	
The highest score		70.00	
The lowest score		47.50	

Source: The result of pre – test

Table 4.3

Frequency of students' Score in Pre – Test

No	Score	Frequency	Percentage	Category
1	>70	4	20%	Incomplete
2	<70	16	80%	Complate
Total		25	100%	

Source : The result of Pre – test

Before the treatment was given, a pre-test was conducted for the experimental class to measure the students' writing skill. The result of the pre-test showed that most of the students were still struggling in

writing. From a total of 20 students, only 4 students (or 20%) reached the “complete” category, which means they got a score of 70 or more. Meanwhile, the other 16 students (or 80%) were still in the “incomplete” category, with scores below 70.

The average score of the class in the pre-test was 61.12, the highest score was 70, and the lowest score was 47.5. This data indicates that the students’ writing skills were still relatively low before using the guided writing technique. Most of them were not yet able to reach Minimum Mastery Criterion (MMC).

These results show that there was a need to help students improve their writing skill through a proper technique, in this case, guided writing, which was then given as treatment during the learning process in the experimental class

2. The Result of post – test (Experimental Class)

After analyzing the weaknes and understanding of students writing skill, the researcher conducted the treatment to help the students find the specific information or part of the text. After the students" has been given the treatment the researcher gave the post-test to measure their knowing of writing skill with different question. The post-test was carried out in order to intend the students" speaking skill after treatment. Then, the result of post-test can be seen in the following table:

Table 4.4**The result of post – test (experimental class) in writing skill**

No	Name of Student	Score	Category
1	APH	70.00	complete
2	AA	85.00	complete
3	AK	80.00	complete
4	AAS	60.00	incomplete
5	AFW	77.50	complete
6	AD	95.00	complete
7	ARR	75.00	complete
8	AR	80.00	complete
9	AFN	85.00	complete
10	DS	65.00	incomplete
11	DP	80.00	complete
12	FKS	80.00	complete
13	FZ	100.0	complete
14	HGW	75.00	complete
15	HD	60.00	incomplete
16	ILP	60.00	Incomplete
17	JAA	85.00	complete
18	KZA	80.00	complete
19	MA	85.00	complete
20	RFA	70.00	complete
Total		1540	
Average		77	
The highest score		100.0	
The lowest score		60.00	

*Source: The result of post test***Table 4.5****Frequency of students' Score in Post – Test**

No	Score	Frequency	Percentage	Category
1	>70	3	15%	Incomplete
2	<70	17	85%	Complete
Total		25	100%	

Source : The result of Pre – test

After the treatment using guided writing was given, a post-test was conducted to see how much the students' writing skills had improved. The result showed a big improvement compared to the pre-test.

From the total of 20 students in the experimental class, 17 students (85%) managed to reach the “complete” category, meaning they scored 70 or higher. Only 3 students (15%) were still in the “incomplete” category. This is a big jump compared to the pre-test, where only 4 students were in the complete category.

The average score of the class also increased from 61.12 in the pre-test to 77 in the post-test. The highest score was 100, and the lowest was 60. These results clearly show that most students made good progress in their writing after being taught using the guided writing technique.

This improvement proves that guided writing can really help students in planning and organizing their ideas, and also makes the writing process feel easier and more structured for them.

3. The Result of pre – test (control class)

To the measure the students' writing skill the researcher used the pre – test of giving the treatment. The researcher conducted pre – test in first meeting of the research in order to find out the initial defferent between the class who similar level. The form of pre – test that was used in this research was oral test.

Table 4.6**The result of pre – test (control class) in writing skill**

No	Name of student	Score	Category
1.	AN	52.50	Incomplete
2.	BRV	47.50	Incomplete
3.	BS	52.50	Incomplete
4.	DAP	70.00	complete
5.	DIK	47.50	Incomplete
6.	DPQ	52.50	Incomplete
7.	FZ	52.50	Incomplete
8.	GWH	85.50	complete
9.	KLY	50.00	Incomplete
10.	MKL	60.00	Incomplete
11.	MRA	80.00	complete
12.	MRF	47.50	Incomplete
13.	MSA	50.00	Incomplete
14.	MTA	55.00	Incomplete
15.	PS	52.50	Incomplete
16.	RC	60.00	Incomplete
17.	RFA	50.00	Incomplete
18.	UF	90.50	complete
19.	WLR	52.50	Incomplete
20.	ZNH	45.00	Incomplete
Total		1035.0	
Average		51.75	
The highest score		60.00	
The lowest score		45.00	

*Source: The result of pre – test***Table 4.7****Frequency of students' Score in Pre – Test**

No	Score	Frequency	Percentage	Category
1	>70	16	80%	Incomplete
2	<70	4	20%	Complete
Total		25	100%	

Source : The result of Pre – test

To measure the students' writing skill before any treatment was given, a pre-test was conducted for the control class. Based on the result, it can be seen that most students were still in the incomplete category. Out of 20 students, only 4 students (20%) scored 70 or above and were categorized as complete, while the remaining 16 students (80%) were still in the incomplete category.

The average score for the class was 51.75, which is relatively low. The highest score reached was 90.5, and the lowest score was 45.0. From this data, it's clear that most of the students still had difficulty in writing and needed more support or improvement in their writing skills.

Unlike the experimental class, the control class was not given treatment using the guided writing technique, but instead was taught using the general or usual technique commonly used in the school. Therefore, the result of the pre-test becomes an important starting point to compare the effect of guided writing that would be applied in the experimental class.

4. The Result of Post – Test (Control Class)

The post-test in the control class was conducted to measure students' writing skill after receiving regular instruction without using the guided writing technique. Instead, the teacher applied the conventional teaching method commonly used in the classroom. The following are the results of the students' post-test:

Table 4.8**The result of post – test (control class) in writing skill**

No	Name of student	Score	Category
1.	AN	68.50	Incomplete
2.	BRV	70.00	Complete
3.	BS	45.00	Incomplete
4.	DAP	60.50	Incomplete
5.	DIK	70.50	complete
6.	DPQ	75.00	complete
7.	FZ	65.00	Incomplete
8.	GWH	82.50	complete
9.	KLY	74.00	complete
10.	MKL	74.30	complete
11.	MRA	68.20	complete
12.	MRF	69.20	Incomplete
13.	MSA	80.00	complete
14.	MTA	65.50	Incomplete
15.	PS	74.00	complete
16.	RC	77.00	complete
17.	RFA	34.00	Incomplete
18.	UF	54.50	complete
19.	WLR	58.30	Incomplete
20.	ZNH	85.5 0	Complete
Total		1378.5	
Average		68.93	
The highest score		85.50	
The lowest score		34.00	

Source: The result of post – test

Table 4.9**Frequency of students' Score in Post – Test**

No	Score	Frequency	Percentage	Category
1	>70	11	55%	Complete
2	<70	9	45 %	Incomplete
Total		25	100%	

Source : The result of Post – test

The table above shows the result of the post-test from the control class after the learning process was completed. Based on the data, out of 20 students, 11 students (55%) were categorized as complete because they scored 70 or above. Meanwhile, 9 students (45%) were still in the incomplete category, with scores below 70.

From the post-test, the total score of all students was 1378.5, with an average score of 68.93. The highest score in the class was 85.5, while the lowest was 34.0. These results show that although there was some improvement in writing scores compared to the pre-test, the progress in the control class was not as significant as in the experimental class, which received guided writing treatment.

The improvement in the control class most likely came from general learning activities or the students' own effort, but without the support of a specific strategy like guided writing, the progress was less consistent.

5. Comparison Between Experimental and Control Class Result

Based on the results of both pre-test and post-test, it can be clearly seen that the experimental class showed greater improvement in writing skills compared to the control class.

In the experimental class, the number of students who reached the complete category increased significantly from only 4 students (20%) in the pre-test to 17 students (85%) in the post-test. Meanwhile, in the

control class, there was also an increase, but not as much — from 4 students (20%) in the pre-test to 11 students (55%) in the post-test.

In terms of average scores, the experimental class improved from 61.12 to 77, while the control class improved from 51.75 to 68.93. The difference in improvement shows that guided writing gave a more significant impact on students' writing skill than the regular teaching method used in the control class.

These results support the idea that guided writing helps students to write in a more organized and confident way, since the technique gives them a clear structure and direction during the writing process. On the other hand, students who were taught using the usual method still made progress, but it was less consistent and not as strong.

Overall, this comparison shows that the guided writing technique is more effective in improving students' writing skills compared to traditional teaching methods.

C. The Influence of Using Guided Writing Technique on The Students' Writing Skill of Eight Grade at SMP IT Bina Insani Metro

After implementing the guided writing technique, the researcher of the data by using SPSS to prove whether there is a positive and significant The influence of using guided writing technique on the students' writing skill at SMP IT Bina Insani metro as follows (H_a) is accepted, if any positive and significant influence of the use of guided writing technique on the

Students' writing skill. And (H_0) is rejected, if there is no positive and the significant influence of the use of guided writing technique on the students' writing skill.

a. Normality Test

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is kolmogorov smimov which is helped by SPSS application.

The goal of the normality test is to find out the sample comes from a normally distributed population

1. Hypothesis

$H_0: \mu_1 = \mu_2$ (the sample comes from a normally distributed population)

$H_1: \mu_1 \neq \mu_2$ (the sample comes from an abnormally distributed population)

2. Level of significance (error tolerance) $\alpha = 5\% = 0,05$

3. Statistical Test: Kolmogorov Smirnov test (this can be selected from existing formulas).

4. Test criteria: If the calculated sig value $> \alpha$ maka H_0 is accepted

5. Conclusion.

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Writing Skill	control class	.117	20	.200*	.939	.226
	eksperiment class	.186	20	.069	.892	.030

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

a. Lilliefors Significance Correction

Based on the table above :

Sig count of control class is $0.200 > 0.05$ then H_0 is accepted

Sig count of experimental class is $0.069 > 0.05$ then H_0 is accepted.

Conclusion: the sample comes from a normally distributed population.

b. Homogeneity test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic: a 5%,which is helped by SPSS aplication.

The purpose of the homogeneity test is to determine the population variance is the same (Homogeneous).

1. Hypothesis

$H_0: \sigma_1^2 = \sigma_2^2$ (Population variances are equal/homogeneous)

$H_1: \sigma_1^2 \neq \sigma_2^2$ (Population variances are not equal/not homogeneous)

2. Level of significance (error tolerance) $\alpha = 5\% = 0,05$

3. Statistical Test: Levene Test

4. Test criteria: If the calculated sig value $> \alpha$ maka H_0 is accepted.
5. Testing result.

Test of Homogeneity of Variances

		Levene Statistic	df 1	df2	Sig.
Writing Skill	Based on Mean	.536	1	38	.469
	Based on Median	.474	1	38	.495
	Based on Median and with adjusted df	.474	1	37.138	.495
	Based on trimmed mean	.563	1	38	.458

Based on the table Above Sig count $0,801 > 0,05$ then H_0 is accepted.

Conclusion: The population variances are equal/homogeneous.

c. Independent sample t-test

independent sample T-test is used to determine whether there is a difference in the mean in unpaired samples, the condition is that the parametric statistical test is normal and homogeneous. If the Sig (2-tailed) value < 0.05 , then there is a significant difference H_a . If the Sig (2-tailed) value is > 0.05 , then there is no significant difference.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Writing Skill	Equal variances assumed	.536	.469	-3.050	38	.004	-12.900	4.229	-21.461	-4.339
	Equal variances not assumed			-3.050	36.702	.004	-12.900	4.229	-21.471	-4.329

Based on the results of the independent t-test, the significance value (Sig. 2-tailed) is $0.004 < 0.05$, so H_0 is rejected and H_a is accepted. Thus, there is a significant influence between the use of guided writing technique on the writing skills of students in grade VIII of junior high school.

D. Discussion

Based on the analysis in the previous section, it can be seen that the writing scores of the experimental class were significantly improved after being taught using the guided writing technique. The improvement is visible not only in the average score but also in the number of students who reached the complete category. The independent sample t-test also proved that the difference between the experimental and control class was statistically significant, with a significance value of $0.004 < 0.05$.

Before conducting the hypothesis test, normality and homogeneity tests were performed to ensure that the data met the requirements for parametric testing. The normality test was conducted using the Shapiro-Wilk test. The results showed that the significance value for the control class was 0.226, and

for the experimental class, it was 0.030. Since both values are greater than 0.05, it can be concluded that the data in both classes are normally distributed.

Next, the homogeneity test was conducted using Levene's Test to determine whether the variance between the two groups was equal. The significance value obtained was 0.469, which is also greater than 0.05. This indicates that the data variances between the two groups are homogeneous. Because both assumptions—normal distribution and homogeneity of variance—were fulfilled, the data analysis proceeded to the hypothesis testing stage using an Independent Sample t-Test. This test was used to compare the average writing scores of the experimental class (which used the guided writing technique) and the control class (which did not use the technique).

The result of the Independent Sample t-Test showed a significance value (Sig. 2-tailed) of 0.004. Since this value is less than 0.05, it indicates a significant difference in writing scores between the two groups. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. In other words, the guided writing technique has a statistically significant influence on students' writing skills. Moreover, the mean difference between the two classes was 12.900 points, with the experimental class achieving higher average scores than the control class. This further supports the conclusion that the guided writing technique helped students to organize their ideas and structure their writing more effectively.

This result shows that the guided writing technique gave a positive and meaningful influence on students' writing skills. Students in the experimental

class were able to plan their writing better, organize their ideas clearly, and write with more confidence and structure. The steps in guided writing helped them avoid confusion when starting their texts, and made them more focused throughout the process.

These findings are not only supported by the data in this research but also in line with several previous studies. For example, Yeny Aryningtyas et al. conducted classroom action research at SMP Negeri 1 Karanganyar. Their results showed that guided writing not only improved students' writing skill, but also increased their motivation. Students became more active and more willing to write, because the steps given in guided writing made writing less intimidating for them.

A similar result was found in the research by Maria Ulfa at SMP N 3 Metro. She applied guided writing in descriptive text and found that students who were taught using this technique had better writing outcomes than those who were not. Just like this current study, she used pre-test and post-test, and saw a significant increase in students' scores after the treatment.

Yosep Dwi Anggara also did a similar study by comparing two classes—experimental and control—and found that the group taught with guided writing performed better in terms of writing structure, vocabulary use, and idea development. This supports the result of this research, where the experimental group had a higher average and more students reaching the minimum score.

Another supporting study is from Amara Halawatunnisa and her team, who implemented guided writing in teaching recount text. Although the text type was different, the impact of guided writing was still strong. It helped students write step by step, making their writing more organized and easier to follow.

From all of these comparisons, it can be concluded that the findings of this study are consistent with previous research. Guided writing has proven to be an effective technique in helping students improve their writing skills across different schools, grade levels, and types of text. It helps students feel more guided, confident, and capable in the writing process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and the data analysis that has been done, it can be concluded that the use of the guided writing technique gives a positive and significant influence on students' writing skills, especially for the eighth-grade students at SMP IT Bina Insani Metro.

From the data, it was found that the average score of the experimental class (which received treatment using guided writing) increased from 61.12 to 77, while the control class (without guided writing treatment) only improved slightly, from 51.75 to 63.5. This shows that students who were taught using guided writing performed better in writing compared to those who were not.

The result of the independent sample t-test also supports this finding, with a significance value of 0.004, which is smaller than 0.05. This means there is a real or significant difference between both groups. So, it can be concluded that the guided writing technique is an effective method to help improve students' writing skill.

In general, this research shows that guided writing can help students to develop their ideas, structure their writing better, and feel more confident when doing writing tasks in English.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions that might be useful for teachers, students, and future researchers:

1. For English Teachers:

It is recommended for teachers to use guided writing in the classroom, especially when teaching writing. This technique helps students step by step and makes them more focused and confident in writing. Teachers should also give clear examples, prompts, and feedback during the writing process.

2. For Students

Students should try to follow every stage in guided writing seriously. They should use the help from the teacher to organize their ideas and learn from the process, not just focus on the final result. By practicing this way, their writing skill will improve over time.

3. For Future Researchers

This research was done in one school with a limited number of students. Future researchers can develop this topic by using more samples or applying guided writing to other types of texts (like narrative or recount). They can also explore students' motivation or interest when using this technique.

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APPENDICES

MODUL AJAR

Nama penyusun	:	Fitri annisa
Instansi	:	SMPIT Bina Insani Metro
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	VIII
Materi	:	Teks deskriptif
Sumber materi	:	Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII kurikulum merdeka
Lampiran	:	Modul ajar, bahan ajar, lembar pre – test dan post – test
Teknik pembelajaran	:	Guided Writing

Modul ajar kurikulum merdeka merupakan pengganti dari RPP yang berformat dan bersifat variatif yang meliputi materi/ konten pembelajaran, metode pembelajaran, interpretasi, dan teknik mengevaluasi yang disusun secara sistematis dan memukau untuk mencapai indikator keberhasilan yang diharapkan.

Profil peserta didik	Profil pelajar pancasila
Berdasarkan hasil asesmen awal yang dilakukan peserta didik memiliki karakteristik belajar visual, senang dengan gambar, dapat mengucapkan kosakata Bahasa Inggris sederhana.	Elemen: Bernalar Kritis & Berkebinekaan Global Subelemen: Mengidentifikasi, mengklarifikasi, dan mengolah informasi dan Gagasan & Berkomunikasi antar budaya

A. KOMPETENSI INTI

CAPAIAN PEMBELAJARAN
Pada Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.
TUJUAN PEMBELAJARAN
Peserta didik dapat menggunakan bahasa Inggris untuk memproduksi teks deskriptif lisan, tulisan, dan visual. Mengembangkan keterampilan bernalar kritis dan kreatif. mengemukakan pokok pikiran utama yang ingin disampaikan secara menyeluruh

ELEMEN	ALUR TUJUAN PEMBELAJARAN	REFERENSI/CATATAN/INSPIRASI ADAPTASI
menulis –mempresentasikan	Menyusun paragraph tentang argument dan pendapat menggunakan perencanaan, contoh, kosakata spesifik dan struktur kalimat sederhana.	Menyusun outline menggunakan contoh teks sederhana kosa kata, dan struktur dan unsur kebahasaan yang sesuai seperti <i>simple present tense, present continuous</i>

		<i>tense, simple past tense, dan modal auxiliary, dsb.</i>
menulis –mempresentasikan	Mengkomunikasikan ide, pengalaman teks informasi mereka melalui paragraf sederhana dan terstruktur.	Kalimat yang di hasilkan sederhana dan memperhatikan jeda, kapitalisasi dan menggunakan struktur dan unsur kebahasaan yang sesuai seperti <i>simple present tense, presentcontinuous tense, simple past tense, dan modal auxiliary, dsb.</i>

B. LANGKAH – LANGKAH PENELITIAN

Pertemuan pertama (pre – test)	
<ol style="list-style-type: none"> 1. Pembukaan <ol style="list-style-type: none"> a. Salam, perkenalan kepada siswa, menjelaskan maksud dan tujuan b. Pertanyaan pemantik dengan kosakata bahasa inggris <ul style="list-style-type: none"> - What is my name? - How's your day 2. Inti <ol style="list-style-type: none"> a. Memberikan soal pre – test kepada siswa b. Memberi kesempatan siswa bertanya tentang soal c. Menjawab pertanyaan siswa 3. Penutup <ol style="list-style-type: none"> a. Ucapan terimakasih dan maaf b. Salam penutup 	
Pertemuan kedua (pemberian treatment)	
<ol style="list-style-type: none"> 1. Pembukaan <ol style="list-style-type: none"> a. Salam pembuka b. Pertanyaan pemantik <ul style="list-style-type: none"> - What is writing, in your opinion? - How's your day? - Pernah menulis cerita? - What it is? (sambil menunjukan benda) pancing siswa untuk menjelskan benda tersebut atau pancing siswa untuk menceritakan suasana hari ini dengan kosakata yg dimiliki. 2. Inti <ol style="list-style-type: none"> a. Guru memberikan sebuah model teks. Siswa berkonsentrasi pada pemahaman bacaan terlebih dahulu, kemudian mempelajari fitur-fitur teks yang diberikan. b. Guru mengajukan serangkaian pertanyaan tentang informasi dasar dari teks. c. Pemberian latihan yang berfokus pada pengembangan kosakata dan struktur kalimat. d. Guru memberikan kerangka karangan yang di tulis di papan tulis sebagai dasar bagi siswa untuk menulis. e. Guru memperhatikan kesulitan siswa dan membantu siswa dalam memahami serta menyusun struktur nya dengan jelas. 3. Pentup <ol style="list-style-type: none"> a. Evaluasi pembelajaran b. Salam penutup 	
Pertemuan ketiga (pemberian treatment)	
<ol style="list-style-type: none"> 1. Pembukaan <ol style="list-style-type: none"> a. Salam pembuka b. Pertanyaan pemantik dari treatment pembelajaran pertemuan sebelumnya c. Pengembangan kosakata dari teks sebelumnya 2. Inti <ol style="list-style-type: none"> a. Menjelaskan terkait kebahasaan teks yang telah di berikan b. Pemberian latihan yang berfokus pada pengembangan kosakata dan struktur kalimat. c. Guru memberikan kerangka karangan yang di tulis di papan tulis sebagai dasar bagi siswa untuk menulis. 	

- d. Guru memperhatikan kesulitan siswa dan membantu siswa dalam memahami serta menyusun struktur nya dengan jelas.
- 3. Penutup
 - a. Evaluasi pembelajaran
 - b. Salam penutup

Pertemuan keempat (pelaksanaan post – test)

- 1. Pembukaan
 - a. Salam pembuka
 - b. Pertanyaan singkat menggunakan kosakata bahasa inggris
- 2. Inti
 - a. Memberikan soal pre – test kepada siswa
 - b. Memberi kesempatan siswa bertanya tentang soal
 - c. Menjawab pertanyaan siswa
- 3. Penutup
 - a. Ucapan terimakasih atas bantuan terselenggaranya penelitian
 - b. Salam penutup

PENILAIAN KEMAMPUAN MENULIS

Aspek yang di nilai	Score	Kemampuan
Content (C) 30% - Clarity and Relevance - Depth of Information - Originality and Insight.	4	Topiknya lengkap dan jelas serta rinciannya berkaitan dengan topik.
	3	Topiknya lengkap dan jelas tetapi rinciannya hampir berkaitan dengan topik.
	2	Topiknya lengkap dan jelas tetapi rinciannya tidak berkaitan dengan topik
	1	Topik tidak jelas dan rinciannya tidak berhubungan dengan topik
Organization (O) 20% - Logical Structure. - Coherence and Cohesion. - Paragraphing	4	Identifikasi lengkap dan deskripsi disusun dengan penghubung yang tepat
	3	Identifikasi hampir lengkap dan deskripsi disusun dengan kata penghubung yang hampir tepat
	2	Identifikasi tidak lengkap dan deskripsi disusun dengan sedikit kesalahan penggunaan kata penghubung
	1	Identifikasi tidak lengkap dan deskripsi disusun dengan penyalahgunaan kata penghubung
Grammar (G) 20% - Sentence Structure. - Accuracy - Complexity	4	Sangat sedikit ketidakakuratan tata bahasa atau kesepakatan
	3	sedikit ketidakakuratan tata bahasa atau kesepakatan tetapi tidak mempengaruhi makna
	2	Banyak ketidaktepatan tata bahasa atau
	1	Ketidakakuratan kesepakatan
Vocabulary (V) 20%	4	Pilihan kata dan bentuk kata yang efektif
	3	Sedikit penyalahgunaan
	2	kosakata, bentuk kata, tetapi tidak mengubah makna

- Appropriateness - Variety - Precision	1	Pilihan kata dan bentuk kata yang membingungkan dengan jangkauan terbatas
Mechanics (M) 10% -Spelling -Punctuation -Capitalization	4	Menggunakan ejaan, tanda baca, dan huruf besar yang benar
	3	Kadang-kadang terdapat kesalahan ejaan, tanda baca, dan
	2	kapitalisasi
	1	Sering terjadi kesalahan ejaan, tanda baca, dan

Pengolahan skor :

$$\text{Total nilai} = \frac{\text{Nilai yang diperoleh} \times 100\%}{\text{Nilai maksimal}}$$

Nilai	Predikat
85-100	A
70-84	B
60-69	C
<60	D

Mengetahui:

Dosen Pembimbing Skripsi

Metro, 17 februari 2025

Mahasiswa

Dr. Much Deiniatur, M.Pd, B.I,
NIP. 19880308 201503 1 006

Fitri annisa
NPM: 2101050010

BAHAN AJAR

Teks deskriptif adalah jenis teks yang digunakan untuk menggambarkan seseorang, tempat, atau benda secara rinci agar pembaca dapat membayangkan apa yang dideskripsikan. Teks ini bertujuan untuk memberikan informasi yang jelas dan terperinci tentang objek yang dideskripsikan.

Tujuan dari teks deskriptif adalah untuk menggambarkan ciri – ciri fisik dan sifat suatu objek. Memberikan informasi secara rinci agar pembaca dapat memahami object tersebut, dan membantu pembaca membayangkan object yang di deskripsikan.

1. Struktur teks deskriptif

- a. Identification (identifikasi): pengenalan object yang akan dideskripsikan
- b. Description (deskripsi) : penjelasan rinci mengenai objek, meliputi karakteristik fisik, sifat atau perilaku.

2. Tata Bahasa

a. Simple Present Tense

Teks deskriptif biasanya menggunakan Simple Present Tense karena menggambarkan fakta atau kebiasaan yang tetap.

Rumus:

- **Positive:** Subject + Verb 1 (s/es untuk subjek tunggal) + Object
- **Negative:** Subject + do/does + not + Verb 1 + Object
- **Interrogative:** Do/Does + Subject + Verb 1 + Object?

Contoh:

- "My cat is very fluffy."
- "The park has many beautiful flowers."
- "She does not like cold weather."
- "Does he have a big house?"

b. Adjective (kata sifat)

Adjective digunakan untuk menggambarkan objek yang dideskripsikan. Kata sifat ini bisa berupa warna, ukuran, bentuk, atau sifat lainnya.

Contoh:

- "She has **long black hair** and **big brown eyes**."
- "The house is **huge** and **modern**."
- "The dog is **small** and **cute**."

c. Be (is, am, are) dan Have/Has

- "Be" digunakan untuk menghubungkan subjek dengan kata sifat atau kata benda.

- "The sky **is** blue."
- "He **is** a friendly boy."
- "Have/Has" digunakan untuk menunjukkan kepemilikan atau karakteristik.
 - "She **has** a beautiful smile."
 - "My school **has** a big library."

d. Spatial Order (Urutan Tempat)

Teks deskriptif sering menggunakan kata keterangan tempat untuk menggambarkan lokasi sesuatu.

Contoh:

- "The school is **next to** the park."
- "The clock is **on the wall**."
- "The cat is **under the table**."

3. Cara mengerjakan soal Latihan deskriptif

- a. **Identifikasi objek yang akan dideskripsikan**
 - Pilih orang, tempat, atau benda yang ingin dideskripsikan.
 - Tentukan aspek-aspek yang akan dijelaskan, seperti warna, bentuk, ukuran, atau karakteristik lainnya.
- b. **Gunakan struktur teks deskriptif**
 - Mulailah dengan **Identification** untuk mengenalkan objek.
 - Lanjutkan dengan **Description** untuk menjelaskan detail objek.
- c. **Gunakan tata bahasa yang tepat**
 - Pastikan menggunakan **Simple Present Tense**.
 - Gunakan **kata sifat** untuk menggambarkan objek secara rinci.
 - Tambahkan **spatial order** untuk menjelaskan lokasi atau posisi objek.
- d. **Periksa kembali teks yang telah dibuat**
 - Pastikan tidak ada kesalahan tata bahasa atau ejaan.
 - Baca ulang untuk memastikan teks mudah dipahami.

PRE – TEST

Name :

Class :

1. Complete the blank conversation below with the sentences in the box!

Thama : hi sasa. Are you participating in the talent show next week?

Sasa : hi, thama. Yes I'm going to sing, what about you?

Thama : I'm thinking of performing a magic trick. I've been practicing a lot.

Sasa : that's awesome! I can't wait to see your performance. Good luck!

Thama : thanks, sasa. Break a leg with your singing!

Are you	Going to	Perform
Is you	Performing	Go to
Practicing	thanks	break

2. Pay attention to the text above, correct the text above to make a correct paragraph!

the sea eagle has color feathers is light brown; It has a strong and sharp yellowish beak! it claws are very sharp. it hunts for fish in the sea but sometimes in hunts chickens and small birds.

.....

.....

.....

.....

.....

.....

3. do you know monkeys? Please describe what a monkey is in your opinion on the sheet provided!

.....

.....

.....

.....

.....

.....

POST – TEST

Name :

Class :

1. Fill in the dots in the passage by selecting the words below!

Thama : hey, what are you doing in this weekend?

Sasa : I'm not sure yet. I might go to the mall with my friends. How about you?

Thama : I'm planning to watch the movie with my family. Have you seen any good movies lately?

Sasa : "Yeah, I saw a great movie last week. It was really funny. You should check it out!"

Thama : "Okay, I'll look for it. Maybe we can watch it together next weekend?"

Sasa : "That sounds like fun! I'll ask my parents if it's okay."

Thama : "Great! What time do you think we should watch the movie?"

Sasa : "How about 2 o'clock? We can meet at the cinema."

Thama : "Sounds good to me. I'll meet you there at 2."

Sasa : "See you then! Have a great weekend!"

Thama : "You too! Bye!"

Doing	Great movie	meet	What you
Have you	parents	What time	friends

2. Please make a short story about describing animal, according to the structure that has been studied!

Identification :

.....

Description :

.....

3. Translate the sentence below!

a. Mereka bermain sepak bola kemaren sore. (they played soccer yesterday afternoon)

b. Dia belajar bahasa inggris 3 jam kemarin malam. (she studied english for three hours last night)

4. Please describe your self!

.....

PRE - TEST

Name : Risky Fahmy Meandi
Class : 8B

$$\begin{array}{r} C : 2 \\ O : 1 \\ G : 1 \\ V : 2 \\ M : 1 \end{array} \quad \begin{array}{r} 20 \\ 5 \\ 5 \\ 10 \\ 2,5 \end{array} \quad \begin{array}{r} 42,5 \\ 42,5 \times 100\% \\ 100 \\ = 42,50 \end{array}$$

1. Complete the blank conversation below with the sentences in the box!

▼hama : hi sasa. Are you parcipating in the talent show next week? ✓
TePung Sasa : hi, hama. Yes I'm Break sing, what about you? ✓
▼hama : I'm thinking of Performing a magic trick. I've been Practicing a lot.
TePung Sasa : that's awesome! I can't wait to see your performance. Good luck!
▼hama : thanks, sasa. Practicing a leg with your singing!

Are you	Going to	Perform
Is you	Performing	Go to
Practicing	thanks	break

2. Pay attention to the text above, correct the text above to make a correct paragraph!

the sea eaglee has color feathers is light brown; It has a strong and sharp yellowish beak! it claws are very sharp. it hunts for fish in the sea but sometimes in hunts chickens and small birds.

Yes

3. Do you know monkeys? Please describe what a monkey is in your opinion on the sheet provided!

Monkey is animal

PRE - TEST

Name : Karutgin zaidan Almalik

Class : 8 BB

C : 2 20
O : 1 5
G : 2 10
V : 2 10
M : 1 2.5

$$\frac{47.5}{100} \times 100\% = 47.5\%$$

1. Complete the blank conversation below with the sentences in the box!

Thama : hi sasa. Are you [✓] parcipating in the talent show next week?

Sasa : hi, thama. Yes I'm Practicing [✓] sing, what about you?

Thama : I'm thinking of Performing [✓] a magic trick. I've been thanks [✓] a lot.

Sasa : that's awesome! I can't wait to see your performance. Good luck!

Thama : thanks, sasa. Go to [✓] a leg with your singing!

Are you ✓	Going to	Perform
Is you	Performing ✓	Go to ✓
Practicing ✓	thanks ✓	break

2. Pay attention to the text above, correct the text above to make a correct paragraph!

the sea eaglee has color feathers is light brown; It has a strong and sharp yellowish beak! it claws are very sharp. it hunts for fish in the sea but sometimes in hunts chickens and small birds.

Yellow wish chicken bird

3. Do you know monkeys? Please describe what a monkey is in your opinion on the sheet provided!

is of monkey is
monkey is not brown, the is brown, has like playing
in tree

POST - TEST

Name : Adhmad Fariesla Wijaya

Class : VIII - B

1. Fill in the dots in the passage by selecting the words below!

Mrs. Risitas fasridu is my aunt. She is kind English teacher. She teaches at SMPN 18 Tangerang. She is 45 years old. she is very beautiful. she is tall And slim. she has round eyes, and pointed nose. She has Straight hair. Her hair is fairly black. She has white skin. She is very smart. She is Also very diligent and very patient. she explains the lesson patiently. She is never angry to her students.

My	Is	Also	Always	In
An	And	Straight	Kind	Sometimes

2. Fill in the dots in the passage by selecting the words below!

Thama : hey, what are you Doing in this weekend?

Sasa : I'm not sure yet. I might go to the mall with my friends. How about you?

Thama : I'm planning to watch the movie with my family. What you seen any good movies lately?

Sasa : "Yeah, I saw a Great movie last week. It was really funny. You should check it out!"

Thama : "Okay, I'll look for it. Maybe we can watch it together next weekend?"

Sasa : "That sounds like fun! I'll ask my Friends if it's okay."

Thama : "Great! What time do you think we should watch the movie?"

Sasa : "How about 2 o'clock? We can meet at the cinema."

Thama : "Sounds good to me. I'll meet you there at 2."

Sasa : "See you then! Have a great weekend!"

Thama : "You too! Bye!"

Doing	Great movie	meet	What you
Have you	parents	What time	friends

3. Please make a short story about describing animal, according to the structure that has been studied!

Identification :

Cow

cow is the animal big, it life in land. the color of cow is with and black or brown. it result a milk. can we drink every day.

Description :

In idhul adha, cow is the animals of qurban. The meat cow so very ~~best~~ nice. I like meat the cow and milk from he.

4. Translate the sentence below!

a. Mereka bermain sepak bola kemarin sore.

They are playing football yester afternoon

b. Dia belajar bahasa inggris 3 jam kemarin malam

he study english language 3 clock yester night

5. Please describe your self!

Im a student in smp it karo insani, im study in class 8-B. my house ~~near~~ from school. i have 1 young brother. Im so happy every day, because my life so good. im have the nice friends and good parents.

C	:	4	30
O	:	3	15
G	:	2	10
V	:	3	15
M	:	3	7,5

2

77,5

$$\frac{77,5}{100} \times 100\% = \underline{\underline{77,50\%}}$$

POST – TEST

Name : Ahmad rajih robbani

Class : 8B

1. Fill in the dots in the passage by selecting the words below!

Mrs. Risitas fasridu is my aunt. She is kind English teacher. She teaches at SMPN 18 Tangerang. She is 45 years old. she is very beautiful. she is tall and slim. she has round eyes, and pointed nose. She has straight hair. Her hair is fairly black. She has white skin. She is very smart. She is also very diligent and very patient. she explains the lesson patiently. She is never angry to her students.

My	Is	Also	Always	In
An	And	Straight	Kind	Sometimes

2. Fill in the dots in the passage by selecting the words below!

Thama : hey, what are you doing in this weekend?
 Sasa : I'm not sure yet. I might go to the mall with my friends. How about you?
 Thama : I'm planning to watch the movie with my family. What you seen any good movies lately?
 Sasa : "Yeah, I saw a great movie last week. It was really funny. You should check it out!"
 Thama : "Okay, I'll look for it. Maybe we can watch it together next weekend?"
 Sasa : "That sounds like fun! I'll ask my friends if it's okay."
 Thama : "Great! at what time do you think we should watch the movie?"
 Sasa : "How about 2 o'clock? We can meet at the cinema."
 Thama : "Sounds good to me. I'll meet you there at 2."
 Sasa : "See you then! Have a great weekend!"
 Thama : "You too! Bye!"

Doing	Great movie	meet	What you
Have you	parents	What time	friends

3. Please make a short story about describing animal, according to the structure that has been studied!

Identification :

Cow
 Cow is the animal big. it live in land the colour of
 cow is white and black or brown it eat a rice

Description :

4. Translate the sentence below!

a. Mereka bermain sepak bola kemaren sore.

they play football yesterday afternoon

b. Dia belajar bahasa inggris 3 jam kemarin malam

He study english language 3 hours last night

5. Please describe your self!

my name is Rajih. I have 3 older brother

C	: 4	30
O	: 2	10
S	: 2	10
V	: 3	15
M	: 2	5

75

$$\frac{75}{100} \times 100 = 75,00$$

DOCUMENTATION

A. Pra survey



B. Research





No. : 022/YPJL/SMPIT-BI/VIII/2024

Lamp. : -

Perihal : Surat Balasan Penelitian

Kepada Yth.
Wakil Dekan I
Institut Agama Islam Negeri (IAIN)
di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : 3413/In.28/J/TL.01/07/2024 Wakil Dekan 1 Institut Agama Islam Negeri Metro tanggal 08 Juli 2024, bahwa:

Nama : Fitri Annisa
NPM : 2101050010
Program Studi : Tadris Bahasa Inggris
Semester : 6 (Enam)

Benar bahwa mahasiswa tersebut di atas telah mengajukan Izin Prasurey di SMP IT Bina Insani Metro dengan Judul Skripsi **"THE INFLUENCE OF USING GUIDE WRITING TECHNIQUE ON THE STUDENTS WRITING SKILLS OF EIGHT GRADE"**. Oleh karena itu, kami mengizinkan yang bersangkutan untuk melakukan Prasurey di SMP IT Bina Insani Metro.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.

Metro, 08 Agustus 2024
Kepala SMP IT Bina Insani



SUWANDA, S.E.Sy
NIP. 198806052020071050

No. : 473/YPJL/SMPIT-BI/III/2025

Lamp. : -

Perihal : **Surat Balasan Penelitian**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan
Institut Agama Islam Negeri (IAIN)
di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.


Berdasarkan surat nomor : B-0909/In.28/D.1/TL.00/03/2025 Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro tanggal 11 Maret 2025, bahwa:

Nama	: Fitri Annisa
NPM	: 2101050010
Program Studi	: Tadris Bahasa Inggris
Semester	: 8 (Delapan)

Benar bahwa mahasiswa tersebut di atas telah mengajukan Izin Research di SMP IT Bina Insani Metro dengan Judul Skripsi **"THE INFLUENCE OF USING GUIDED WRITING TECHNIQUE ON THE STUDENTS' WRITING SKILL OF EIGHT GRADE AT SMP IT BINA INSANI METRO"**. Oleh karena itu, kami mengizinkan yang bersangkutan untuk melakukan Research di SMP IT Bina Insani Metro.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.




Wassalamu'alaikum Warahmatullahi Wabarakatuh.

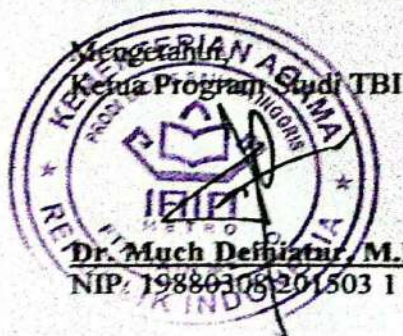
Metro, 12 Maret 2025
Kepala SMP IT Bina Insani

SUWANDA S.E.Sy
NIP. 198806052020071050

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

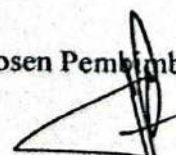
Nama : Fitri Annisa
NPM : 2101050010

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 04/24 /09		Chapter I : - Check footnote - Data pra survey - Revise Prior research	
2	Senin 9/24 /09		Chapter I . - Revise the Prior Research! Add the footnote - Explain the result of previous research.	
3			Acc Chapter I Continue to chapter II	



Dosen Pembimbing



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Fitri Annisa
NPM : 2101050010

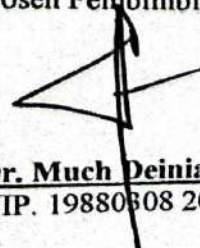
Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	25/24 /67		<p>Chapter II</p> <ul style="list-style-type: none"> - check . the indicator of Writing - add scoring rubric of Writing. - Check Footnote - add citation for the advantages & disadvantages 	<i>[Signature]</i>



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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/24. /10		Chapter II - Review The theoretical Framework and Paradigm - Check Your footnote - 1 Paragraph Should Consist of minimum 3 sentences - Continue to chapter III	



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Nama : Fitri Annisa
NPM : 2101050010

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	6/17 2020		<ul style="list-style-type: none">- Chapter II 1 Paragraph = min. 3 Sentences.- Chapter III Instrument Blueprint.- Add Bibliography- Next time bring Chapter I-III and Bibliography.	



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IAIN METRO

Nama : Fitri Annisa
NPM : 2101050010

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	20 / 25 / 02	Bimbingan Apd. - perbaiki post-test (terlalu banyak soal) - Tambah Bahan Ajar -	
2.	07 / 25 / 03	Acc Apd	
3.	15 / 25 / 05	Check Table of Contents Revise Discussion.	
4.	19 / 29 / 05	- Add footnote note in your Discussion - Prepare for Munawar.	

Mengetahui,
Ketua Program Studi TBI

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Dosen Pembimbing

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IAIN METRO**

Nama : Fitri Annisa
NPM : 2101050010

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	22 Mei 2025	Check Bibliography Acc for Munawar.	

Mengetahui,
Ketua Program Studi TBI



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CURRICULUM VITAE



Fitri Annisa was born in Palembang on November 13, 2002. She is the first of two siblings. She completed her elementary education at SDN 2 Pratama Mandira in Ogan Komering Ilir and continued her studies at Darul A'mal Islamic Boarding School in Metro, where she graduated from vocational high school (SMK) in 2021 majoring in Computer and Network Engineering (TKJ).

In the same year, she continued her studies in the English Education Study Program, Faculty of Tarbiyah and Teacher Training, at the State Institute for Islamic Studies (IAIN) Metro. During her academic journey, she actively participated in various campus activities and was a member of the university's Scout organization.

She comes from Pasaran Jaya Village, Dente Teladas Subdistrict, Tulang Bawang Regency, Lampung Province. She is known as a diligent and hardworking individual with a strong passion for learning. She always strives to give her best in every process she goes through, including in completing this academic work.